

YEAR 6 HOME LEARNING PACK 10

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

Arithmetic: Test 15b



1	$13 \times 9 =$
---	-----------------

[illegible]

$$2 \quad \frac{4}{9} - \frac{4}{9} =$$

2

$$\frac{4}{q} - \frac{4}{q} =$$

3	$7077 + 893 =$
---	----------------

3	7077 + 893 =

7	$505 + 3679 =$
---	----------------

[illegible]

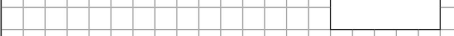

8 $309\ 122 - 45\ 829 =$

8	309 122 - 45 829 =	
	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	

9	$1440 \div 12 =$
---	------------------


[illegible]

4	$215 \div 1 =$
---	----------------

4	$215 \div 1 =$ 	T mark 
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5	$91 \times 6 =$
---	-----------------

5	$91 \times 6 =$																			

 1 mark

6	$1.98 + 0.019 =$
---	------------------

6	1.98 + 0.019 =									

10	$2.309 \times 100 =$
----	----------------------

[illegible]

11	$58.2 - 9.47 =$
----	-----------------

[illegible]

12	$\frac{7}{8} - \frac{2}{3} =$
----	-------------------------------

12	$\frac{7}{8} - \frac{2}{3} =$				
					<input type="text"/> 1 mark



YEAR 6 HOMEWORK - ARITHMETIC

13 $4231 \times 43 =$

	4	2	3	1
x			4	3

2 marks

14 $6372 \div 59 =$

5	9	6	3	7	2
---	---	---	---	---	---

2 marks

15 $\frac{1}{2} \times \frac{7}{12} =$

1 mark

16 $\frac{1}{9} \div 3 =$

1 mark

17 $3 \times 9.06 =$

1 mark

18 $88\% \text{ of } 397 =$

1 mark

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:

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

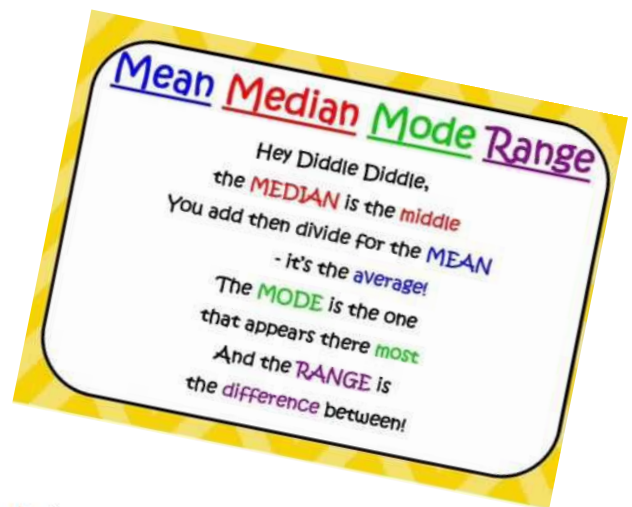
YEAR 6 HOMEWORK - FOCUS SKILL

We are beginning to focus our maths work on transition to Year 7, which will help to prepare the children and revise key maths knowledge the children will need in Year 7. Many of the resources in this pack will be coming from myminimaths.com, to enable you to follow along and complete additional learning from home.

Mean, mode, median and range

To revise how to find each of these, go to:

<https://www.youtube.com/watch?v=IHginNwss5c>



Calculate the **MEAN, MODE, MEDIAN** and **RANGE** of each set of numbers.

WE:

	MEAN	MODE	MEDIAN	RANGE
1, 4, 1	2	1	1	3
2, 5, 3, 2, 8	4	2	3	6
4, 10, 9, 9	8	9	9	6
5, 2, 4, 5	4	5	4.5	3

C:

	MEAN	MODE	MEDIAN	RANGE
10, 3, 6, 3, 3	5	?	3	?
9, 1, 4, 2	4	NO MODE	3	8
16, 11, 6	11	NO MODE	?	10
7, 7, 12, 3, 11	?	7	7	9

YEAR 6 HOMEWORK - SKILL PRACTISE



MyMiniMaths

Home Learning



YEAR 6 to 7 - Week 1 - Wednesday

Calculate the **MEAN, MODE, MEDIAN** and **RANGE** of each set of numbers.

	MEAN	MODE	MEDIAN	RANGE
1, 18, 5, 2, 7, 4, 5				
£1.50, £1.20, £2.00, £1.30				
4.2, 2.6, 4.2, 1.9, 2.1				
$\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{6}$				

Calculate the **MEAN, MODE, MEDIAN** and **RANGE** of each set of numbers.

	MEAN	MODE	MEDIAN	RANGE
1, 4, 1				
2, 5, 3, 2, 8				
4, 10, 9, 9				
5, 2, 4, 5				



MyMiniMaths

Home Learning



YEAR 6 to 7 - Week 1 - Thursday

Calculate the **MEAN, MODE, MEDIAN** and **RANGE** of each set of numbers.

	MEAN	MODE	MEDIAN	RANGE
14, 13, 20, 25				
2, 8, 5, 2, 8, 4, 6,				
22°C, 7°C, 22°C, 7°C				
1325, 2057, 4325, 1325				

Calculate the **MEAN, MODE, MEDIAN** and **RANGE** of each set of numbers.

