

## YEAR 6 HOMEWORK

### ANSWERS – PACK 9

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 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 see answers to each task set for  
**MATHEMATICS**  
on the following pages.

If feedback or assistance is needed on specific tasks, please don't hesitate to contact the Year 6 team via

Mrs Fogarty-Slack

[sfogarty-slack@hvp.org.uk](mailto:sfogarty-slack@hvp.org.uk)

## YEAR 6 HOMEWORK - ARITHMETIC

### Mark scheme

- |     |  |     |     |  |     |
|-----|--|-----|-----|--|-----|
| 1.  | 0  | [1] | 16. | 86   | [1] |
| 2.  | 189  | [1] | 17. | 53.34  | [1] |
| 3.  | 702  | [1] | 18. | 0.21   | [1] |
| 4.  | 300  | [1] | 19. | 210  | [1] |
| 5.  | 48   | [1] | 20. | 0.3431   | [1] |
| 6.  | 756  | [1] | 21. | 10   | [1] |
| 7.  | 16 r3 or 16.5<br>or $16\frac{3}{6}$ or $16\frac{1}{2}$ | [1] | 22. | $\frac{1}{12}$   | [1] |
| 8.  | 13 402   | [1] | 23. | <i>For 2 marks:</i>  | [2] |
| 9.  | 64   | [1] |     | 24 r5 or $24\frac{5}{36}$ or 24.1(38...)   |     |
| 10. | 1290   | [1] |     | <i>For 1 mark:</i>   |     |
| 11. | 160  | [1] |     | 24 or evidence of either a long<br>division method or short division<br>method with only one error<br>(carry figures must be seen in a<br>short division method) |     |
| 12. | 50.14  | [1] | 24. | 20   | [1] |
| 13. | 2193   | [1] | 25. | 79.54  | [1] |
| 14. | 30   | [1] | 26. | $\frac{7}{8}$  | [1] |
| 15. | <i>For 2 marks:</i> 22 968                             | [2] | 27. | $4\frac{1}{42}$  | [1] |
|     | <i>For 1 mark:</i>                                     |     | 28. | $\frac{1}{10}$   | [1] |

$$\begin{array}{r}
 319 \\
 \times 72 \\
 \hline
 638 \\
 22330 \\
 \hline
 22968
 \end{array}$$

An error in one row, then  
added correctly, **or** an error in  
the addition

## YEAR 6 HOMEWORK - REASONING

### Mark scheme

- |     |                                  |     |     |  |     |
|-----|----------------------------------|-----|-----|--|-----|
| 1.  | 92                               | [1] | 19. | 65   |     |
| 2.  | 370                              | [1] | 20. | 23.58  | [1] |
| 3.  | 0                                | [1] | 21. | 18   | [1] |
| 4.  | 42                               | [1] | 22. | $\frac{1}{4}$  | [1] |
| 5.  | 3573                             | [1] | 23. | 2.4  | [1] |
| 6.  | 497                              | [1] | 24. | For 2 marks: 28  | [2] |
| 7.  | 179                              | [1] |     | For 1 mark: Evidence of either a long division method or short division method with only one error (carry figures must be seen in a short division method) |     |
| 8.  | 110                              | [1] | 25. | $\frac{4}{9}$  | [1] |
| 9.  | 900                              | [1] | 26. | For 2 marks: 83 410  | [2] |
| 10. | 34                               | [1] |     | For 1 mark:  |     |
| 11. | 3815                             | [1] |     | $\begin{array}{r} 2195 \\ \times \quad 38 \\ \hline 17560 \\ 65860 \\ \hline 83410 \end{array}$  |     |
| 12. | 40                               | [1] |     | An error in one row, then added correctly, <b>or</b> an error in the addition  |     |
| 13. | 460                              | [1] | 27. | $\frac{5}{12}$   | [1] |
| 14. | 6585                             | [1] | 28. | $6\frac{2}{3}$   | [1] |
| 15. | 16                               | [1] |     |  |     |
| 16. | $2\frac{4}{6}$ or $2\frac{2}{3}$ | [1] |     |  |     |
| 17. | 21                               | [1] |     |  |     |
| 18. | 0.067                            | [1] |     |  |     |

## YEAR 6 HOMEWORK - MATHS CHALLENGE

$$\begin{array}{c} 8 \\ \text{Owl} \end{array} + \begin{array}{c} 8 \\ \text{Owl} \end{array} + \begin{array}{c} 8 \\ \text{Owl} \end{array} = 24$$

$$\begin{array}{c} 1 \\ \text{Raccoon} \end{array} + \begin{array}{c} 8 \\ \text{Owl} \end{array} + \begin{array}{c} 8 \\ \text{Owl} \end{array} = 17$$

$$\begin{array}{c} 1 \\ \text{Raccoon} \end{array} + \begin{array}{c} 1 \\ \text{Raccoon} \end{array} + \begin{array}{c} 7 \\ \text{Panda} \end{array} = 9$$

$$\begin{array}{c} 1 \\ \text{Raccoon} \end{array} \times \begin{array}{c} 14 \\ \text{Panda} \end{array} + \begin{array}{c} 16 \\ \text{Owl} \end{array} = 30$$

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**WRITING**  
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## YEAR 6 HOMEWORK - Writing

### GPS

Apply: Nouns    ANSWERS

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.

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**.

- Tick **one**
- The red and green lights shone brightly.  1
  - All of the trees blew around in the wind.  2
  - Both of the cats hissed and yowled angrily.  3
  - Marty shouted loudly and excitedly at his friend.  4

1 mark

Which sentences uses the word 'circle' as a noun?

- Did you see the children circle the ball on the football pitch?
- The child drew a circle on the page.
- A circle only has one side.
- The vultures circle the dead animal on the ground.

## YEAR 6 HOMEWORK - Reading

### 'Jayne Eyre' answers

1. The narrator's mind sounds like a storage room/junk room/old attic with lots of different things stored there. The word "*tenanted*" makes you think of a room and "*amongst other rubbish*" makes you think of a heap of junk.
2. "*Vivid*" makes you think that she imagines these things more colourfully and in more detail, and that they seem more realistic/probable. "*Vigour*" indicates that they spring to her mind easily.
3. Because the Gytrash appeared to people travelling alone. Because the spirit often appeared as a horse.
4. The dog looked exactly like one of the ways Bessie described the Gytrash. The word "*mask*" makes the reader think of something unnatural and is a reminder that the Gytrash could take many forms.
5. She felt that the spell had been broken, that is she had felt as if something supernatural was happening but the appearance of the rider brought her back to normal life. This was because there was an ordinary ("*common place*") human being riding the horse and nothing ever rode the Gytrash.
6. A Gytrash was a spirit that could take on the form of a horse, a dog or a mule. She later refers to goblins.
7. She has a vivid imagination – she says that herself in the first paragraph, and she clearly almost believes that the horse could be the Gytrash. This also suggests that

she believes in the supernatural to some extent. She is quite brave as she doesn't run away when she thinks a Gytrash might be coming towards her and she sounds calm as she is looking down at the dog expecting it to look up at her. She is very observant and curious about things – she describes the scene in great detail.