

YEAR 6 HOME LEARNING PACK 9

These tasks are designed to follow the Year Six curriculum 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 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 - ARITHMETIC

1	$3456 \times 0 =$	8	$\begin{array}{r} 8647 \\ + 4755 \\ \hline \end{array}$	15	$\begin{array}{r} 319 \\ \times \underline{72} \\ \hline \end{array}$	22	$\frac{1}{6} \times \frac{1}{2} =$
2	$189 \div 1 =$	9	$8^2 =$	16	$\frac{1}{7} \text{ of } 602 =$	23	$36 \overline{)869} =$
3	$692 + 10 =$	10	$\begin{array}{r} 258 \\ \times \underline{5} \\ \hline \end{array}$	17	$7.62 \times 7 =$	24	$\frac{5}{6} \times 24 =$
4	$299 + 1 =$	11	$8 \times 5 \times 4 =$	18	$0.03 \times 7 =$	25	$87.34 - 7.8$
5	$6 \times 8 =$	12	$5.014 \times 10 =$	19	$5\% \text{ of } 4200 =$	26	$\frac{1}{8} + \frac{3}{4} =$
6	$805 - 49 =$	13	$3054 - 817 - 44 =$	20	$343.1 \div 1000 =$	27	$6\frac{1}{6} - 2\frac{1}{7} =$
7	$99 \div 6 =$	14	$\frac{3}{5} = \frac{18}{?}$	21	$0.2 = \frac{?}{50}$	28	$\frac{1}{5} \div 2 =$

YEAR 6 HOMEWORK - ARITHMETIC

1	$92 \div 1 =$	8	$11 \times 5 \times 2 =$	16	$3\frac{5}{6} - 1\frac{1}{6} =$	22	$\frac{1}{2} \times \frac{1}{2} =$
2	$369 + 1 =$	9	$345 + 678 - 123 =$	17	$35\% \text{ of } 60 =$	23	$0.4 \times 6 =$
3	$456 \times 0 =$	10	$34\% = \frac{?}{100}$	18	$6.7 \div 100 =$	24	$24 \overline{)672} =$
4	$6 \times 7 =$	11	$\begin{array}{r} 8034 \\ - 4219 \\ \hline \end{array}$	19	$\frac{1}{5} \text{ of } 325 =$	25	$\frac{1}{9} + \frac{1}{3} =$
5	$2845 + 728 =$	12	$0.4 = \frac{?}{100}$	20	$16.4 + 7.18 =$	26	$\begin{array}{r} 2195 \\ \times \quad 38 \\ \hline \end{array}$
6	$507 - 10 =$	13	$4.6 \times 100 =$	21	$3^3 - 3^2 =$	27	$\frac{5}{6} \div 2 =$
7	$716 \div 4 =$	14	$\begin{array}{r} 2195 \\ \times \quad 3 \\ \hline \end{array}$			28	$1\frac{2}{3} \times 4 =$
		15	$\frac{3}{4} = \frac{12}{?}$				

PHASE 4

Hampton Vale
Primary Academy



YEAR 6 HOMEWORK - FOCUS SKILL



OAK
NATIONAL
ACADEMY

Online Classroom

Please visit the following Oak National Academy lessons to revise key concepts:

<https://www.thenational.academy/online-classroom/year-6/maths#subjects>

YEAR 6 HOMEWORK - FOCUS SKILL

Skill Input: Writing Numbers in Words

millions	hundred thousands	ten thousands	thousands	hundreds	tens	units	●
----------	----------------------	------------------	-----------	----------	------	-------	---

S: Writing Numbers in Words

500

45,500

7,156,383

450

650,000

3,462,394

6500

72,350

90,384,754

3460

134,606

123,080,321

2390

239,012

445,207,893

6578

657,867

1,443,576,321

Ext: can you think of a number that when written in words uses exactly 30 letters?

YEAR 6 HOMEWORK - REASONING

Apply: Writing Numbers in Words

millions	hundred thousands	ten thousands	thousands	hundreds	tens	units	●
----------	----------------------	------------------	-----------	----------	------	-------	---

Sam starts with 15, adds 25 and divides by 10. Write the number he ends on, in numbers AND words.

Joshua starts with sixty-one. He adds six hundred and eight. Finally, he subtracts fourteen. Write the number he ends on, in numbers and words.