	MEAN	MODE	MEDIAN	RANGE
1, 4, 1				
2, 5, 3, 2, 8				
4, 10, 9, 9				
5, 2, 4, 5				

YEAR 6 HOMEWORK - SKILL PRACTISE



MyMiniMaths

Home Learning



YEAR 6 to 7 - Week 1 - Friday

Find the missing values for each set of **MEAN**,
MODE, **MEDIAN** and **RANGE** values provided.



	MEAN	MODE	MEDIAN	RANGE
<input type="text"/> <input type="text"/> <input type="text"/>	3	NO MODE	3	2
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	4	2	2	8
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	21	15 & 21	20	20
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	6.1	5.9	5.9	5.8



	MEAN	MODE	MEDIAN	RANGE
<input type="text"/> <input type="text"/> <input type="text"/>	3	NO MODE	3	2
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	4	2	2	8
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	21	15 & 21	20	20
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	6.1	5.9	5.9	5.8

YEAR 6 HOMEWORK - REASONING

- 1.) The MEDIAN of four values is **6**.
4, 10, 2
- 3.) The RANGE of four values is **30**.
50, 38, 61,

Calculate the missing value.

- 2.) The MEAN of four values is **12**.
 21, 3, 9

Calculate the missing value.

- 4.) Calculate the missing value.

The MODE of four values is **8**.
11, 8, 8

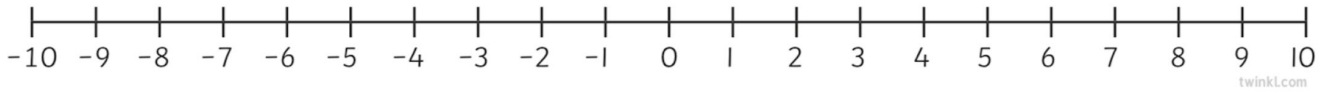
Calculate the missing value.



The numbers on five houses next to each other add up to 85.
What are those five numbers?

YEAR 6 HOMEWORK -

S: Adding and Subtracting Negative Numbers



$$-4 + 6 =$$

$$-5 - 6 =$$

$$23 + -27 =$$

$$23.6 + -27 =$$

$$2 - 7 =$$

$$4 - -3 =$$

$$-13 + 54 =$$

$$-16.9 + -54 =$$

$$-3 - 5 =$$

$$2 + -5 =$$

$$-45 + -75 =$$

$$-2.78 + -7.5 =$$

$$-235 - 595 =$$

$$-1.09 - 5.95 =$$

$$-2 + 10 =$$

$$-3 + 2 =$$

$$35 - \underline{\quad} = -79$$

$$7.08 - \underline{\quad} = -5.9$$

Skill Input: Multiplying with negative numbers

$$4 \times 7 =$$

$$9 \times -7 =$$

$$9 \times \underline{\quad} = -81$$

$$-4 \times -3 =$$

$$-8 \times -7 =$$

$$\underline{\quad} \times -7 = 42$$

$$-12 \times -6 =$$

$$-12 \times -11 =$$

$$-12 \times \underline{\quad} = -144$$

$$-100 \times 35 =$$

$$-100 \times 12 =$$

$$-100 \times \underline{\quad} = -230$$

$$-250 \times 4 =$$

$$-0.5 \times 22 =$$

$$0.5 \times \underline{\quad} = -30$$

$$25 \times -3 =$$

$$7 \times -3 =$$

$$\underline{\quad} \times -3 = 6.6$$

YEAR 6 HOMEWORK -

Skill Input: Dividing with negative numbers

$42 \div 7 =$

$91 \div -7 =$

$99 \div \underline{\quad} = -11$

$-33 \div -3 =$

$400 \div -8 =$

$\underline{\quad} \div -7 = 6$

$-12 \div -6 =$

$-121 \div -11 =$

$-125 \div \underline{\quad} = -5$

$-100 \div 25 =$

$-100 \div 0.5 =$

$-100 \div \underline{\quad} = -20$

$-36 \div 4 =$

$-360 \div 6 =$

$5 \div \underline{\quad} = -10$

$27 \times -3 =$

$69 \div -3 =$

$\underline{\quad} \div -3 = 30$

S: Bidmas

$50 + 5^2 =$

$20 + (4^2 \times 2) =$

$20 + (4^2 \times 2^2) =$

$180 - 6^2 =$

$150 - (6^2 \div 2) =$

$90 - (6^2 \div 3) =$

$5 \times 2 - 60 =$

$(5^2 \times 2) - 60 =$

$(6 \times 3^2) - 60 =$

$(3 + 2) + 6^2 =$

$(3 + 2^2) + 6^2 =$

$(5^3 - 2) + 9^2 =$

YEAR 6 HOMEWORK

Spelling Shed

★ 0 🏆 0 🏆 0 🏆 0

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00

More Lists

<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/>

Spelling Tiles

Words ending in -able and -ible Words ending in -ably and -ibly (1 of 2)

Segment
Puzzle



Sorting
Segments



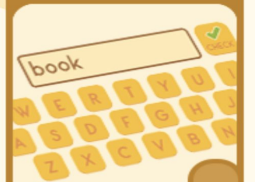
Segment
Silhouette



Word
Search



Type It



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 - Writing

Skill: Writing to...

