

## YEAR 6 HOMEWORK PACK 3

Whilst school is closed, we have planned and designed a variety of tasks for the Year 6 children to complete. The tasks are designed to be follow the learning that would have been happening in school, as closely as possible. In addition, we also expect all pupils to read daily, as well as use **TT Rockstars** and **Spelling Shed** to practise their times tables facts and spellings.

Please e-mail the Year 6 team via Mrs Fogarty-Slack [sfogarty-slack@hvp.org.uk](mailto:sfogarty-slack@hvp.org.uk) with any questions, support needed or to share all your wonderful work during this period of time.

In addition to the tasks we have set, there are several websites the children can access to continue their learning and revision. Please see below.  
*N.B. Some of the websites listed are offering free membership for parents/carers during this period of time.*

<http://ww.twinkl.co.uk/offer> enter code: UKTWINKLHELPS

<http://www.spellingframe.co.uk>

<https://www.transum.org/Software/SW/Quickulations/>

<https://www.topmarks.co.uk/maths-games/daily10>

<https://www.morningchallenge.co.uk/home>

<https://kids.classroomsecrets.co.uk/> (see next page).

## YEAR 6 HOMEWORK

### Thank you NHS!

Colour in this page and stick it in your window to show how much we appreciate all the hard work of our NHS doctors and nurses during this difficult time.



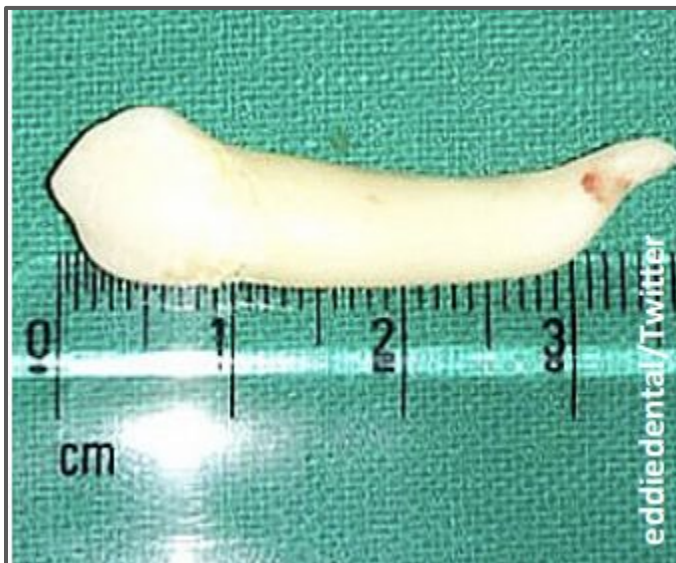
## YEAR 6 HOMEWORK

# FirstNews

NEWS TO GET YOUNG PEOPLE TALKING

We hope you enjoyed the first copy of 'First News'!  
The next issue is being uploaded alongside this learning pack on our school website.

So, whilst there may be lots of doom & gloom in the news at the moment, here are two more light-hearted news stories gracing the news this week! But can you guess what the stories are? (Answers are on the next page!)



## YEAR 6 HOMEWORK

# FirstNews

NEWS TO GET YOUNG PEOPLE TALKING

This is Indian student Pawan Bhavsar's tooth!

It has set a new world record for the world's longest tooth, measuring 3.89cm (1.53 inches) long!

*What can you find at home that measures a similar length to Pawan's tooth??*



These firefighters were called to put out a blaze after the batteries in a step counter (worn by a pig!) leaked copper and reacted with all the pig poo and dry hay, causing this enormous fire!



## YEAR 6 HOMEWORK



Play TT Rockstars at least twice a day. This will help to improve your recall of your multiplication facts.

<https://trockstars.com/>

Can you improve your time per second answered?

## Times Tables Rock Stars HALL OF FAME

Well done to the following children who have been smashing TTRS over the last few weeks!

Hussam, Jayden S, Mariam, Imogen, Mahdiya, Tombra, Emma, Rose, Beau, Erin, Lacey, Jayden P, Leo, Joshua, Caleb, Zach, Rylan, Harrison!

Look out for our TTRS Hall of Fame in the next learning pack – will your name be on there?

## YEAR 6 HOMEWORK - MATHS

Task 1: Using the following YouTube links, these videos walk the children through past Maths SATs papers, question-by-question. Children can complete the question and then follow the guidance to see if their calculations and answer(s) are correct.

KS2 Maths SATs 2017 – arithmetic

<https://www.youtube.com/watch?v=jKCqSo5XLeY>

KS2 Maths SATs 2017 – reasoning 1

[https://www.youtube.com/watch?v=nBdOc\\_TJXp0](https://www.youtube.com/watch?v=nBdOc_TJXp0)

Strengths	Areas to work on
✓	*
✓	*
✓	*

\*Miss Roach's maths group: In addition to the work in this booklet, please continue to also work through the 'Headstart Mastery' booklet set for you on Friday 13th March.

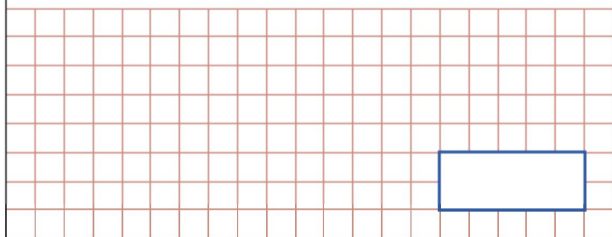
## YEAR 6 HOMEWORK - ARITHMETIC

### Fluent in Five

Sets of five arithmetic questions – aim to answer each set in under five minutes!

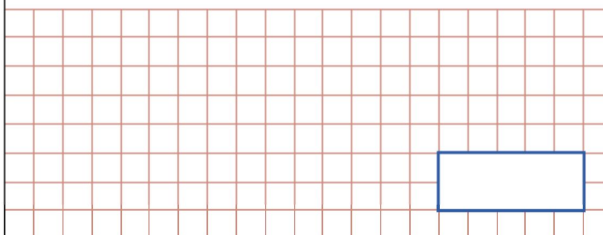
#### Set A

1  $23.2 + 42.4 =$



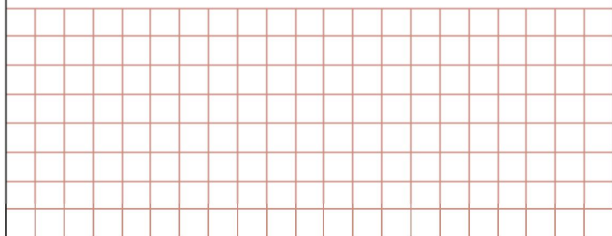
A grid for working out the answer to question 1. It consists of 20 columns and 10 rows of small squares. A blue rectangular box is drawn at the bottom right of the grid, spanning 4 columns and 2 rows.

3  $62.34 \times 100 =$



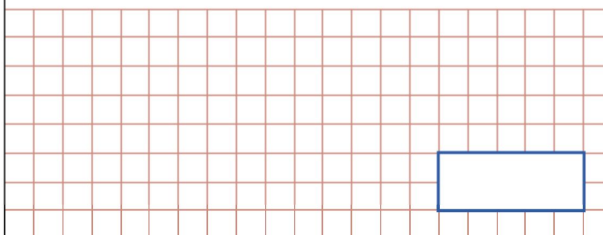
A grid for working out the answer to question 3. It consists of 20 columns and 10 rows of small squares. A blue rectangular box is drawn at the bottom right of the grid, spanning 4 columns and 2 rows.

2  $93,214 - \square = 7,859$



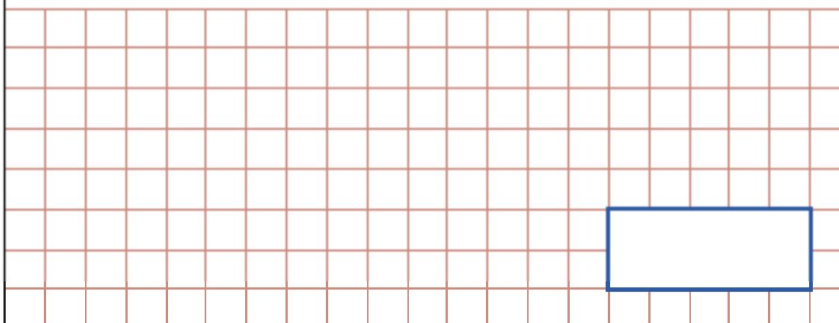
A grid for working out the answer to question 2. It consists of 20 columns and 10 rows of small squares. A blue rectangular box is drawn at the top left of the grid, spanning 4 columns and 2 rows.

4  $76.43 + 24.78 =$



A grid for working out the answer to question 4. It consists of 20 columns and 10 rows of small squares. A blue rectangular box is drawn at the bottom right of the grid, spanning 4 columns and 2 rows.

5  $400 + 1,200 =$



A grid for working out the answer to question 5. It consists of 20 columns and 10 rows of small squares. A blue rectangular box is drawn at the bottom right of the grid, spanning 4 columns and 2 rows.




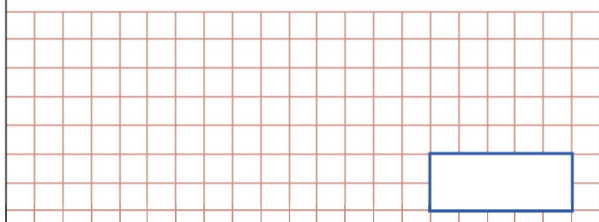
## YEAR 6 HOMEWORK - ARITHMETIC

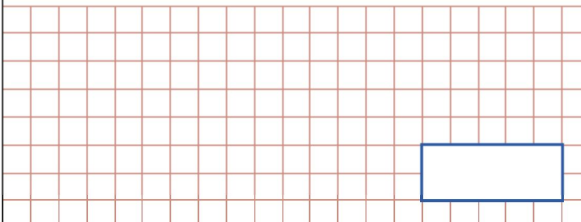
### Fluent in Five


Sets of five arithmetic questions – aim to answer each set in under five minutes!