Dom starts with 10,652. He subtracts 50 and then adds 11. Write in numbers AND words the number he ends with.

YEAR 6 HOMEWORK - SKILL PRACTISE

S: Writing Worded Numbers as Digits

Six hundred and sixty-four

Seven hundred and nine

Seven thousand, eight hundred and thirty-three

Fifty-two thousand, six hundred and seventy-two

Three hundred and forty-nine thousand, five hundred and six

Five million, four hundred and eighteen

Ninety nine thousand and eleven

Nine million, four hundred thousand and thirty-eight



Five million, four hundred and eighteen

Sixty eight million and twelve

Eighty six million, seventy six thousand, four hundred and two.

Six billion, nine million, four hundred and twenty thousand, two hundred and nineteen.

YEAR 6 HOMEWORK - MATHS CHALLENGE

 +  +  = 24

 +  +  = 17

 +  +  = 9

 x  +  = ?

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



<https://spellingframe.co.uk/>



YEAR 6 HOMEWORK - SPELLINGS

Year 3 and 4 Common Exception Words

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

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	

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 6 HOMEWORK - GPS

Apply: Nouns

Circle all five **nouns** in the sentence below.

The young boy gazed out of the window at the pot
of withered flowers that had tipped over in the wind.

1 mark

Which sentence uses the word 'walk' as a noun?

- We have to walk to school because our car is currently unavailable. ☐
- It is important to walk carefully when you are near a cliff edge. ☐
- Would you like to join us for a walk in the forest? ☐
- How long does it take for you to walk to the shops? ☐

Apply: Word classes

Tick the sentence that contains two **nouns**.

- The red and green lights shone brightly. ☐
- All of the trees blew around in the wind. ☐
- Both of the cats hissed and yowled angrily. ☐
- Marty shouted loudly and excitedly at his friend. ☐

Tick **one**

1 mark

Tick the sentence that contains two **nouns**.

- The red and green lights shone brightly. ☐
- All of the trees blew around in the wind. ☐
- Both of the cats hissed and yowled angrily. ☐
- Marty shouted loudly and excitedly at his friend. ☐

Tick **one**

1 mark

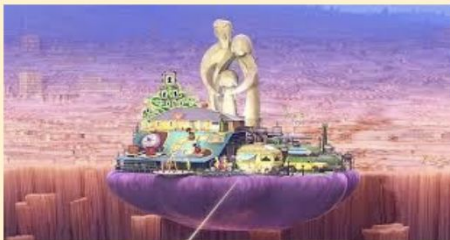
YEAR 6 HOMEWORK - Writing

Skill: Writing to express



Watch this clip from the movie
Inside Out
<https://youtu.be/iezZRawqwQk>

Below are Rylee's Islands of
personality. These are all the
hobbies and interests that are
personal to Rylee



Family Island



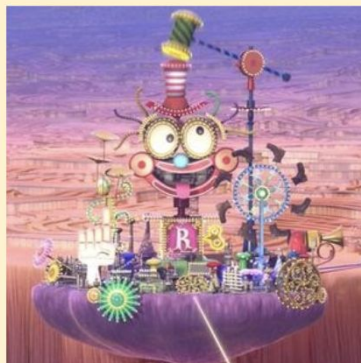
Goofball Island



Friendship Island



Honesty Island



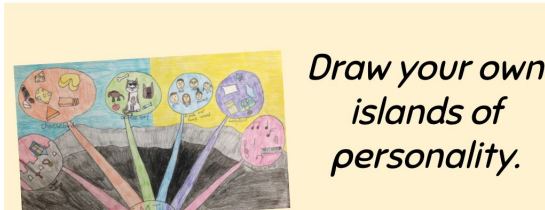
Hockey Island

Now turn to the next page, to put this skill into action!