Sentence type: As -ly

- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb (normally ending in -ly).
- The second part of the sentence is a description of a related, and often consequential, action.

WE: As the rain came down heavily, the children ran for shelter.

WE: As the wind screamed wildly, the lost giant lumbered along the path.

★ Which types of clauses can you spot in these sentences?



TIME	REASON	MANNER	PLACE
yesterday...	because...	quickly...	in the graveyard...
last week...	due to the fact...	like lightning...	next to the castle...
twice a week...	as...	with a smirk...	under the stars...
next...	therefore...	carefully...	between the buildings...
when...	consequently...	easily...	at the top of the hill...
after...		like a snake...	in the sky...
before...		in a flash...	

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

YEAR 6 HOMEWORK - Writing

Skill: Writing to...



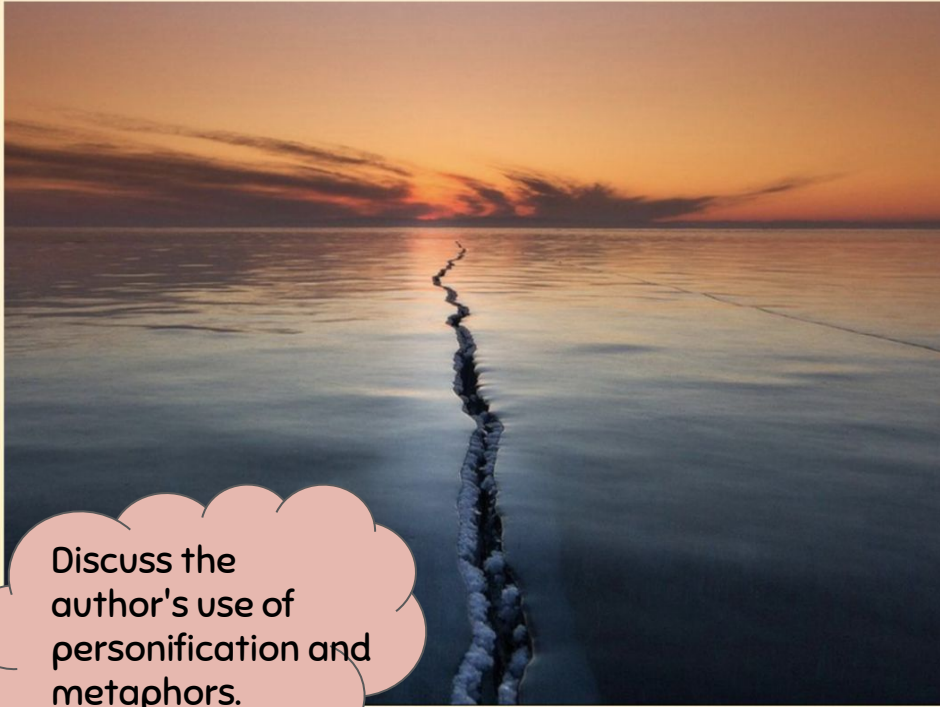
WE: As the ly, the



WE: As the ly, the

C: As

YEAR 6 HOMEWORK - Writing



Discuss the author's use of personification and metaphors.

Story starter

She had been standing there for hours, surrounded by ice.

As the sun peeped its head over the distant mountains on the horizon, an orange and yellow hue filled the sky. The warmth of the sun was a gesture of kindness to her frozen hands, which she clasped together in front of her trembling body.

It was then that she heard it... Crack! It was as if the world in front of her was breaking in two...

Question time!

- Who is the girl in the story?
- Why might she have been standing there for hours?
 - Why might the girl be trembling?
- Where is the girl standing?
 - What do you think is happening in the picture?
- How long is the split that seems to be appearing on the Earth's surface?

Purpose: to

Write a setting description for this image.

Audience:

Person looking at image

Success criteria

- ✓ personification
- ✓ 1-2 metaphors
- ✓ 2A sentences (2 adjectives to describe 1 noun)
- *adverbials

[illegible]

This image shows a single sheet of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

YEAR 6 HOMEWORK - Writing

With a(n) action, more action

- This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma.
- The 2nd part of the sentence is a main clause – which starts with a name or a pronoun – describes more action which is occurring simultaneously (at the same time) as the first part of the sentence.

WE: With a deep breath, Neil Armstrong stepped carefully onto the surface of the moon.

WE: With a thunderous groan, Thor launched his final attack.

★ Which are the main (independent) and which are the subordinate (dependent) clauses?

Apply



WE: With a , Thor

C: With a

YEAR 6 HOMEWORK - Writing



l:

With a

l:



c:

With a

l:

YEAR 6 HOMEWORK - GPS

Apply: Adverbial phrases
Sort these adverbials:

TIME	REASON	MANNER	PLACE
(when)	(why)	(how)	(where)



with trepidation
savagely
eventually
with no regard for others
submerged in the water
sincerely
at the break of dawn
due to
hence
despite knowing
out of nowhere
Under the stars
in Summer
many years ago

Apply: Adverbial phrases

Underline the adverbs/adverbials

Yesterday, a UFO was spotted hovering above the city centre. Many people rushed in amazement to see the fascinating object. Gasps were heard across the bustling neighbourhoods. Several onlookers rubbed their eyes in disbelief; others slowly took deep breaths.