#### Set B

1	$87.1 + 11.2 =$
	
<input type="text"/>	

3	$3,380 \div 6 =$
	
<input type="text"/>	

2	$\frac{3}{4}$ of 132 =
	
<input type="text"/>	

4	$69 - 31 =$
	
<input type="text"/>	

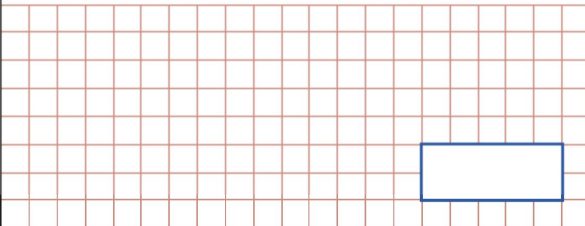
5	$87.32 - 37.41 =$
	
<input type="text"/>	

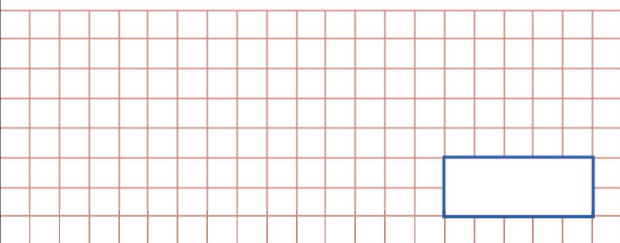
## YEAR 6 HOMEWORK - ARITHMETIC

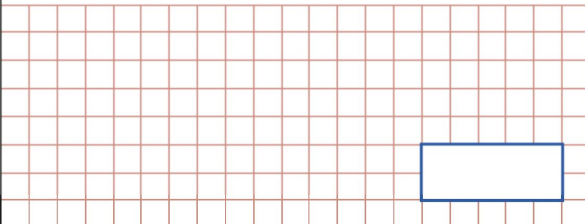
### Fluent in Five

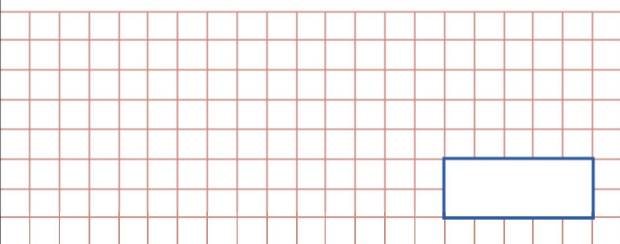
Sets of five arithmetic questions – aim to answer each set in under five minutes!

#### Set C

1	$32 + 47 =$
	
<input type="text"/>	

3	$56.47 - 23.85 =$
	
<input type="text"/>	

2	$45.32 + 2.23 =$
	
<input type="text"/>	

4	$8.73 \times 10 =$
	
<input type="text"/>	

5	$4,568 \div 7 =$
	
<input type="text"/>	

## YEAR 6 HOMEWORK - ARITHMETIC

### Fluent in Five

Sets of five arithmetic questions – aim to answer each set in under five minutes!

#### Set D

1  $87 + 21 =$

3  $893 + 30 =$

2  $46 \times 29 =$

4  $93.1 \times 100 =$

5  $2,074 \div 7 =$

## YEAR 6 HOMEWORK - ARITHMETIC

### Fluent in Five

Sets of five arithmetic questions – aim to answer each set in under five minutes!

#### Set E

1  $\frac{5}{6}$  of 36 =

3  $56.43 + 11.3 =$

2  $69.56 + 13.68 =$

4  $3.321 \times 100 =$

5  $857 + 14,894 =$

## YEAR 6 HOMEWORK - REASONING

Answer each calculation fully, showing all workings.

1 Complete the missing numbers.

$$400 + \boxed{\phantom{000}} + 7 = 427$$

$$400 + \boxed{\phantom{000}} + 17 = 427$$

$$300 + \boxed{\phantom{000}} + 7 = 427$$

2 Complete the boxes to make the fractions equivalent.

$$\frac{3}{4} = \frac{\boxed{\phantom{00}}}{12} = \frac{36}{\boxed{\phantom{00}}}$$

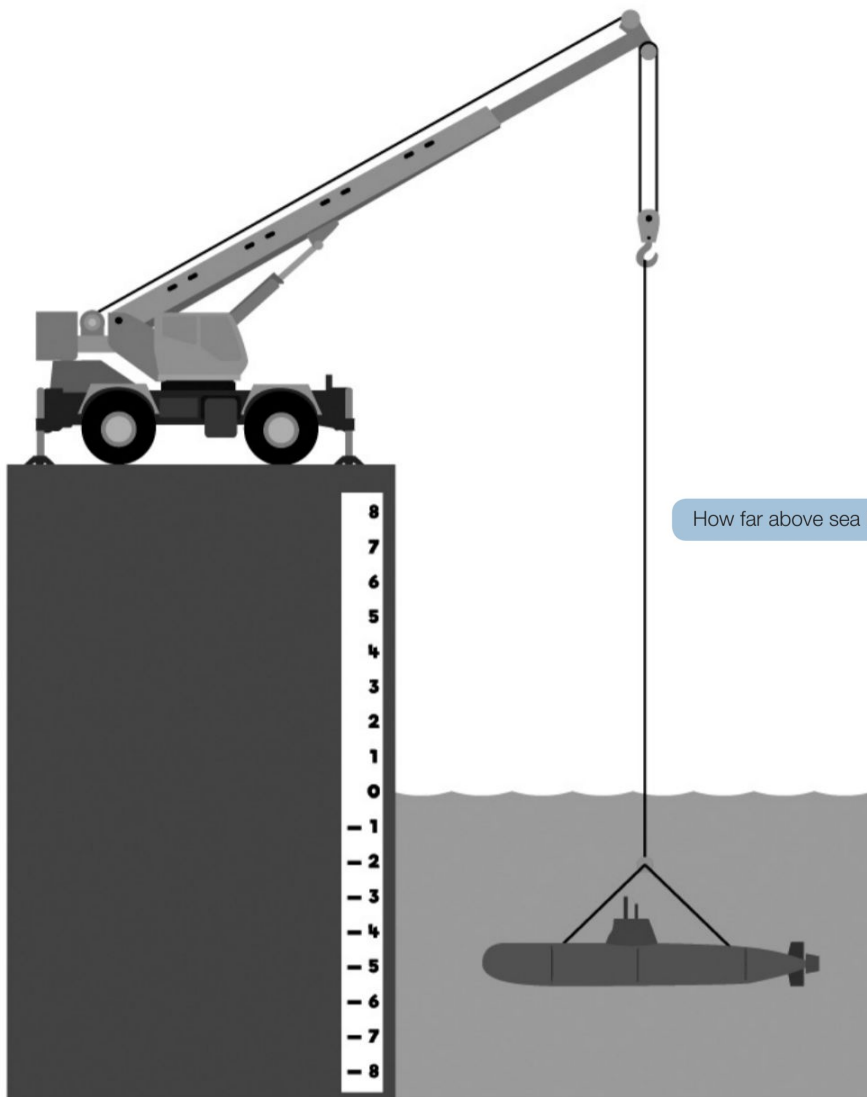
## YEAR 6 HOMEWORK - REASONING

Answer each calculation fully, showing all workings.

3

A submarine is 5 metres below sea level.

A crane lifts the submarine 8 metres upwards.



How far above sea level is the submarine now?

m



## YEAR 6 HOMEWORK - REASONING

Answer each calculation fully, showing all workings.

- 4 Here are the capacities of three football stadiums.

Football stadium	Capacity
Huddersfield Town	24,500
Leeds United	37,366
Halifax Town	14,061

What is the total capacity of all three stadiums?

## YEAR 6 HOMEWORK - REASONING

Answer each calculation fully, showing all workings.

- 5 Louisa uses these digit cards to complete a calculation.



Her answer is a multiple of 3 but not a multiple of 6

Complete Louisa's calculation.

$$\square + \square \times \square$$

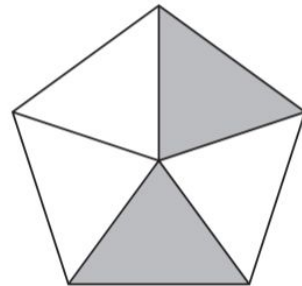
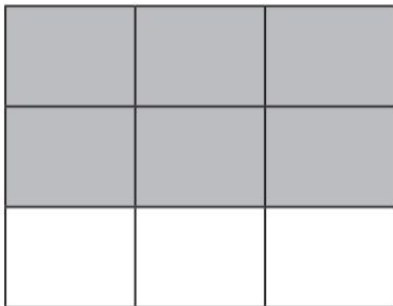
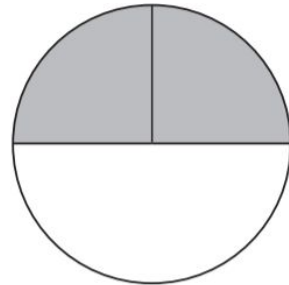
What is the answer to Louisa's calculation?

## YEAR 6 HOMEWORK - REASONING

Answer each calculation fully, showing all workings.

6

Tick the shapes that show  $\frac{2}{3}$  shaded.



## YEAR 6 HOMEWORK - MATHS SKILL

### Skill recap: Time (pack 2)

1)



Draw this time as a digital clock:

2)

What time does the clock show if it is evening time?



A

10:15am

B

10:15pm

C




22:15

D

B and C

3)

Who is eating at the same time?