YEAR 6 HOMEWORK - Writing

Task

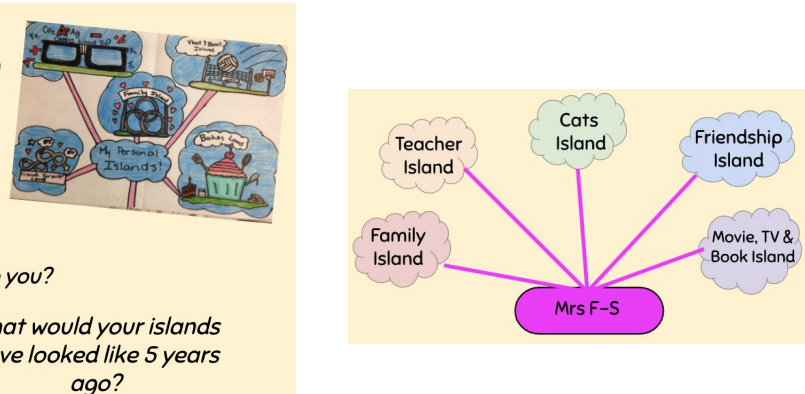
Draw your own islands of personality.



Consider... *Why are these islands important to you?*

Have your islands changed over-time?

What would your islands have looked like 5 years ago?



Talking Point:
Discuss your Islands of personality....

How have they been affected by coronavirus?

Task

Write a paragraph about each of your islands.

Consider...

How has it been affected?

Is this affect for the better?

Is this affect for the worse?

What areas of your personality might have changed during the lockdown?

Have any new islands (hobbies and interests) emerged?

YEAR 6 HOMEWORK - Writing

Knowledge

Personification – Personification is when we give human characteristics to something that is non-human.

That cake is calling my name

The stars danced in the sky.

Metaphor – A metaphor is where we compare one thing to another by saying it is that thing.

Laughter is music for the soul.

You are my sunshine.

YEAR 6 HOMEWORK - Reading

RUBBISH

They had seen the piece of chain lying in a heap of rubbish in the scrap yard a few days previously. It was just what they needed to complete the camp they had made – to secure the door and keep those not in the group out. All that was required was for one of them to climb the wire mesh fence, drop into the yard and retrieve it.

All eyes were on Josh, who was a tall, strong boy with an athletic body and straight, brown floppy hair.

“Go on, Josh, you could do it easily,” they urged him.

He didn’t want to; he knew it was wrong, but he also knew he would get no peace until he did.

Keeping his toes in the small mesh holes was tricky; however, he was soon at the top and dropping down to the ground into a crouch. It was as he landed that he heard it ... a faint growl that swiftly grew to a furious barking. As he dived behind an old, wrecked van, he heard footsteps and then an angry voice shouted at his friends,

“Clear off out of here the lot of you! If I see you hanging round again, I’ll let the dog loose on you.”

There was laughter and running footsteps then silence.

Not knowing where the man was, Josh edged round the other side of the van where he had a good view of the site office. He could see a small room with two men. No, wait, was that a third on the floor? Something was wriggling and appeared tied up like a parcel with lots of tape. The voices were muffled but Josh could just make out what they were saying.

“If we’re going to do it, we better get on with it.”

“Where will we dispose of it?”

“Weighed down in the quarry, it’ll never be found.”

At that moment a man (it must have been the one who had chased away the other children) arrived blocking Josh’s view of the proceedings. He was happy not to see and soon wished he was deaf.

Not long later, a car started and Josh crept closer to the gateway. As it opened and the car left, he sprinted out, pursued by the sound of barking and shouting as they realised his presence. He ran for his life, dodging down streets, and as he ran, thought about what to do if he escaped without being caught

Now answer the questions on the next pages.

YEAR 6 HOMEWORK - Reading

1. Where was the chain? (2)
2. What surrounded the scrap yard? (1)
3. Why did they want the chain? (1)
4. Why did the gang think Josh could easily get over the fence? (3)
5. Why didn't he want to do it? (1)
6. Why did he do it? (1)
7. How do you know the dog was chained? (2)
8. What do you think was on the floor and why? (2)
9. Why do you think it says 'he soon wished he was deaf'? (2)
10. What do you think Josh should do if he escapes and why?
(3)
11. Why do you think the text was called Rubbish? (2)

YEAR 6 HOMEWORK - Reading

From *Jane Eyre* by Charlotte Brontë

The din was on the causeway: a horse was coming; the windings of the lane yet hid it, but it approached. I was just leaving the stile; yet, as the path was narrow, I sat still to let it go by. In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish; and when they recurred, maturing youth added to them a vigour and vividness beyond what childhood could give. As this horse approached, and as I watched for it to appear through the dusk, I remembered certain of Bessie's tales, whereas figured a North-of-England spirit called a "Gytrash"; which, in the form of a horse, mule, or large dog, haunted solitary ways, and sometimes came upon belated travellers, as this horse was now coming upon me.