YEAR 6 HOMEWORK - GPS

Skill: Determiners

A determiner is placed before a noun.

Determiners can be articles.
WE: a, an, the

Determiners can be numbers.
WE: five, six, ten.

Determiners can quantify
the noun.
WE: many, most, several

Apply: Determiners

Identify the determiners in the sentences below.

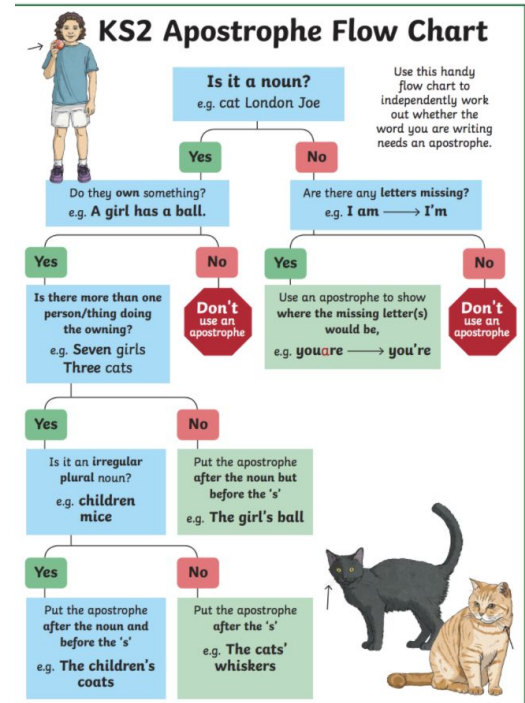
1. Several large geese were seen crossing the road.
2. Many captive whales have a floppy dorsal fin.
3. The teachers hold the weekly meeting in the staffroom.
4. I saw eleven red cars this morning.
5. Peter made a birthday card.
6. I had a chocolate cake.
7. The children made too much noise.
8. There were lots bats in the cave.

YEAR 6 HOMEWORK - GPS

Skill: Apostrophes for possession

If the noun is plural and ends with an s (e.g. *sausages*), we just attach the apostrophe to it without an additional s (in English, we tend to add an 's', Americans tend not to! *Either can be accepted*).

If the noun is plural and does not end with s, we add 's to the end (e.g. *children's*)



Skill: Apostrophes for possession

Challenge!

For each set, identify the correct plural possessive noun.

- | | | | |
|---------------|-----------|-----------|------------|
| 1. teachers | teacher's | teachers' | teachers's |
| 2. dragon's | dragons's | dragons | dragons' |
| 3. pilots' | pilots's | pilots | pilot's |
| 4. painters's | painters' | painter's | painters |
| 5. elf's | elves' | elves | elves's |

YEAR 6 HOMEWORK - GPS

Skill: Homophones

Homophones are words which have the same pronunciation and spelling but different meanings.

their
there
they^are

Apply: Homophones

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

- WE: 1. "Look at the beautiful rainbow over there!" gasped Lydia.
- WE: 2. The one with the white fence is their house.
- WE: 3. Do you think they're hiding?
- I: 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?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?

YEAR 6 HOMEWORK - Reading

The Holiday

By Steve Johnson

'Another boring holiday in the dulllest place on earth,' moaned Maya to her little brother Seb. Much to her disappointment, the two children had already been to stay in the same cottage three years in a row and both were wishing for somewhere different.

'I know!' replied Seb to his sister. 'Why do Mum and Dad want to keep coming back here every single summer? Nothing exciting happens here.' Little did they know that this would not just be any ordinary holiday!

At least one good thing about the small seaside town was a secluded little beach that few people seemed to know about. It had a mixture of soft sand, beautiful round pebbles and jagged rock-pools, all surrounded by tall cliffs. In amongst those cliffs and hidden away down a narrow winding track, the holiday cottage was fairly isolated. Behind it, a path led down to some wooden steps that weaved through the overhanging trees to the beach. Fortunately, the other good thing was that the siblings were now considered old enough by their parents to walk down to the beach themselves. As long as they were not too close to the bottom of the cliffs or too far around the rock-pools towards the edge of the sea, they would always be in plain sight from the huge lounge window of the cottage.

'I suppose it's not all that bad,' said Maya, as they made their way down to the beach again on the second day of their stay. 'At least we know this area so well now and we're allowed to come down to the beach without Mum and Dad'.

Seb agreed and had to admit that he liked the freedom of being able to wander and explore without the adults, as long as he stayed with his older sister.

'It's just that we've seen it all before,' he countered, 'nothing much happens and there's never anyone else around'.



The Holiday



With the words barely having left his mouth, the pair were suddenly shocked to hear a great whizzing and whirring coming from the other side of the cliff. It was impossible to see around the rocks but the noise grew to a deafening roar, whilst the surface of the sea looked like a giant hairdryer was being blown onto it.

Emerging into sight was a huge helicopter, not flying over or away but hovering just out of full view.

'What's going on, I wonder?' shouted Seb to be heard over the continuing noise.

Eagerly, the siblings headed towards the action, scrambling over the rock-pools for a better view. Shouting could be heard from round the other side of the cliff but neither of them were able to make sense of what they were hearing, as everything was being drowned out by the noise of the great flying beast.