			
I am eating at ten to 6 in the evening	I am eating at 5:50am	I am eating at 17:50	I am eating at 5:50pm
Bobby	Mo	Elle	Tilly

A

Bobby  
Elle  
Tilly

B

Bobby  
Tilly

C

Elle  
Tilly

D

Bobby  
Mo  
Elle  
Tilly

## YEAR 6 HOMEWORK - MATHS SKILL

### Written Division

#### Knowledge

**Divide** – To divide means to split up or share out into equal parts.

**Remainder** – A remainder is what is left after you share something equally.

$$\begin{array}{r}
 169.2 \\
 5 \overline{) 846.0} \\
 \underline{50} \phantom{0} \\
 34 \phantom{0} \\
 \underline{35} \phantom{0} \\
 60 \\
 \underline{60} \\
 0
 \end{array}
 \qquad
 \begin{array}{r}
 26r21 \\
 37 \overline{) 983} \\
 \underline{74} \phantom{0} \\
 243 \\
 \underline{222} \\
 21
 \end{array}$$

Watch the following video to recap the written method for division (the 'bus stop' method) – with and without remainders:

Mr Wall – Bus Stop Division with remainders (decimals)  
<https://www.youtube.com/watch?v=sEeMJZgvR2c>



## YEAR 6 HOMEWORK - MATHS SKILL

### Skill practise: Written division

$$6,876 \div 5 =$$

$$2,276 \div 5 =$$

$$6,815 \div 4 =$$



## YEAR 6 HOMEWORK - MATHS SKILL

### Skill practise: Written division

$$1,272 \div 15 =$$

$$8,253 \div 14 =$$

## YEAR 6 HOMEWORK - MATHS SKILL

### Skill practise: Division

1)  $7,035 \div 4 =$

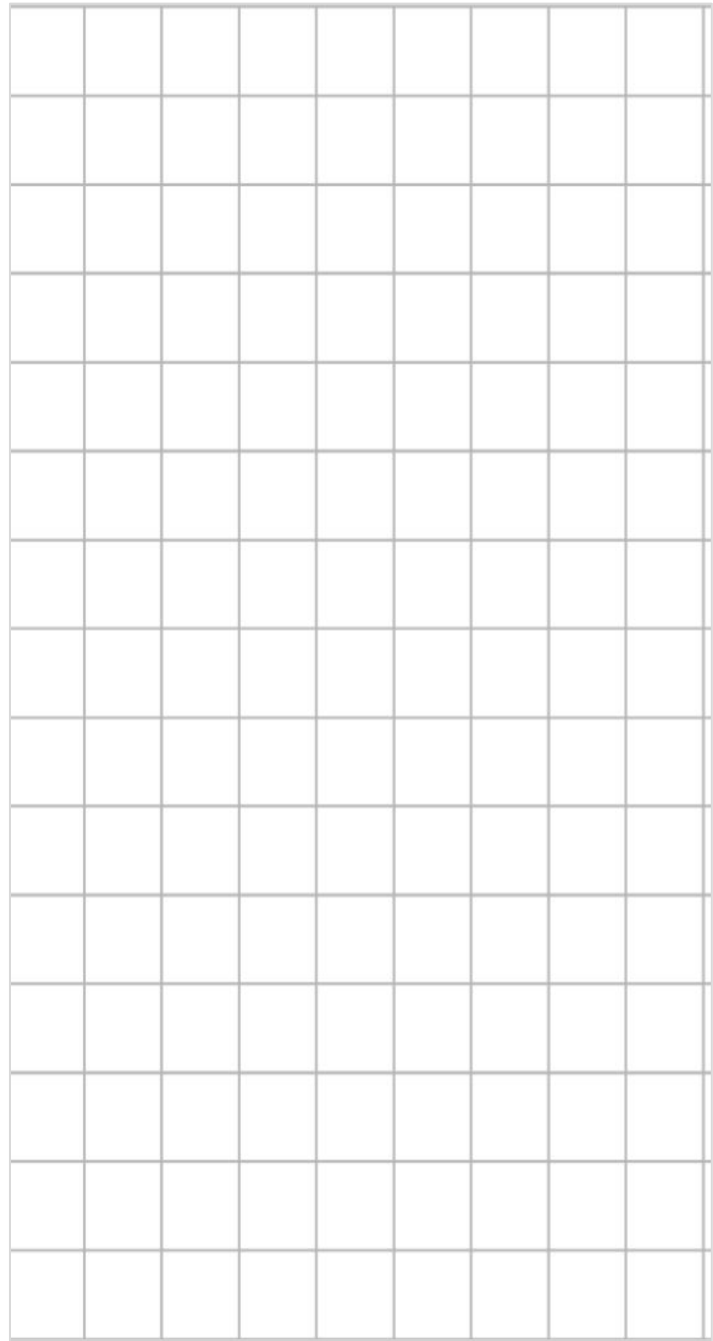
2)  $5,704 \div 5 =$

3)  $9,516 \div 8 =$

4)  $3,794 \div 4 =$

5)  $3,967 \div 5 =$

6)  $4,928 \div 5 =$



## YEAR 6 HOMEWORK - MATHS SKILL

### Skill practise: Division



1)  $2,325 \div 12 =$

2)  $8,240 \div 16 =$

3)  $1,425 \div 15 =$

4)  $2,876 \div 16 =$

5)  $7,322 \div 14 =$

6)  $2,084 \div 16 =$

7)  $8,253 \div 14 =$

8)  $9,012 \div 12 =$

## YEAR 6 HOMEWORK - MATHS SKILL

### Apply: Written Division

- 1) Sweets were packed into boxes of **42**.
  - a) How many full boxes could be filled with **1568** sweets?
  - b) What fraction of another box could be filled with the remaining sweets? Give your answer in its lowest terms.
  
- 2) **Fourteen** chairs fit in each row of a school hall. There are **91** chairs.
  - a) How many full rows will there be?
  - b) What fraction of another row can be filled?
  
- 3) Max picks **1067** strawberries. **22** strawberries are in a packet.
  - a) How many full packets of strawberries can be made?
  - b) How many strawberries will be left over?
  
- 4) There are **98** junior children in Daisyhill School. In assembly, children sit in rows of **18**.
  - a) How many full rows can be made?
  - b) How many children are left over?

## YEAR 6 HOMEWORK - MATHS SKILL

### Apply: Written Division

5)


**7465** people go to the stadium. There are **28** seats in each row. How many rows are needed to seat all the people?

6)

At the toy shop, each tray can display **54** toy cars. The shop owner has **672** cars to display. How many trays does he need?


7)

Asha has **250** marbles. She sorts them into bags, with **16** marbles in each bag. How many bags of 16 marbles can she make?



The Harper family are having a picnic in the park. **Twenty four** sandwiches are shared evenly between the **sixteen** people at the picnic. Which would be the best way to show the remainder?

A group of **23** friends share a **£574** lottery win. The money does not divide equally and so the friends decide to give the remainder to charity. How much do they give to charity?



## YEAR 6 HOMEWORK - MATHS SKILL

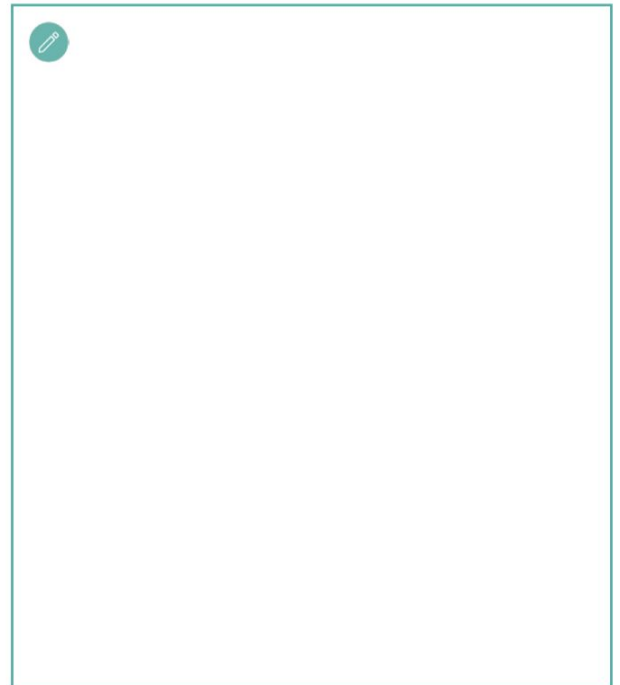
### Apply: Written Division



Spot the mistake










	1	6	4	1	r	4
5	8	7	0	9		

- a)  It is wrong because you need to start with the ones/units column
- b)  A mistake has been made with the carrying of numbers
- c)  A mistake has been made in the tens column
- d)  A mistake has been made in the hundreds column

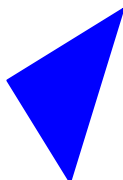


## YEAR 6 HOMEWORK - MATHS CHALLENGE

Work out the value of each shape.

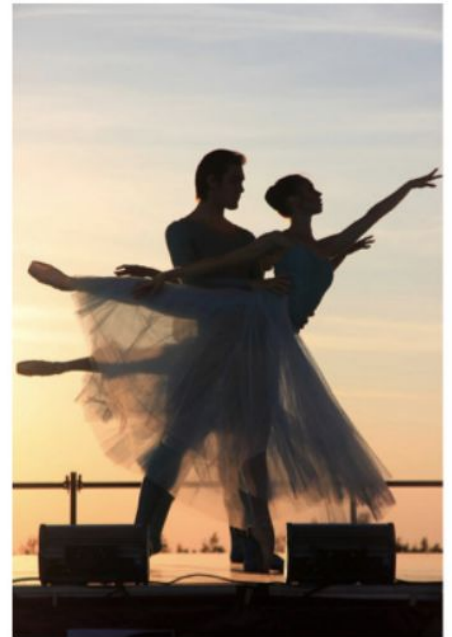
			15
			18
			9
15	12	15	

 =

 =

## YEAR 6 HOMEWORK - MATHS CHALLENGE

- When they danced in pairs one person was sitting out.
- When they danced in trios two people were sitting out.
- When they danced in quartets three people were sitting out.
- When they danced in groups of five three people were sitting out.