It was very near, but not yet in sight; when, in addition to the tramp, tramp, I heard a rush under the hedge, and close down by the hazel stems glided a great dog, whose black and white colour made him a distinct object against the trees. It was exactly one mask of Bessie's Gytrash – a lion-like creature with long hair and a huge head: it passed me, however, quietly enough; not staying to look up, with strange pretercanine eyes, in my face, as I half expected it would. The horse followed – a tall steed, and on its back a rider. The man, the human being, broke the spell at once. Nothing ever rode the Gytrash: it was always alone; and goblins, to my notions, though they might tenant the dumb carcasses of beasts, could scarce cover shelter in the common-place human form. No Gytrash was this – only a traveller taking a short cut to Millcote.

Now answer the questions
on the next pages.

YEAR 6 HOMEWORK - Reading

Read the text, then answer the questions.

1. *"In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish"*. What image of Jane's mind does the author give you in this description? What words does she use to help in this?

2. What do the words *"vigour and vividness"* tell you about the effect Jane's childhood imaginings have on her now?

3. Why does the approach of the horse remind Jane of Bessie's Gytrash tales? Tick all that apply.

Because she owned a horse called Gytrash. ☐

Because the Gytrash appeared to people travelling alone. ☐

Because the spirit often appeared as a horse. ☐

Because she remembered the tale, which was often about a mule or dog. ☐

4. Explain the meaning of *"exactly one mask of Bessie's Gytrash"*. Why do you think the author chose this phrase?

5. How did Jane feel when she saw the horse rider, and why?

6. What sort of supernatural creature do you think a Gytrash is? Find words and phrases in the text to support your answer.







7. What does this text tell you about Jane?

YEAR 6 HOMEWORK

Reading BINGO

Read
or listen for
20 minutes to
X a box!