Just as the children were able to catch sight of a large group of people chasing and racing around, waving their arms whilst others looked on, they realised they were entering a forbidden area. Rocks sticking out towards the crashing waves were beginning to put the cottage out of view – and them out of sight of their parents.

'We shouldn't go any further,' warned Maya. 'What will Mum say?'

'We're nearly there! Come on!' replied her brother, caught up in the excitement.

'Wait!' shouted the older sibling, but it was too late. Seb was onto the next rock and jumping a slippery pool to reach a small clearing.

After catching up with her brother and getting closer to the scene of the action, Maya's uneasiness about being too far out of view was doubled with another concerning thought: what if these people were dangerous? Maybe this whole incident with the helicopter and the people chasing around was going to get them into some further trouble – other than going where their parents warned them against.

She scanned the scene as Seb crouched down watching the events unfold. Two men chasing along the cliff-side; a whole group of people either watching or following with some kind of equipment; and then – unbelievably – another man started climbing down a rope out of the helicopter!

All eyes were on the first man heading along the rough ground of the cliff until both Seb and Maya realised he was heading straight towards them. There was no way they were going to be able to get out of his path – their choice was either turning back but they would be seen and the route was tricky or facing straight ahead into their fate. Before they had time to think, they were spotted.

Now answer the questions
on the next pages.

YEAR 6 HOMEWORK - Reading

The Holiday

'Stop! There are two kids right there. It's not going to work. STOP!' came a shout from ahead by a woman who sounded like she was using a megaphone.

'Maya! Seb!' came another shout from behind them. The second voice was instantly recognisable as their father's, following the rather treacherous rocky path that the children now noticed they had trodden.

'What is going on?' called Dad, raging at them as he came within closer range. 'I saw you two disappear out of sight from the window and came after you. You could have both drowned out here. You know you shouldn't be this far round the cliff – just wait until your mother knows!'

Seb didn't even mind Dad raising his voice and giving them a stern telling off. He had become quite scared of what he was watching in front of him and was just glad his father was there to help – especially as a small group of people had now marched over to them, behind the first pursuer, and most of them weren't looking too pleased.

'You kids shouldn't be here! We're filming an action sequence for a new movie that is being made. You were in camera shot.'

Seb, Maya and Dad all looked over to the remaining crowd and could see a number of expensive-looking cameras, huge microphones and wires trailing everywhere. A sense of relief washed over the younger family members as they understood that at least they weren't in any danger.

'I'm really sorry,' Dad stepped up. 'They weren't supposed to be beyond that point of the cliff. We're on holiday down here though, we had no idea any filming was taking place.'

'Never mind,' said the lady who had previously been shouting through the megaphone. 'To be honest, I wasn't happy with the way that scene was going anyway. I was about to try another take. Do you three want to come and watch from up here where it's a bit safer and you won't be on camera?'

Of course they did! Maya was given a jacket to wear by the lady, which said 'Director' on the back while Seb was allowed to sit in a special chair and hold onto the megaphone. They watched, with Dad behind them, as the two men from earlier chased down the same part of the cliff. Up above, the helicopter hovered back into view with someone climbing back down the rope again.

'This is awesome,' beamed Seb. 'I can't wait to tell Mum!'

'Yeah! I told you it was going to be a great holiday!' agreed his sister.

The End

Now answer the questions
on the next pages.

YEAR 6 HOMEWORK - Reading

Year 6 Reading Assessment Fiction

29. What simile does the author use for the helicopter hovering above the sea? Why is this a good comparison?

Look at the line:

'Eagerly, the siblings headed towards the action, scrambling over the rock-pools for a better view.'

30. What does the word 'eagerly' tell you about the children at this point?

31. What was Maya worried about when getting closer to the scene?

The story mentions 'a whole group of people either watching or following with some kind of equipment'.

32. What do you think this equipment was?

Year 6 Reading Assessment Fiction

Questions 26 to 36 are about 'The Holiday'

26. How often had the children been to stay in the cottage before? Circle the best answer.

Never

Once

Several times

27. **Find** and **copy** a sentence, used by the author near the beginning, which suggests this holiday would become more interesting than previous ones?

Look at this description:

'At least one good thing about the small seaside town was a secluded little beach that few people seemed to know about. It had a mixture of soft sand, beautiful round pebbles and jagged rock-pools, all surrounded by tall cliffs. In amongst those cliffs and hidden away down a narrow winding track, the holiday cottage was fairly isolated.'

28. Draw a line to match the following words to their meanings. One has been done for you.

Small

Alone; separated or far away from other persons, buildings or things.

Secluded

Little, insignificant; not very big in size.

Jaqqed

Sheltered, private or screened from general view or activity; not seen or visited by many people.

Isolated

Harsh, rough or uneven; having ragged notches or sharp points protruding.

YEAR 6 HOMEWORK - Reading

Year 6 Reading Assessment Fiction		Year 6 Reading Assessment Fiction	
4	5	4	5
<p>33. When the man was coming towards them, why did the children think they would not be able to turn back?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>36. How do you think the children's mother will feel when she finds out what has happened?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>34. What special treatment did each child receive from the film crew at the end?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>35. How do the children's feelings about the holiday change through the beginning, middle and end of the story?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Total for Year 6 Reading Assessment Fiction		Total for Year 6 Reading Assessment Fiction	

YEAR 6 HOMEWORK - Reading

Throwing a Tree

The two executioners stalk along over the knolls,
Bearing two axes with heavy heads shining and wide,
And a long limp two-handed saw toothed for cutting great boles,
And so they approach the proud tree that bears the death-mark on its side.