**Use the information above to answer this question:**

**How many people were at the dance?**



**Dance Day  
29<sup>th</sup> April 2020**

International Dance Day started in 1982 and it celebrates the art of dance around the world. Each year a special committee chooses a personality to create an International Dance Day message to be shared all around the world!

# Spelling Shed



## Task 1: Spelling Shed

Play Spelling Shed to practice your spellings. We will continue to set weekly spellings and monitor your scores for each of these. We will also monitor the common exception word spelling games you play, and can set you personalised lists to practise of any words you are spelling incorrectly. Aim to play at least 3 games a day.

**Task 2: Spelling story**  
Create a short story about a topic of your choice that includes as many of your spelling words as possible.



<http://play.edshed.com>

All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

## Assignments

Task

Year 5 & Year 6 UKS2 Full List  
Due: 09/03/20 00:00



Details

Weekly spellings - silent letters  
● 0/2 Due: 08/03/20 09:00



Details

Click on '**More Lists**' to see full details of each spellings rule the children have been set. Click on '**Details**' to see the word list.

## YEAR 6 HOMEWORK



<http://play.edshed.com>

All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

# Spelling Shed

Well done to the following Spelling Shed superstars who have been smashing it over the last few weeks!

Evie, Sasha, Altamame, Nueza, Bella, Matilda,  
Leo, Joshua, Cohen, Isla, Tomas W, Archie,  
Harvey, William

Each of you have been rewarded with 1,000 points!

Look out for our Spelling Shed Hall of Fame in the next learning pack - will your name be on there?



# YEAR 6 HOMEWORK - SPELLINGS

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	

**Task 1:**  
Practice your spellings of your common exception words in your best handwriting.

**Remember:** look, cover, write, check.

**Task 2:**  
Write 5 different sentences using your common exception words.

## Year 5 and 6 Statutory Spellings

accommodate	cemetery	develop	frequently	mischievous	pronunciation	stomach
accompany	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	
category	determined	forty	marvellous	programme	soldier	

## YEAR 6 HOMEWORK - SPELLINGS

Homophones are words which sound the same, but are spelt differently.

there they<sup>a</sup>re their

### Homophones Practice: They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over \_\_\_\_\_ on the shelf.
5. \_\_\_\_\_ bus was running late.
6. The cold wind made \_\_\_\_\_ teeth chatter.
7. Could they be in \_\_\_\_\_?
8. Blue Smarties are the best, \_\_\_\_\_ my favourites.
9. Ava and Lucas put \_\_\_\_\_ hands up at the same time.
10. Are you sure \_\_\_\_\_ not real?

## YEAR 6 HOMEWORK - Writing

### Florence Nightingale's birthday - 12th May

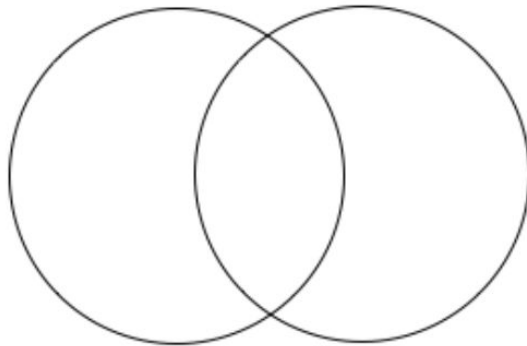
The recently established 'Nightingale hospitals' around the UK aim to help tackle Covid-19.

The name 'Nightingale' comes from Florence Nightingale, who was a trailblazing nurse.

She is remembered most greatly for her night rounds to aid the wounded during the Crimea War, coining her the nickname '*Lady with the Lamp*'. Her care and dedication to nursing meant that her actions changed policies around proper care in the 19th and 20th centuries.

## F L O R E N C E N I G H T I N G A L E

Use the diagrams below to find different ways to sort the letters in Florence Nightingale's name.




## YEAR 6 HOMEWORK - SPELLINGS

# Countdown



Play your own version of the Countdown word game at home by going to this website:

<http://happysoft.org.uk/countdown/wordgame.php>

## YEAR 6 HOMEWORK - Writing

1. Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Freddie, <u>who loves dinosaurs</u> , goes to the Natural History Museum every month.		
Freddie's dad bought him a toy diplodocus <u>because he knew he would love it</u> .		
<u>Freddie took his new dinosaur to bed with him</u> after he had brushed his teeth.		

2. Underline the subordinate clause in each sentence below.

Despite lots of practice, the wizard struggled with the spell.

Tom felt very hungry because he hadn't eaten all day.

As the waves crashed against the shore, the boat sailed into harbour.

3. Circle the conjunction in each sentence below.

It was raining heavily so the children had to play inside.

Cedric couldn't play on his computer until he had completed his homework.

## YEAR 6 HOMEWORK - Writing

4. Tick one box in each row to show whether the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Although <u>it was very late</u> , I didn't feel tired at all.		
<u>The team will win the gold cup</u> if they win the game.		
Sir Edmund Hilary, <u>who was a famous explorer</u> , reached the summit of Everest in 1953.		

5. Circle the two conjunctions in the sentence below.

Although it was raining, the children still went out and they got soaked.

6. Tick one box to show which part of the sentence is a relative clause.

Tick one

The beautiful, newborn baby, who was only a few hours old, slept soundly in his cot.

## YEAR 6 HOMEWORK - Writing

7. Underline the relative clause in the sentence below.

The girl, who works in the bakery, is my cousin.

8. Tick the option which shows how the underlined words in the sentence below are used.

The sword-wielding knight fought the ferocious dragon.

Tick one

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

## YEAR 6 HOMEWORK - Writing

# Writers Hall of Fame

Below is a selection of the superb effort many of you have been putting into your writing over the last few weeks. Keep sending us your wonderful writing, and you could end up in the Hall of Fame!



## Thomas - Moscow class

*Looming in the darkness, magic awaits, in a place where no man or woman has ever been. Until one night, out of nowhere, came a carriage attached to a majestic creature, floating across the sky. The creature was as black as a raven with the tips of its feathers sapphire blue. The carriage held one figure, who was hidden in the darkness of the night sky. They were heading towards the castle, only the bravest dare to seek.*

## Tombra - Washington class

*The bombs were exploding in his ears, gunshots firing: all the sounds were in his head. All he felt was anger, anxiety and most of all, worry, for his family and for himself. All he wanted was to stay home with his wife and children in peace. But instead, he was back in the war and his family were in danger: all he wanted was to go back home.*

## YEAR 6 HOMEWORK - Writing



# Writers Hall of Fame

### Imogen - Moscow class

George had not worn his uniform for many years. Now that he did, the memories all came flooding back to him it was his time to fight again it was like his life had started all over again. The more he thought about it, the more he wanted to go back into the past. He thought should he do it, should he not? As he didn't want to ruin his ancient, precious suit: it was his time to fight and win for his country!

### Archie - Moscow class

The man abseiled down into the deep, dark hole leading to nothingness. Leaves towered over him whilst dew clung on for their lives. Water rapidly rushed down into this dark, mysterious, unknown place.

He could see leaves hanging from the roof above him and moss covering the damp walls beside him. He could hear gushing, crystal clear water pouring down which made echoes entwine the deep, dark hole.

## YEAR 6 HOMEWORK - MATHS SKILL

# GPS Skill – teach: Sentences (simple, compound and complex)

Watch the following video to recap the differences between simple, compound and complex sentences:

<https://www.youtube.com/watch?v=vFqH2hLDFRM>

### Knowledge

- **Main Clause** – A main clause is a clause that can stand alone.
- **Subordinate Clause** – A subordinate clause is a clause which adds information to a main clause.
- **Subordinating Conjunction** – A subordinating conjunction is a word that joins a main and a subordinate clause.
- **Co-ordinating Conjunction** – A co-ordinating conjunction is a word that joins two main clauses.

## YEAR 6 HOMEWORK - MATHS SKILL

### Apply: Sentences

Identify whether each sentence is a simple, compound or complex sentence:

- 1) There aren't any chips, which means we'll have to have pasta instead!
- 2) The boys worked very hard on their home learning, so each got a reward!
- 3) The film had me on the edge of my seat, it was so nerve-wracking!
- 4) Go and look for that spelling in the dictionary!
- 5) The Peak District – a national park in Derbyshire – is great for long walks.
- 6) My cousins live in Canada and my grandparents live in India.



What is different about this sentence? Explain fully.

*Alana, who has got very shiny hair, always looks neat and tidy at school.*

## YEAR 6 HOMEWORK - Writing

E-mail Mrs F-S a copy of your writing and it could be in the next Hall of Fame!



### Sentence challenge!

Imagine what the books in the library are like. Can you make a list of adjectives to describe them?

Can you use adjectives to improve this sentence?

Lucy picked up a book from the shelf, and carefully turned its pages.

Complete the story!

### Story starter!

In Barrowtown, books were forbidden. There was a strict penalty given to anyone caught reading.

When Lucy wandered off on another of her adventures in the woods that morning, little did she know that she was about to make an extraordinary discovery...

### Success criteria:

- Fronted adverbials
- Complex sentences
- Expanded noun phrases
- Speech punctuation
- Tier 2 vocabulary
- Parenthesis ( ) , , - -
- 3-5 Year 5/6 CEWs

## YEAR 6 HOMEWORK - Writing



### Sick sentences!

These sentences are sick  
and need your help to  
get better!

jack held the umbrella. It  
was raining. he was  
scared

E-mail Mrs F-S a copy of your writing and it could be in the next Hall of Fame!

### Sentence challenge!

Can you write a sentence that uses two adjectives  
before a noun? Can you use a comma to separate  
the adjectives?

e.g. The \_\_\_\_\_, \_\_\_\_\_ clouds opened and the rain  
poured down over the \_\_\_\_\_, \_\_\_\_\_ umbrella.