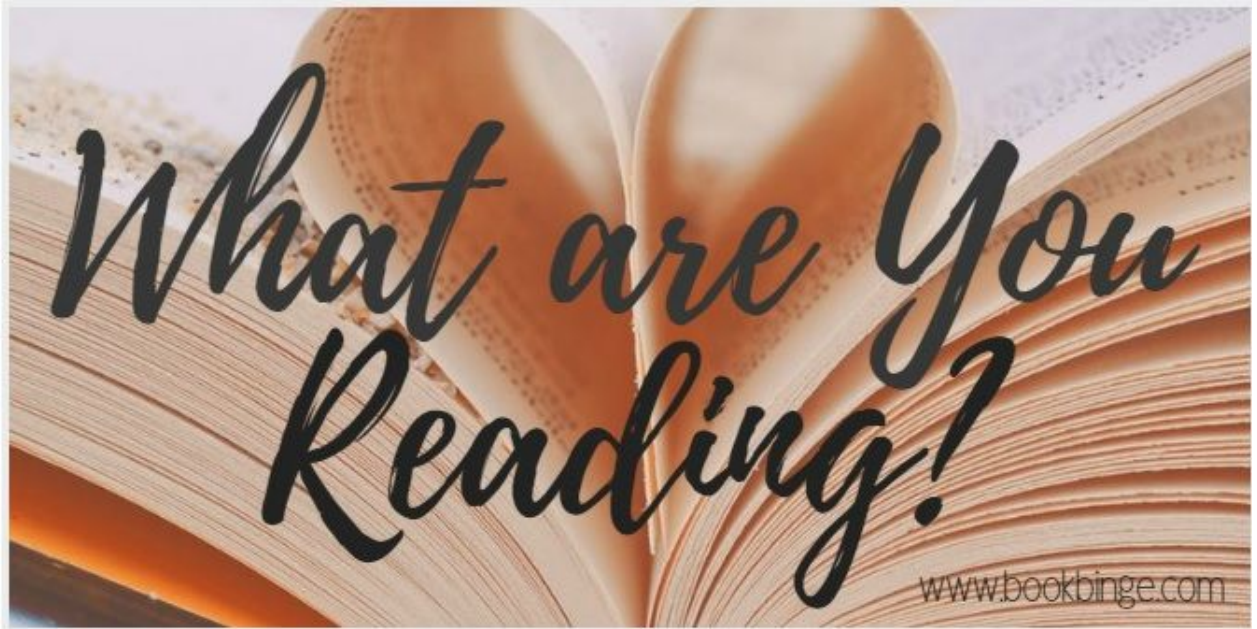
KS2

A book about a famous person	A book with no pictures	A comic book 	A book with more than 10 chapters	A magazine
A book with more than 100 pages	Your favourite book	A book with a character just like you	A non-fiction book	A book about the environment 
A book about space exploration 	A fairy tale with an unexpected ending	Free space 	Your parent/carer's favourite book	A book that is part of a series
A book about a journey	A news article 	A book about weather	A book about an invention	A book set in another country
A book with beautiful illustrations	A book about a natural disaster	A book by your favourite author	A funny book 	A book based on a fable

You will find lots of amazing books to read or listen to for free on these websites:

oxfordowl.co.uk freechildrenstories.com
booktrust.org.uk magicblox.com
iPlayer.co.uk (bedtime stories) storylineonline.net
stories.audible.com

YEAR 6 HOMEWORK - Reading

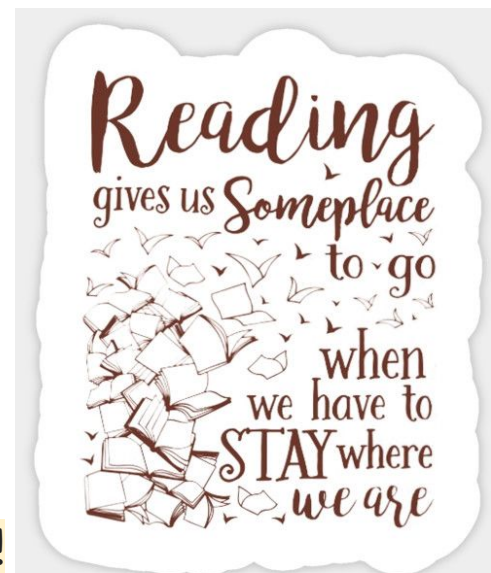


Share with your teacher a review of the book you are currently reading. You can present this in any way you like! Possible ideas might include a written review, a poster, a video or a story-map of the events so far.

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 - Science

Plants and Flowers Hunt Sheet



Tick the plants and flowers that you have found!



daisy



buttercup



clover



nettle



dandelion



ivy



bramble



rose



bluebell



dog rose



sunflower



poppy

YEAR 6 HOMEWORK - Science

Plants and Flowers Hunt Sheet



Tick the plants and flowers that you have found!



pansy



thistle



tulip



lily



primrose



snowdrop



Did you find a flower not on this list? Research them online to see if you can identify them!



YEAR 6 HOMEWORK



duolingo

Learn a language – for free!

Create a free account on www.duolingo.com
and start learning any language, all for free!



Learn a language for free. Forever.

GET STARTED

I ALREADY HAVE AN ACCOUNT

YEAR 6 - PSHE

What is Covid-19

COVID-19 is a virus. It has spread around the world and made lots of people unwell. The virus is very small and can't be seen without a powerful microscope.



Children are not considered to be an 'at risk' group of becoming extremely ill. This means that if you caught the virus, you would probably just need to stay at home and take medicine to make you feel better again.

This is exactly what you would do if you had a bad cold, or a winter flu virus. There is no need to feel worried about it, just talk to the adults.



Because it is a new type of illness there is no vaccine or medicine. This is why more people than normal are catching it. However, scientists are currently working very hard to find the cure which will stop the virus from spreading.

It is also important to remember that there is no vaccine for illnesses like the common cold. Over time our bodies have become very good at fighting infections, and there are lots of medicines we can take to help with the symptoms.

How does it spread?

When someone with COVID-19 coughs or sneezes, the virus can get into the air and onto surfaces beside them. If other people touch these surfaces, the virus can be on their hands. When they touch their face with their hands or eat without washing their hands, the virus can get inside their body and make them unwell.

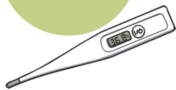


If a person is close to someone with COVID-19 who coughs or sneezes, they could breathe in the virus.

Feeling ill

If you feel ill don't worry, it doesn't mean you have Coronavirus.

A high temperature



A sore throat

A cough

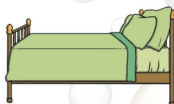


If you have any of these symptoms, don't panic! Just put up your hand and let an adult know. Once they know, they will be able to help you.