Jackets doffed they swing axes and chop away just above ground,
And the chips fly about and lie white on the moss and fallen leaves;
Till a broad deep gash in the bark is hewn all the way round,
And one of them tries to hook upward a rope, which at last he achieves.

The saw then begins, till the top of the tall giant shivers:
The shivers are seen to grow greater with each cut than before:
They edge out the saw, tug the rope; but the tree only quivers,
And kneeling and sawing again, they step back to try pulling once more.

Then, lastly, the living mast sways, further sways: with a shout
Job and Ike rush aside. Readied the end of its long staying powers
The tree crashes downward: it shakes all its neighbours throughout,
And two hundred years' steady growth has been ended in less than two hours.

-Thomas Hardy

Year 6 Reading Assessment Poetry

Questions 13 to 25 are about 'Throwing a Tree'

13. What does the word 'stalk' mean and what does it suggest about the tree fellers?

.....

14. Circle the word that is closest in meaning to 'doffed'.

chopped tied removed swing

15. What evidence is there in the poem that chopping the tree is a difficult task?

.....

16. Order these events from the poem. The first one has been done for you.

An axe is used to chop a broad gash all around the trunk.

☐

The saw is used along with the rope until the tree comes down.

☐

The tree is marked in advance ready for cutting.

1

A rope is hooked upward.

☐

Now answer the questions
on the next pages.

18
total marks

2 marks

1 mark

2 marks

1 mark

total for
this page



YEAR 6 HOMEWORK - Reading

Year 6 Reading Assessment Poetry

3

1 mark

17. Write the correct tools to match the descriptions in this table.

Tool	Description
	Heavy head shining and wide
	Long limp two-handled

.....

18. How long had the tree been growing for?

.....

19. How does the poet try to make the reader feel sorry for the tree? Refer to the text to support your answer.

.....

20. What are the names given to the tree fellers?

.....

Total for this page

Year 6 Reading Assessment Poetry

4

1 mark

21. Which of these sentences best summarises the poet's feelings about the tree being chopped down? Tick one.

☐

The poet is celebrating and happy about the event.

☐

The poet is glad the tree was chopped down because it was too old.

☐

The poet seems sorrowful and disappointed that it has happened.

☐

The poet doesn't really mind whether the tree is cut down or not.

.....

22. Which of these words or phrases are used to describe the tree? Tick three.

☐

Living mast

☐

Heavy head

☐

Long and limp

☐

Proud

☐

Broad and deep

☐

Tall giant

.....

23. What is meant by the phrase 'it shakes all its neighbours'?

.....

24. How long did the whole process take to chop down the tree?

.....







Total for this page

YEAR 6 HOMEWORK

Reading BINGO

Read
or listen for
20 minutes to
X a box!