## YEAR 6 HOMEWORK - Oracy task



### Question time!

Where is this?

Do trains still run on these tracks?

Where do the tracks lead to?

Who knows about these tracks?

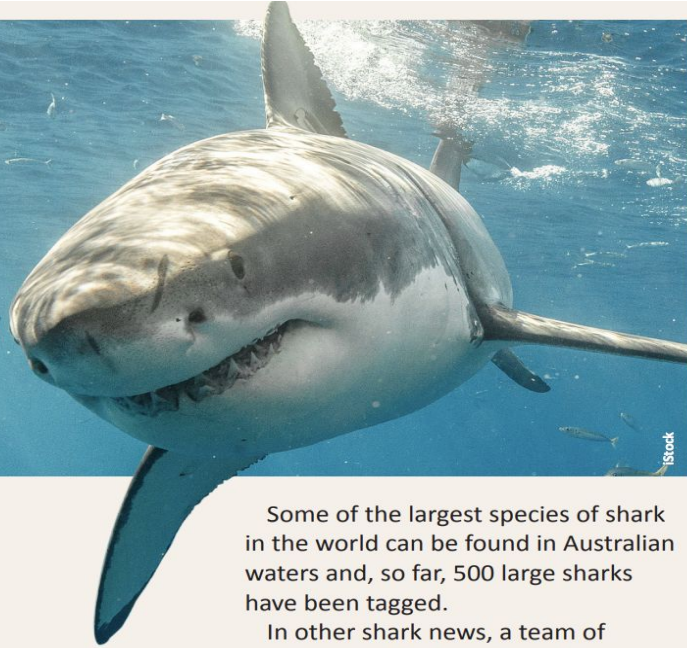
### Challenge

With your family, go back and forth to create a story based on this image.

#### Rules:

1. You are only allowed to say one word or sentence!
2. It must link with what the person before says
3. Have fun with it! How many twists and turns can you create?

# SPOTTING SHARKS FROM THE SKY



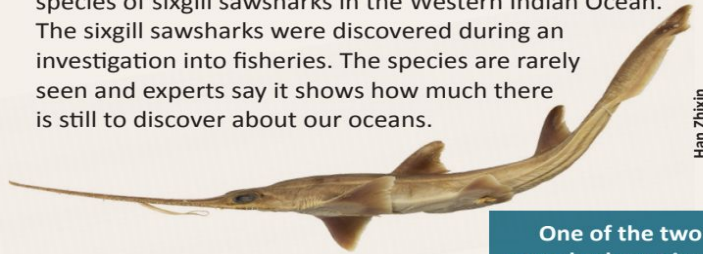
## BEACHES in parts of Australia will be patrolled by drones to keep swimmers safe from shark attacks after a successful trial in New South Wales.

Shark attacks off New South Wales beaches fell to just four last year, half the number of previous years, and much lower than 2015 when 14 people were attacked. The trial was the largest drone operation conducted in Australia, with more than 8,000 flights by drones along 1,300 miles of beach.

The drones spotted sharks swimming close to shore and triggered an early warning alarm to allow swimmers time to get safely out of the water, keeping both swimmers and sharks out of danger. State authorities have announced that drone flights will become a permanent part of its plans to survey sharks. Other measures include tagging large sharks, which will trigger an alert if they swim too close to beaches.

Some of the largest species of shark in the world can be found in Australian waters and, so far, 500 large sharks have been tagged.

In other shark news, a team of marine scientists have found two new species of sixgill sawsharks in the Western Indian Ocean. The sixgill sawsharks were discovered during an investigation into fisheries. The species are rarely seen and experts say it shows how much there is still to discover about our oceans.



Han Zhixin

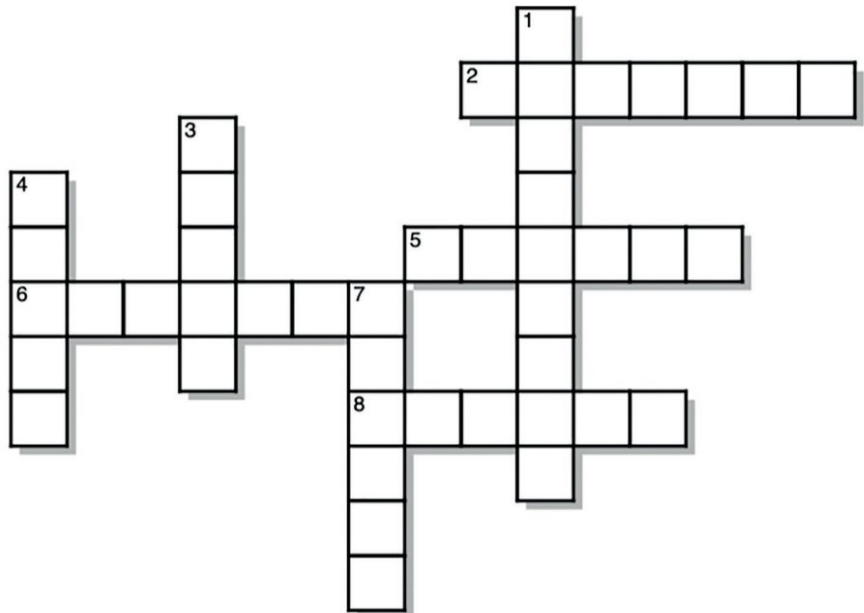
One of the two new shark species

### ACROSS

- 2) Putting an electronic tag on, for example an animal, to find out more about its movements (verb 7)
- 5) Flying robots that can be controlled remotely (plural noun 6)
- 6) Violent and aggressive acts (plural noun 7)
- 8) Infrequently (adverb 6)

### DOWN

- 1) Kept watch over an area (verb 9)
- 3) A test of something (noun 5)
- 4) Alert; warning (noun 5)
- 7) Study; observe (verb 6)



## YEAR 6 HOMEWORK

Answers are underlined within the text.

# SPOTTING SHARKS FROM THE SKY



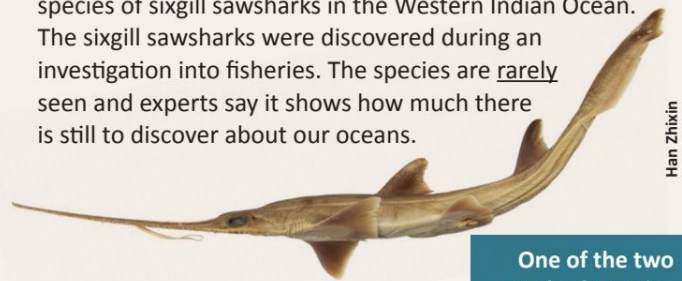
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One of the two new shark species

## YEAR 6 HOMEWORK - Reading

### **Shakespeare and the Globe Theatre**

Some of Shakespeare's most famous plays were first performed at the Globe Theatre, which was built on the South Bank of the River Thames in 1599.

Going to the Globe was a different experience from going to the theatre today. The building was roughly circular in shape, but with flat sides: a little like a doughnut crossed with a fifty-pence piece. Because the Globe was an open-air theatre, plays were only put on during daylight hours in spring and summer. People paid a penny to stand in the central space and watch a play, and this part of the audience became known as 'the groundlings' because they stood on the ground. A place in the tiers of seating beneath the thatched roof, where there was a slightly better view and less chance of being rained on, cost extra.

The Elizabethans did not bath very often and the audiences at the Globe were extremely smelly! Fine ladies and gentlemen in the more expensive seats sniffed perfume and bags of sweetly-scented herbs to cover the stink rising from the groundlings.

There were no actresses on the stage; all the female characters in Shakespeare's plays would have been acted by boys, wearing wigs and make-up. Audiences were not well-behaved. People clapped and cheered when their favourite actors came on stage; bad actors were jeered at and sometimes pelted with whatever came to hand.

Most Londoners worked hard to make a living and in their precious free time they like to be entertained. Shakespeare understood the magic of the theatre so well that today, almost four hundred years after his death, his plays still cast a spell over the thousands of people that go to see them.

Now answer the questions on the next page.

## YEAR 6 HOMEWORK - Reading

'a little like a doughnut crossed with a fifty-pence piece'. Why do you think that the author chose to include this particular description? (2 mark)

---

---

Why might a place in the tiers cost more? Circle two. (2 marks)

It was covered over and so the audience would not get wet.

There were more comfortable, padded seats.

There was food on sale in the tiers.

There was a better view of the stage.

What does the term 'tiers of seating' imply about the number of seats? Why? (2 marks)

not many seats

lots of seats

---

---

Why might there be a worse smell from the groundlings? (3 marks)

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## YEAR 6 HOMEWORK - Reading

Why do you think that the theatre was so important to the Elizabethans? (3 marks)

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How does the author extend the metaphor of the theatre being magical? Why do you think that he does this? (2 marks)

---

---

How do we know that Shakespeare plays are still popular today? Circle two. (2 marks)

People still go to see Shakespeare plays today.

People have precious free time.

Shakespeare plays are still performed today.

Londoners worked hard to make a living.

Order the statements detailing the focus of each paragraph. (1 to 5)

Actors and how the audience behaved.

Introduction to the Globe Theatre and its location.

Shakespeare's plays in the modern day.

How the audience smelt.

Different seating in the Globe Theatre.

## YEAR 6 HOMEWORK - Reading

### An extract from 'Tribes'

by Catherine MacPhail

'He must be somewhere!'

Kevin Davidson held his breath and pressed himself against the wall of the derelict shop. He tried to merge into the grey concrete, desperate to make himself invisible.

Difficult when you're wearing a red tracksuit.

It didn't work.

'There he is!'

In the twilight, Kevin could just make out the boy with the black hair who was pointing at him.