If you do have any of these symptoms, you need to stay at home.

Social Distancing

Social distancing means staying at least 2-metres apart from people you do not live with. That's about the length of a bed.



Try to imagine you are in a bubble and don't let anyone burst it.



By staying apart, it helps to stop the virus from spreading, even if someone coughs or sneezes near you.

What can we do to stop it?

Socially distancing

Following the rules

Staying at home if we have a high temperature, a sore throat or a cough



Washing our hands



YEAR 6 - PSHE

Washing your hands

We should wash our hands for at least 20 seconds lots of times a day using soap and warm water. It is really important to wash our hands when:

When we arrive home or enter a building such as school, nursery or someone's house.



Before we eat food and usually afterwards as well.

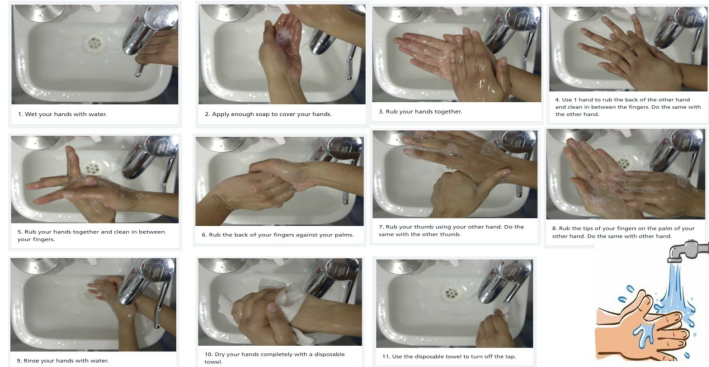
After we go to the toilet.



After break time.

Whenever we are asked to.

20 seconds of hand washing



Always Remember....

How can you stop coronaviruses spreading?					
If you need to cough or sneeze Catch it with a tissue Bin it Kill it by washing your hands with soap & water or hand sanitiser			You should wash hands with soap & water or hand sanitiser After breaks & sport activities Before cooking & eating SCHOOL ETC. On arrival at any childcare or educational setting After using the toilet Before leaving home		
 Try not to touch your eyes, nose, and mouth with unwashed hands	 Do not share items that come into contact with your mouth such as cups & bottles	 If unwell do not share items such as bedding, dishes, pencils & towels			

Task:

Corona Heroes

If you could be a superhero to help keep us all safe, who would you be?

Can you create your own superhero.

What would be your special power?

How would you help keep everyone safe?



WELLBEING



tiny POSITIVES
or little things that
COUNT today...

- *
- *
- *
- *
- *
- *

The worksheet features a yellow background with orange stars and sunburst patterns. The text is written in a casual, handwritten style. The list of six items is preceded by asterisks.

WELLBEING

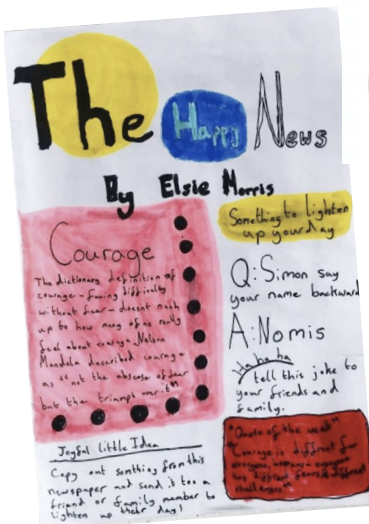
THE HAPPY NEWS

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



hello sunshine

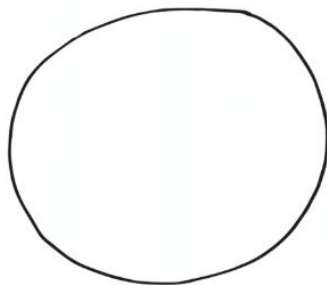
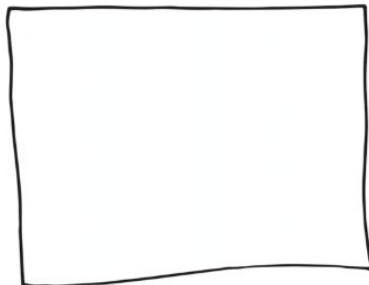
WELLBEING

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

Edited by: _____



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