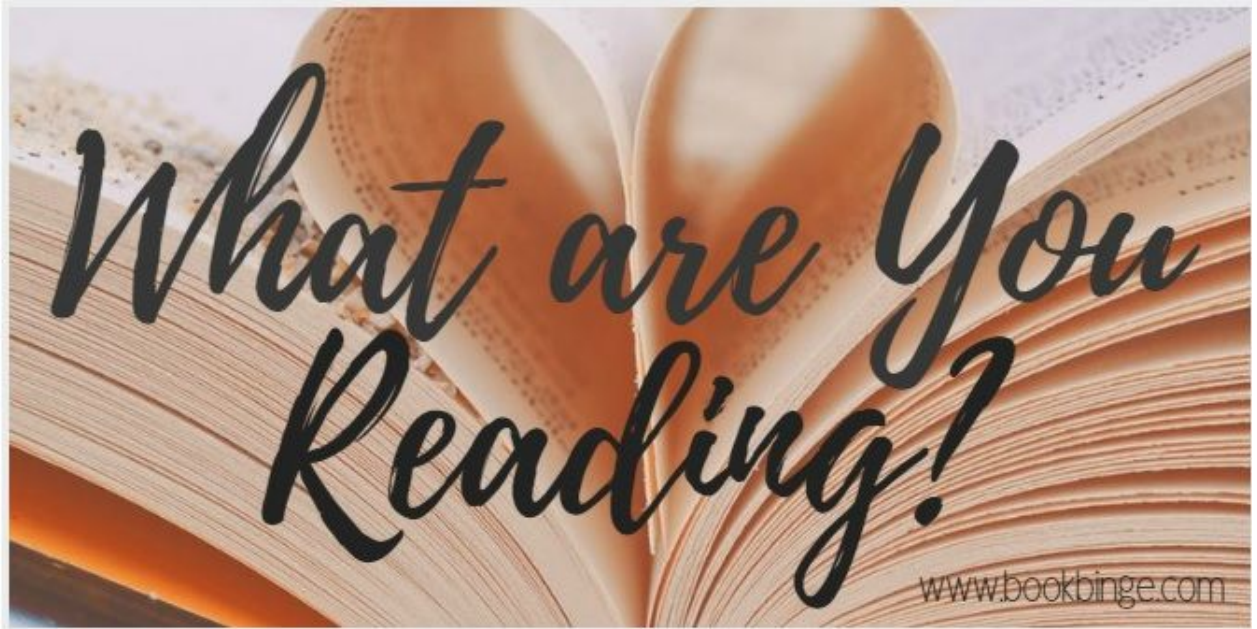
KS2

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

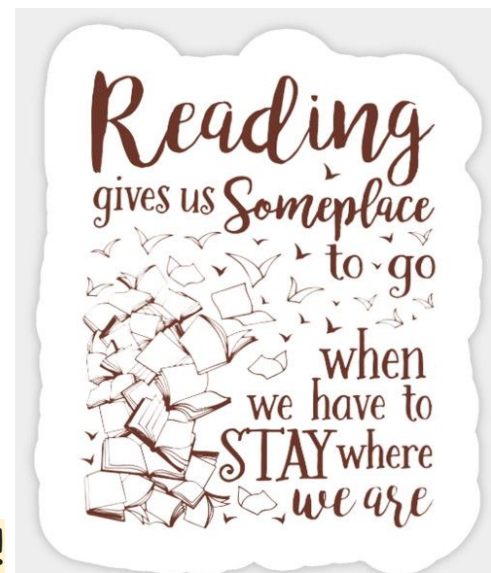


Share with your teacher a review of the book you are currently reading. You can present this in any way you like! Possible ideas might include a written review, a poster, a video or a story-map of the events so far.

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

Cornflour Slime

You will need:



A large bowl



Food
colouring

Large covered table or
area where mess is not
a problem



200ml water

200-300g cornflour

Aprons



Method:

1. Pour the cornflour into the bowl.
2. Pour the water in, mixing slowly as you go. Keep adding more water until the mixture becomes thick (and hardens when you tap on it).
3. Add a few drops of food colouring to make your slime the colour you want it.
4. Put your hands in the slime and experiment with handling it.
5. What happens when you pick the slime up, squeeze it or even punch or slap it?
6. Do you think it is a solid or a liquid?
7. How is it different to water?



The Science

The slime is a non-Newtonian liquid which means it is different to 'normal' liquids. It gets thicker when it is pushed or pressed down. The cornflour is not actually dissolved in the water so when pressure is put on the mixture, the water molecules are pushed away. Other non-Newtonian liquids react in different ways to pressure. Tomato ketchup gets runnier if you shake it. If you whip cream for a long time, it gets thicker and thicker.

YEAR 6 HOMEWORK

You might have watched Joe Wicks doing' PE with Joe' during lock down.


Your challenge is to create your own workout video.

There is an example workout below if you would like to use that...



Joe Wicks: 5-Minute Move Workout 4
Squat Knee-Up


1. Start with your feet a bit wider than your shoulders.
2. Bend your knees as if sitting in a chair.
3. Stand up straight.
4. Lift one knee high.
5. Bring your elbow to your knee.
6. Repeat, this time using the other knee.



with Mrs. J. Wicks

Joe Wicks: 5-Minute Move Workout 4
Knee Lifts

1. Hold your arms out to the side at about chest height.
2. Keep your arms straight.
3. Lift your knee high up to your elbow.
4. Keep your back straight.
5. Return your foot to the floor.
6. Repeat with the other knee.



with Mrs. J. Wicks

Joe Wicks: 5-Minute Move Workout 4
Mountain Climbers


1. Get on your hands and feet.
2. Keep your back and legs in a straight line.
3. Bend one knee and bring it to your chest.
4. Return your foot to the floor.
5. Move nice and slowly.
6. Repeat with your other knee.



with Mrs. J. Wicks

Joe Wicks: 5-Minute Move Workout 4
The Mummy

1. Hold your arms out to the front.
2. Kick your legs up and out to the front.
3. Cross your hands over each other. First one on top and then the other.
4. Keep your arms and legs straight.



with Mrs. J. Wicks

YEAR 6 HOMEWORK

What Positives Have Come from Lockdown?

Lockdown is a difficult time when we may feel that the things we love and enjoy have been taken away from us. For example, we are unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you may have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Can you take some time to think about what positives being in lockdown has taught us?

Spend some time thinking about the following three questions and then complete each activity. When you have completed them, display the activities somewhere you can see and be proud of them each day. If you are having a difficult day, looking back at your answers will help you to feel proud and positive about yourself.

What Special Qualities Have I Discovered?



YEAR 6 HOMEWORK - PSHE

This week in PSHE we are going to focus on the Black Lives Matter movement.

This is a very current issue that has been widely covered by the media.

The death of George Floyd has created an uproar among many and people are uniting against this injustice.



EQUALITY
IS NOT A
PRIVILEGE.
IT'S A
RIGHT.



The Black Lives Matter movement is made up of people who want to make sure that everyone is treated fairly, because, even though many of the laws changed due to the actions of Civil Rights activists - such as Martin Luther King and Rosa Parks - many years ago, some people are still not being treated fairly.



WHAT IS RACISM?

It divides people into "us" and "them", based on where we come from or the colour of our skin. And it happens when people feel that it's okay to treat others badly as they go about their daily lives.

Racism is never okay.

Racism happens in lots of different ways.