There was real venom in his voice. Why did he hate him? Kevin wondered. He had never seen him before, never seen any of them. Yet here they were, like a pack of rabid dogs drooling at him. Kevin threw himself forward and jumped over a broken wall. They broke into a run after him. One, two, three – more of them appearing from every direction.

'You can't run from us,' one of them shouted. 'You can't hide.'

They were right. He didn't know this part of town well enough to hide from them.

Where could he go? Where was safe?

Nowhere.

Not here.

Not for him.

He kept running, though his legs were aching and his heart was pounding. It was fear that kept him going.

Why were they after him? What had he ever done to them?

He had no doubt that this crowd meant to do some serious kicking if they caught him.

But why?

Because he was new in town?

They were closing in on him. He glanced behind and almost yelled when he saw how close they were.

He rounded a corner and found himself heading for the car park underneath one of the tower blocks.

Maybe he could hide himself there. Find a lift, an escape route. Someone to help him.

They were still behind him. He didn't dare look to see how near, but he could hear their feet pounding closer. If he didn't find a hiding place in this car park, he was done for.

Now answer the questions on the next page.

## YEAR 6 HOMEWORK - Reading

Find and copy synonyms for the following words:

Empty and unused → \_\_\_\_\_

Salivating → \_\_\_\_\_

Evening → \_\_\_\_\_

Looked → \_\_\_\_\_

Spite → \_\_\_\_\_

Pulsing → \_\_\_\_\_

Place the numbers 1 – 6 into the boxes to show the order that the events take place.

Kevin can see someone with dark hair.

Kevin tries to camouflage himself in the grey concrete of the wall.

The gang tell Kevin that he can't hide.

Kevin fears that the gang will kick and hurt him if they catch him.

Kevin heads towards a car park.

Kevin's legs are aching.

Answer true or false to the following statements.

True

False

Kevin says, "He must be somewhere!"

Kevin was wearing a red tracksuit.

The action is taking place early in the morning.

Kevin likens the gang to a group of rabid dogs.

There were only two of them chasing Kevin.

Kevin knew this area of town well.

Kevin doesn't understand why he is being chased.

Kevin looks for a hiding place in a supermarket.



## YEAR 6 HOMEWORK - Reading

The gang in the text are described as being 'like a pack of rabid dogs'. Use evidence from across the extract to explain why this is an appropriate simile to use to describe them.

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The sentence structure in the extract reflects the action and helps to create greater suspense. True or false? Use evidence from the text to explain why.

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What do you predict will happen next? Use evidence from the text to support your answer.

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## YEAR 6 HOMEWORK - Reading

### Sea Unicorn

He rises from thick water,  
Tusk penetrating through oil,  
Into a polar world of black and white,  
Alone: a calm, mirrored ocean,  
Hiding the darkness within.

He gasps for air in a  
fizzled explosion of mist;  
Eyes blinded by a dazzling  
sun; unshielded and reflecting  
off a stained, broken land.

Fish float lifelessly on emulsions of  
small bubbles and dark currents;  
Destined to drift along  
tainted shores already lined with  
grease and slick-black feathers.

The narwhal dives;  
His intricate tusk guiding  
him to cleaner Arctic currents and the  
chance of fresh shoals,  
Untouched by the poison above.

He sings and clicks loudly through  
viscous shades; searching for  
life in the midnight blue;  
Hoping she will  
hear his cries.

A distant call—a reply—  
Echoes in northern waters  
and the narwhal turns and  
glides towards the sound,  
Under a ceiling of ice.

The clicks increase and  
through the murky gloom,  
The mottled flank of a fellow narwhal  
drifts into view as if  
appearing from nowhere.

Tusk-less, and smeared black along her side,  
She whistles her relief before leading  
him to a gap in the ice;  
A layer of darkness  
shrouding the daylight above.

He rises from thick water,  
Tusk penetrating through oil,  
Into a polar world of black and white,  
His mother beside him: a calm, mirrored ocean,  
Hiding the darkness within.

Now answer the questions on the next page.



## YEAR 6 HOMEWORK - Reading

Why is the darkness within the ocean hidden?

---

---

*He gasps for air in a  
fizzled explosion of mist;*

Why do you think the poet chose to use *gasp* in this line?

---

---

*Eyes blinded by a dazzling  
sun; unshielded and reflecting  
off a stained, broken land.*

What does unshielded mean in this sentence? Tick **one**.

- exposed
- shaded
- sparkly
- damaged

Why does the narwhal need to find the cleaner Arctic currents?

---

---



## YEAR 6 HOMEWORK - Reading

Why does the narwhal sing and click loudly?

---

.....

List **three** signs that the ocean has been polluted.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

.....

Why do you think the male narwhal is finding his search difficult?

---

---

.....

Find and copy the phrase from the poem that shows the mother narwhal is thankful to have found her child.

---

.....

Which of the following would be the most suitable summary of how the poet feels about narwhals and the Arctic? **Tick one.**

The poet would like to visit the Arctic and see a narwhal in its natural habitat.

The poet is very concerned about environmental issues in the Arctic and the future of the narwhal species.

The poet thinks that narwhals are magnificent animals.

The poet has done a lot of research about narwhals and their Arctic habitat.

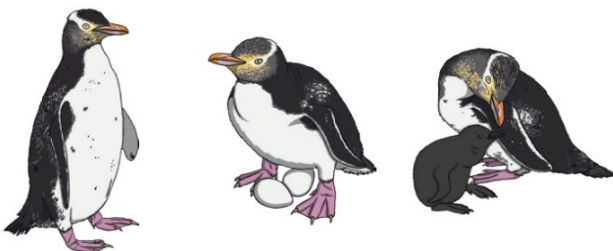
## YEAR 6 HOMEWORK - Reading

### Whodunnit?

- 8 What happened to Ms Smith's jewellery that **day**?  
18 She was meant to wear it to watch a **play**,  
27 She **left** it behind when she had got **dressed**,  
32 All adorned in her Sunday-**best**.
- 40 Miss Ruby was seeing her friend that **morning**,  
48 She heard the crash which came without **warning**,  
57 The woman screamed - she was given a **fright**,  
66 She yelled for help with all of her **might**.
- 74 The Doctor, in his usual morose, glum **way**,  
81 Was up in his study, beavering **away**.  
88 He ambled upstairs to discover the **theft**,  
96 And discovered the jewellery box; nothing was **left!**
- 102 Sir Crumpet in his garden **outside**,  
109 Was pruning all his shrubs with **pride**.  
117 He claimed to hear voices behind the **house**,  
126 But assumed it was either a pheasant or **grouse!**
- 134 It's such a mystery, who stole the **gold**,  
141 The police predict its already been **sold**.  
150 The townsfolk and I really don't have a **clue!**  
157 The important question here is: do **you**?

### Life Cycle of a Yellow-Eyed Penguin

- 9 Two greenish-white eggs are laid and are incubated by  
19 both parents for about 43 days. When the eggs hatch,  
30 the parents guard the chicks, day and night, for forty to  
41 fifty days. One parent will stay with the chicks while the  
44 other collects food.
- 54 After the chick moults and loses their soft, brown down,  
63 they develop waterproof plumage and are ready to fledge  
73 (leave the nest). The juvenile penguins head out to sea  
83 cautiously to collect their own food: not all return. When  
93 they are adults and ready to breed, most penguins return  
103 to the safe place where they were born - their built-in  
109 satellite navigation systems get them there!



### Quick Questions



1. Where was Mrs Smith going on the day of the robbery?

\_\_\_\_\_



2. Find and copy a word which suggests that the Doctor was slow.

\_\_\_\_\_

\_\_\_\_\_



3. What does the phrase 'He claimed' imply about Colonel Crumpet?

\_\_\_\_\_

\_\_\_\_\_



4. Can you solve the mystery? Who do you think 'dunnit'? Why?

\_\_\_\_\_

\_\_\_\_\_

### Quick Questions



1. Which word means the same as young?

\_\_\_\_\_



2. How long do the parent penguins guard the chicks?

\_\_\_\_\_

\_\_\_\_\_



3. Why do you think the penguins return to the place they were born when they are ready to breed?

\_\_\_\_\_

\_\_\_\_\_



4. Why does the author use the word 'cautiously' to describe how the juveniles head out to sea?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## YEAR 6 HOMEWORK - Reading

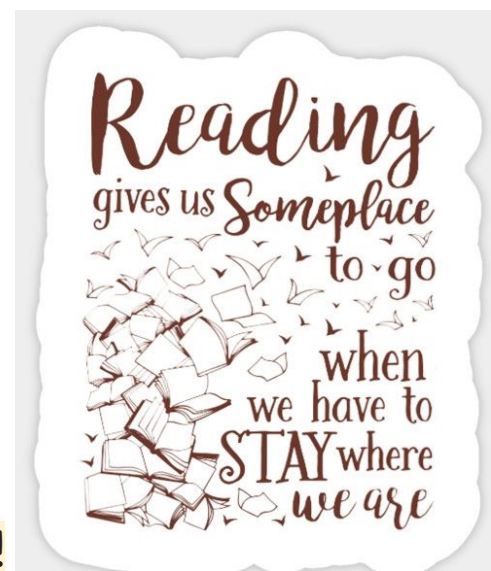


Share with your teacher a review of the book you are currently reading. You can present this in any way you like! Possible ideas might include a written review, a poster, a video or a story-map of the events so far.

Be sure to include:

- The title and author
- A brief summary of the events so far
- A description of the book's protagonist or other key character
- Your opinion of the book
- A prediction of what may happen next

E-mail us your review!



## YEAR 6 HOMEWORK - Place & Time

### Name that flag!

Can you name the country that each of these flags belongs to?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



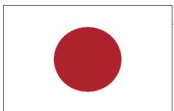
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## YEAR 6 HOMEWORK - Place & Time

### Talking point:

Talk to an adult about our learning about evacuation.

Consider the reasons why children were evacuated and how this supported the war effort. How might some children's experiences of evacuation have varied?

Use your knowledge of 'Letters From the Lighthouse' to give you more ideas!

Begin your discussion with... *"During the war..."*

Want to find out more? You can watch episodes of the CBBC series 'Evacuation' on Youtube. This follows a group of modern children experiencing what it may have been like to be evacuated during WW2.

<https://www.youtube.com/watch?v=kRt5Mk6V8Gg>

### Research Task :

In order to gain information from a primary source about evacuation, or about life in general during World War 2, why not contact a family member to find out about their experiences. You could call, use technology or even write them a letter! Write a list of questions that you would like to learn about.

Share any interesting facts or stories with your teacher by E-mail!



## YEAR 6 HOMEWORK - Place & Time

### 'Western Approaches' - WW2 Bunker

Explore a real life, top secret, underground bunker, that was once used during World War Two!

Visit the Western Approaches' Youtube channel to watch online lessons focussed upon rationing, air raids and the role of the bunker itself during the war.

<https://www.youtube.com/channel/UCe1PzOwm3L4z9wZGFfHSUdw/videos>

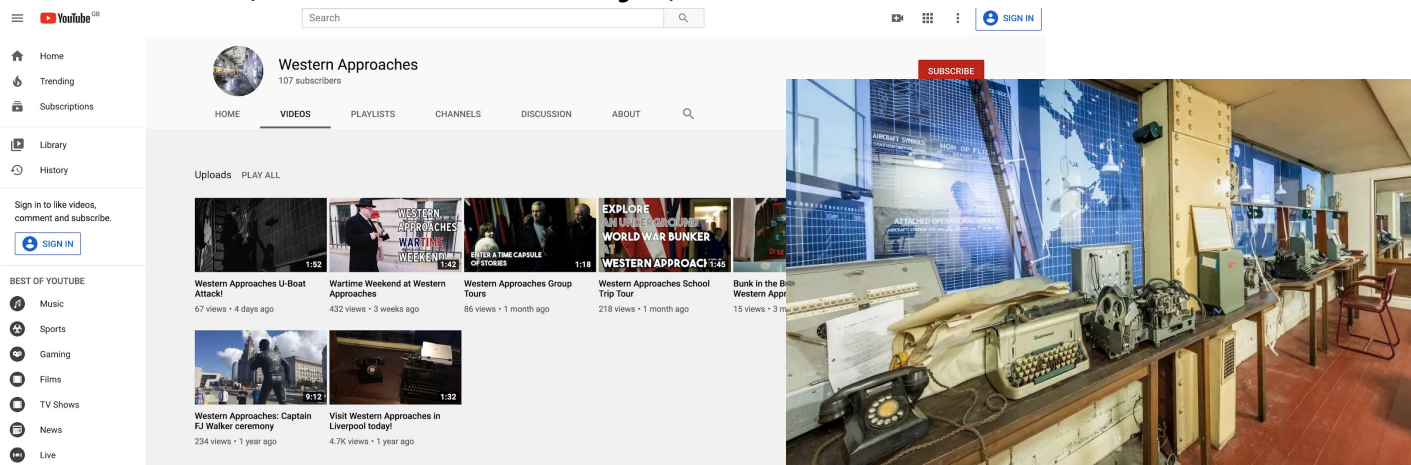
Over the coming weeks, further lessons will be added to the channel for you to follow. Enjoy!



MAR 25 Live History Lesson from secret WW2 bunker in Liverpool  
Public · Hosted by Western Approaches HQ - The Battle of the Atlantic Experience

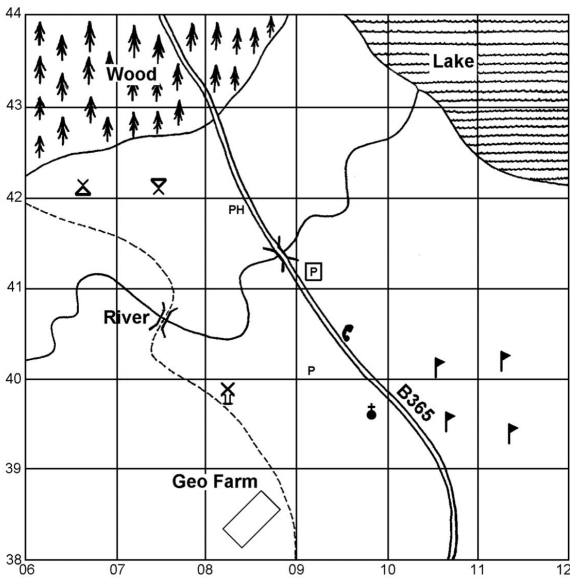
✓ Interested ▾

Share ▾ ⋮

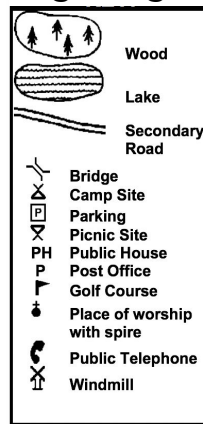


### YEAR 6 HOMEWORK - Place & Time

# Grid References

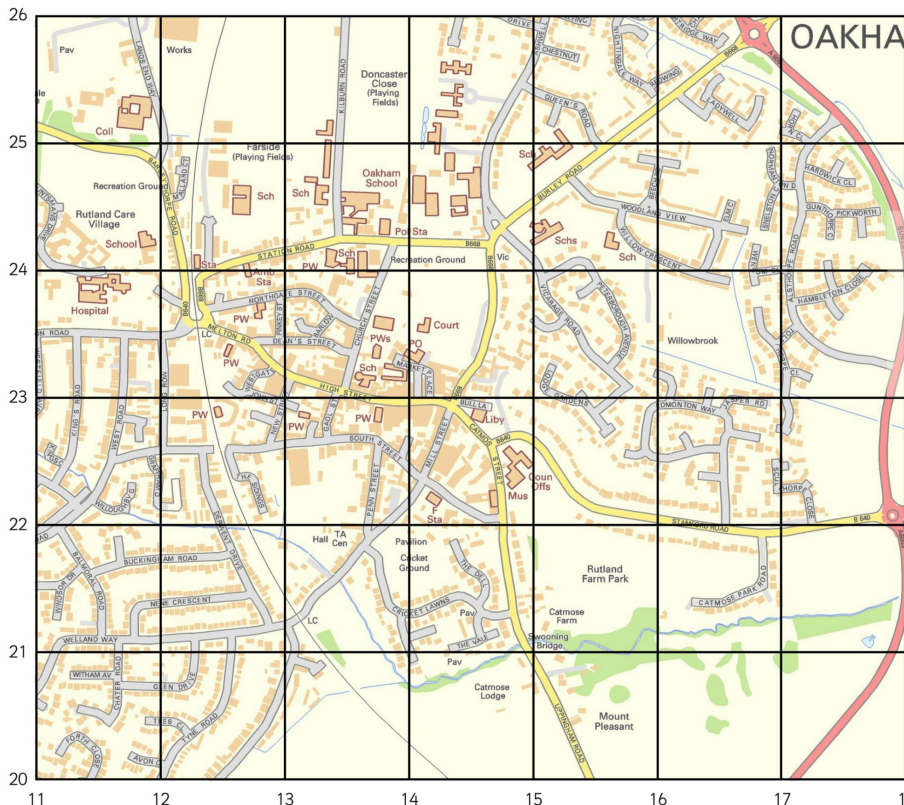


Retrieve our learning about locating places on a map using four and six figure grid references.



### Four Figure References

- \*Start at the bottom and move east until you reach the correct column.
  - \*Write down the reference.
  - \*Move north until you reach your chosen square.
  - \*Write the remaining reference.
- WE: Parking = 0941



List the four figure grid reference for the following locations.

Rutland Farm Park: \_ \_ \_ \_

Hospital: \_ \_ \_ \_

Mount Pleasant: \_ \_ \_ \_

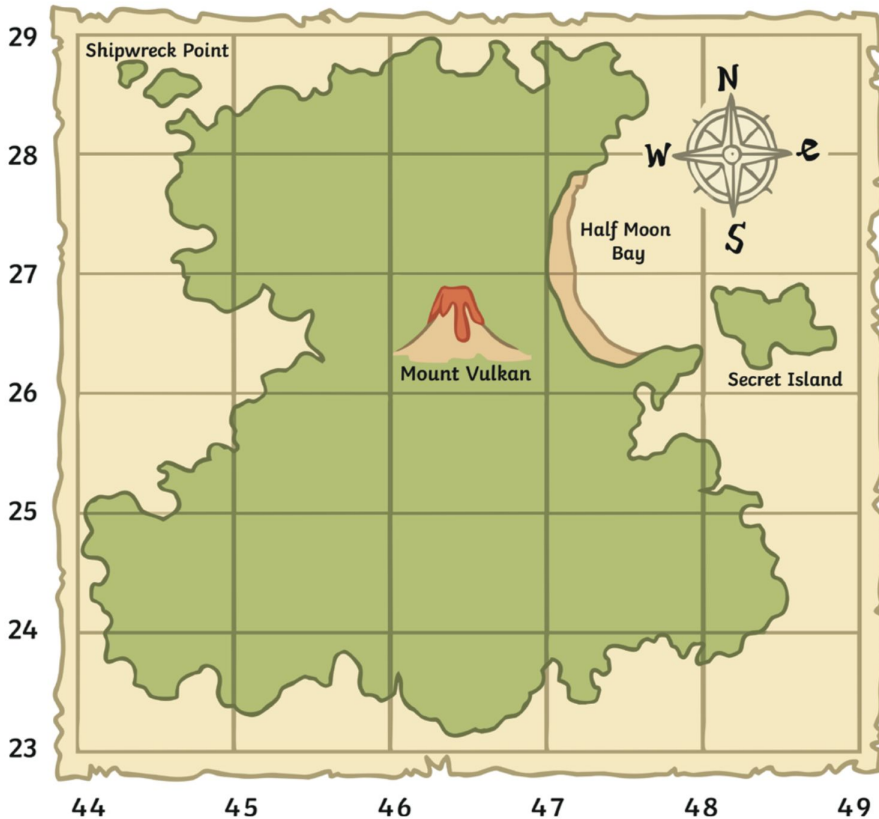
Forth Close: \_ \_ \_ \_

Willowbrook: \_ \_ \_ \_

Catmose Park Road: \_ \_ \_ \_

How many schools can you locate? What are their grid references?