YOU HEAR IT WHEN PEOPLE:

- make "jokes" or negative comments about a particular ethnic group
- call others racist names or verbally abuse them
- bully, hassle or intimidate others because of their race.

YOU SEE IT WHEN PEOPLE:

- write racist graffiti in public places
- make offensive comments online
- are excluded from groups because they're "different" or "don't belong"
- are physically abused because of their race.



WHY ARE PEOPLE RACIST?

If we're all part of the human race, why are people racist?

After all, there are no biological differences between people. No race is superior or inferior to another.

We're all the same.

There are many reasons why people can have racist attitudes.



WE TAKE ON THE VIEWS OF PEOPLE AROUND US

A lot of our attitudes are shaped when we're young. When our family members or friends express racist opinions, it's common that we will take on those views ourselves. The problem is that, unless we do something about it, they can stay with us for a lifetime.

WE HANG AROUND WITH PEOPLE "LIKE US"

It's normal to want to spend time with people that have the same interests, background, culture and language. It creates a sense of belonging that is really important. The downside is that it can also set up differences between other groups and, over time, this might lead to us thinking that our group is better than others.

WE'RE QUICK TO JUDGE

We often put labels on people. He dresses like this so he must be into this music. She goes to that school so she must be rich. We can also stereotype people from different racial backgrounds as "lazy", "brainy", "aggro"... you get the idea. The way to beat the stereotypes? Don't judge a whole group. Get to know people from different racial backgrounds and find out how much you have in common.

YEAR 6 HOMEWORK - PSHE



Write down what you think this quote means...

Today you are going to create a poster about equal rights.

You can have creative freedom with what you want to say and how you want to present it.

Think about the message you want to send.

Things you could include:

A quote you have created

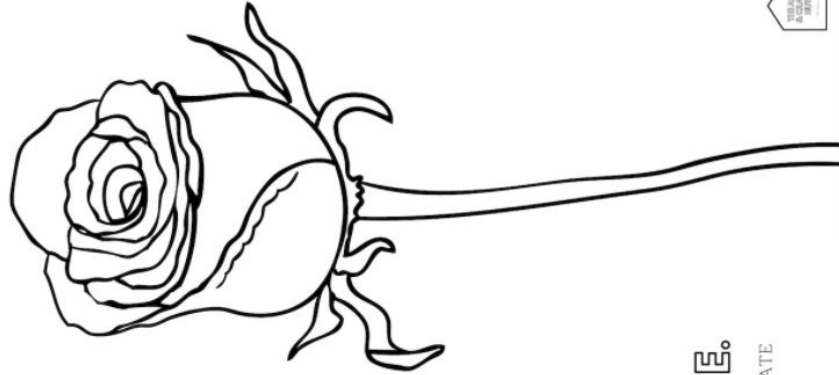
Key information

The stand out points that you have learnt this week and want others to know

YEAR 6 HOMEWORK - PHSE

YOUR
VOICES
MATTER,
YOUR
DREAMS
MATTER,
YOUR
LIVES
MATTER.
BETHE
ROSES
THAT
GROW IN
THE
CONCRETE.

ANGIE THOMAS, THE HATE
U GIVE



BORNFREE
ANDEQUALIN
DIGNITY AND
RIGHTS.



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

WELLBEING



tiny POSITIVES
or little things that
COUNT today...

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

WELLBEING

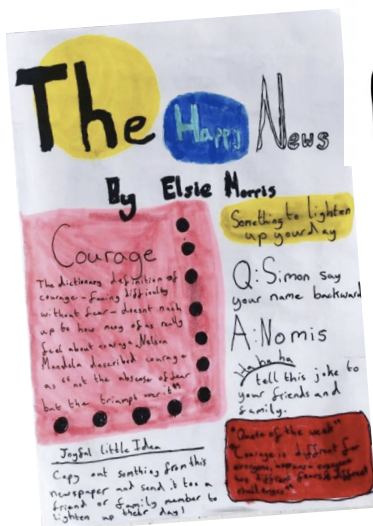
THE HAPPY NEWS

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

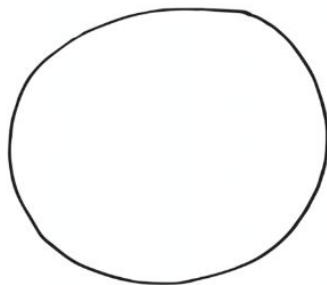
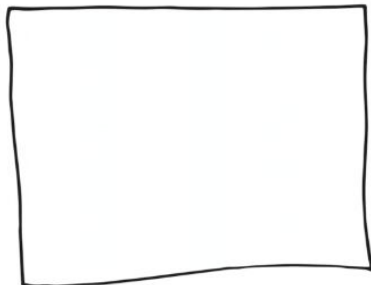
WELLBEING

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Edited by: _____



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

Year 6 End Of Year Expectations - Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Year 6 End Of Year Expectations - Maths

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
(e.g. what is the value of the '7' in 276,541?;
find the difference between the largest and smallest whole numbers that can be made from using three digits;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages
(e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$;
15% of 60;
 $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108;
 0.8×70).
- The pupil can substitute values into a simple formula to solve problems
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures
(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles
(e.g. the missing angle in an isosceles triangle when one of the angles is given;
the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).