## YEAR 6 HOMEWORK - Place & Time



Key:

Be sure to include  
your symbols in the  
key!

Using your own symbols, add the following locations onto the map:

- The Miserable Mountains are in grid squares 4527 and 4627.
- There is a pirate ship in grid square 4426.
- Snake River starts at Mount Vulkan and flows through grid squares 4625, 4524 and 4523 to the sea.
- The Murky Marshes are in grid squares 4624, 4724, 4824 and 4725.
- Palm Tree Forest covers grid squares 4423, 4424, 4425, 4524 and 4525.

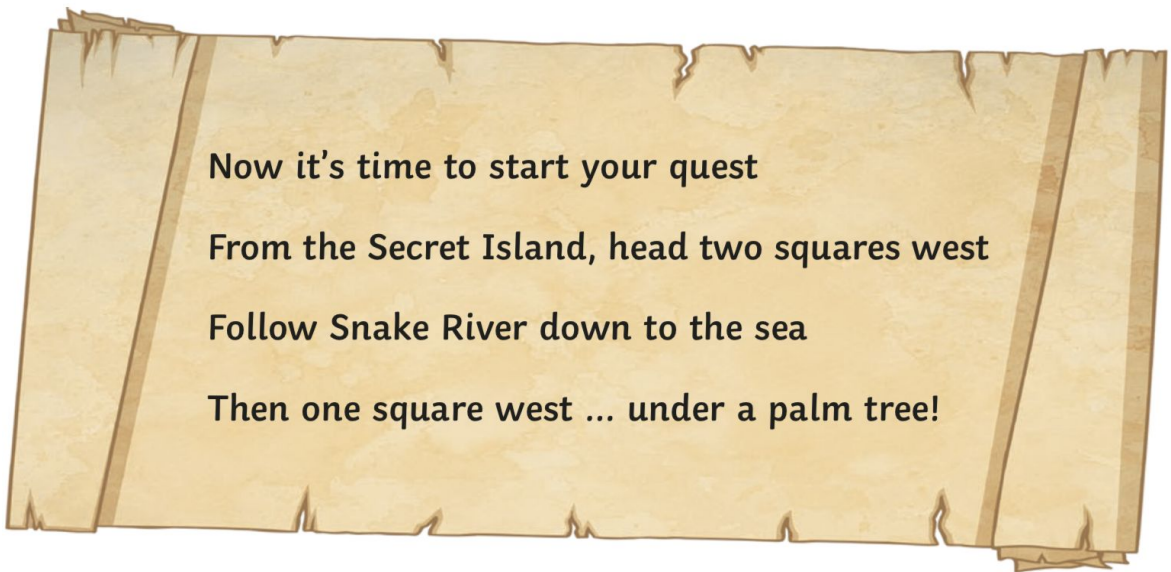
**Now the map is complete...but are you worthy of the treasure? It is time to test your map skills!**

**What are the four-figure grid references for these locations?**

- Shipwreck Point \_\_\_\_\_
- Mount Vulkan \_\_\_\_\_
- The Secret Island \_\_\_\_\_
- Half Moon Bay \_\_\_\_\_ and \_\_\_\_\_

## YEAR 6 HOMEWORK - Place & Time

Which grid square is the treasure buried in? \_\_\_\_\_



Explore the Ordnance Survey website to test your map reading abilities.  
<https://www.ordnancesurvey.co.uk/mapzone/map-quizzes/grid-references>

The Lumpty website also has a range of grid references quizzes and games.  
<https://www.lumpty.com/Geography/geography.html>

Why not find out if you have any maps at home? Ordnance Survey maps depict locations all over the country and are a great way to test your real life map reading skills!

Draw a map of a room in your house or garden. Make sure you include grid references to locate particular key areas.

Share your completed maps with us by E-mail!

## YEAR 6 HOMEWORK - Science

### OUTDOOR SCIENCE SCHOOL While STAYING AT HOME!

How many boxes can you cross off? Work with your family and have fun!

<p><b>Rock Hunt</b></p> <p>Head out with a grown up or sibling. Look for any interesting rocks. Sketch it out or take a picture. Complete the rock hunt piece.</p>	<p><b>Build a Tent</b></p> <p>Get out blankets and pillows to make your own tent! Bonus if you can actually sleep in it!</p>	<p><b>Camp Chores</b></p> <p>There's a lot of work to be done at camp. In a single day, do the following: make your bed, help with meals, do the dishes, and put away your clothes!</p>	<p><b>Talent Show Time!</b></p> <p>Put on your own mini talent show after dinner. See if your family will participate, too! Sing, dance, tell jokes, or anything else you can think of!</p>
<p><b>Camp Breakfast</b></p> <p>Get up early and help make breakfast! Eat together with a family member and talk about your plans for the day.</p>	<p><b>Photo Hunt</b></p> <p>Use the worksheet to take pictures (or sketch!) the items you might find in the wilderness.</p>	<p><b>Letter Time</b></p> <p>Write a letter to a member of your extended family. Address the envelope, add a stamp, and mail it!</p>	<p><b>Nature Walk</b></p> <p>Grab a bag and walk your neighborhood with a grown up. See if you can find at least TEN items. Use the worksheet once you get home.</p>
<p><b>Quiet Cabin</b></p> <p>At some point in the day, go to a quiet spot in the house. Set a timer for one hour. Grab a book and read, enjoying the peace and calm.</p>	<p><b>Board Game</b></p> <p>Pick a board game and play with your family! Bonus if you play TWO different board games! Remember to be a good sport!</p>	<p><b>Camp Lunch or Dinner</b></p> <p>Plan your meal and then make it! Bonus if you can take it outside and eat on the patio or in your yard!</p>	<p><b>Clean Cabin</b></p> <p>Try to earn the honor of the Clean Cabin Award. Spend some time cleaning your room or space so that it's tidy and organized!</p>
<p><b>Camp Dessert</b></p> <p>Work with a grown up to pick a recipe. Follow the recipe and bake it up! Complete the worksheet to tell us all about it!</p>	<p><b>Camp Awards</b></p> <p>Use your friends and the people in your family to give out some camp awards. Complete the worksheet about the awards!</p>	<p><b>Night Hike</b></p> <p>With an adult, grab a flashlight and put on a jacket. Wait until the sun sets and go on a night walk through your neighborhood!</p>	<p><b>Free Space!</b></p> <p>Did you come up with an idea on your own? Complete the worksheet to tell us what you did "at camp."</p>

## YEAR 6 HOMEWORK - Science

### NATURE WALK

Directions: Take a walk around your neighborhood and look for any interesting pieces of nature. If you're allowed, take it home. Otherwise, take a mental picture. Title, describe, and sketch your top nine.

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## WELLBEING

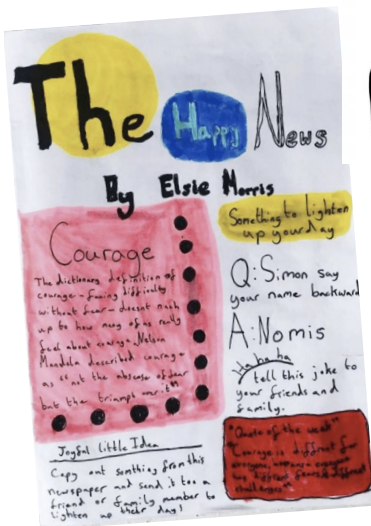
# THE HAPPY NEWS

By EMILY COXHEAD®

A NEWSPAPER TO CELEBRATE ALL THAT'S GOOD IN THE WORLD...  
THE HAPPY NEWSPAPER IS A PLATFORM TO SHARE POSITIVE NEWS AND WONDERFUL PEOPLE

The Happy News is a fabulous resource to access during these difficult and uncertain times, as it shares uplifting, positive new stories from around the world.

The template on the next page can be used to report and illustrate your own positive news stories – have a look at some ideas below. Enjoy!



### MAKE SOMEONE HAPPY



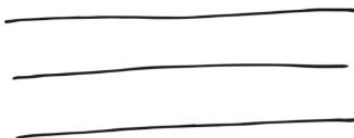
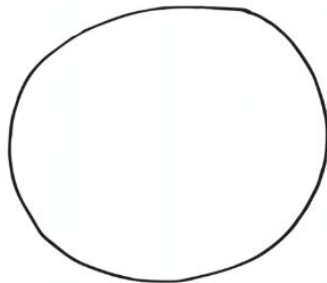
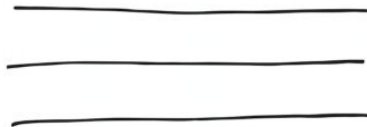
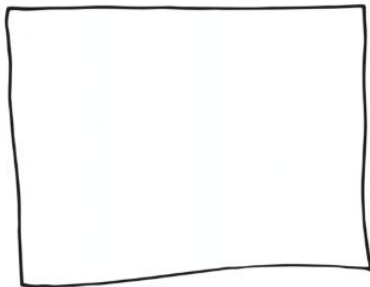
## WELLBEING

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Edited by: \_\_\_\_\_



Can you find some happy news stories and write/draw them above?

## WELLBEING

tiny POSITIVES  
or little things that  
COUNT today...

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