

## YEAR 6 HOMEWORK

### ANSWERS – PACK 10

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

### Answer Sheet: Arithmetic: Test 15b



**Guidance:** Children will have 15 minutes for this test. Long division and long multiplication questions are worth **2 marks** each. For 2 mark questions children will be awarded both marks for a correct answer. Children may get 1 mark for showing a formal method. All other questions are worth 1 mark each.

| question | answer         | marks |
|----------|----------------|-------|
| 1        | 117            | 1     |
| 2        | 0              | 1     |
| 3        | 7970           | 1     |
| 4        | 215            | 1     |
| 5        | 546            | 1     |
| 6        | 1.999          | 1     |
| 7        | 4184           | 1     |
| 8        | 263 293        | 1     |
| 9        | 120            | 1     |
| 10       | 230.9          | 1     |
| 11       | 48.73          | 1     |
| 12       | $\frac{5}{24}$ | 1     |
| 13       | 181 933        | 2     |
| 14       | 108            | 2     |
| 15       | $\frac{7}{24}$ | 1     |
| 16       | $\frac{1}{27}$ | 1     |
| 17       | 27.18          | 1     |
| 18       | 349.36         | 1     |

# PHASE 4

**Hampton Vale  
Primary Academy**



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## YEAR 6 HOMEWORK - REASONING

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# PHASE 4

**Hampton Vale  
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## YEAR 6 HOMEWORK - MATHS CHALLENGE

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

### 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.



FYI: Prepositions - like '*above the city centre*' can also be adverbials.

### Apply: Determiners **ANSWERS**

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 - Writing

### 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    |

### Apply: Homophones

### ANSWERS

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 there on the shelf.
5. Their bus was running late.
6. The cold wind made their teeth chatter.
7. Could they be in there?
8. Blue Smarties are the best; they're my favourites.
9. Ava and Lucas put their hands up at the same time.
10. Are you sure they're not real?
11. The new teacher got their books in a muddle.
12. I went there last summer too!
13. Is there a doctor anywhere near?

their  
there  
they're

## YEAR 6 HOMEWORK

### ANSWERS – PACK 10

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.

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**READING/PLACE & TIME**  
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## YEAR 6 HOMEWORK - Reading

### 'The Holiday' answers

#### Year 6 Reading Assessment: Fiction

2

| question | answer   | marks   | notes  |
|----------|--|---------|--|
| 26.      | How often had the children been to stay in the cottage before? Circle the best answer.   |         |  |
|          | Several times  | 1       | <b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.<br><b>Award 1 mark</b> for the correct option indicated.   |
| 27.      | <b>Find and copy</b> a sentence, used by the author near the beginning, which suggests this holiday would become more interesting than previous ones?  |         |  |
|          | 'Little did they know that this would not just be any ordinary holiday!'   | 1       | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for the correct answer indicated.  |
| 28.      | Draw a line to match the following words to their meanings. One has been done for you.   |         |  |
|          | Small - Little, insignificant; not very big in size.<br>Secluded - Sheltered, private or screened from general view or activity; not seen or visited by many people.<br>Jagged - Harsh, rough or uneven; having ragged notches or sharp points protruding.<br>Isolated - Alone; separated or far away from other persons, buildings or things. | 1       | <b>Content domain:</b> 2a - give / explain the meaning of words in context.<br><b>Award 1 mark</b> for all words and meanings matched correctly.   |
| 29.      | What simile does the author use for the helicopter hovering above the sea? Why is this a good comparison?  |         |  |
|          | like a giant hair-dryer<br><b>and</b><br>an appropriate reference to the helicopter being noisy / forcing air down onto the sea / blades spinning around / making waves / ripples in the surface / creating a blowing effect etc.  | Up to 2 | <b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.<br><b>Award 1 mark</b> for reference to the helicopter being 'like a giant hair-dryer'.<br><b>Award 2 marks</b> for the above and an appropriate reference to the helicopter being noisy / forcing air down onto the sea / blades spinning around / making waves / ripples in the surface / creating a blowing effect etc. |
| 30.      | What does the word 'eagerly' tell you about the children at this point?  |         |  |
|          | They were keen / enthusiastic / excited to see more / impatient in wanting to get a better view.   | 1       | <b>Content domain:</b> 2a - give / explain the meaning of words in context.<br><b>Award 1 mark</b> for the correct answer indicated.   |

## YEAR 6 HOMEWORK - Reading

### 'The Holiday' answers

|     |  |          |   |
|-----|--|----------|---|
| 31. | What was Maya worried about when getting closer to the scene?  |          |   |
|     | <ul style="list-style-type: none"> <li>What her Mum would say</li> <li>That they were going too far / being too far out</li> <li>That the people might be dangerous</li> <li>They were going to get into more trouble</li> </ul>   | 1        | <p><b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for any one of the correct answers indicated.</p>  |
| 32. | What do you think this equipment was?  |          |   |
|     | Filming equipment e.g. cameras, microphones.   | 1        | <p><b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for the answer indicated or any other appropriate response.</p>   |
| 33. | When the man was coming towards them, why did the children think they would not be able to turn back?  |          |   |
|     | They would be seen and the route was tricky.   | 1        | <p><b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for the correct answer indicated.</p> <p><b>Also accept</b> 'it was too late' as the man was too close.</p>  |
| 34. | What special treatment did each child receive from the film crew at the end?   |          |   |
|     | <ul style="list-style-type: none"> <li>Maya was given a jacket to wear which said 'Director'.</li> <li>Seb was allowed to sit in a special chair / hold the megaphone.</li> </ul>  | Up to 2  | <p><b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for each correct answer indicated.</p>   |
| 35. | How do the children's feelings about the holiday change through the beginning, middle and end of the story?  |          |   |
|     | An answer relating to three different feelings about the holiday from the children at different points in the story.   | Up to 3  | <p><b>Content domain:</b> 2h - make comparisons within the text.</p> <p><b>Award 1 mark</b> for recognition of three different feelings about the holiday from the children at different points in the story, up to a maximum of <b>3 marks</b>.</p>  |
| 36. | How do you think the children's mother will feel when she finds out what has happened?   |          |   |
|     | <ul style="list-style-type: none"> <li>Happy / excited that the children had a good time as Seb says 'I can't wait to tell Mum!'</li> <li>Annoyed at the children for going further than they were allowed as Maya says 'What will Mum say?'</li> <li>Relieved that the children are ok</li> <li>Jealous / envious / disappointed that she missed out as the rest of the family were involved in the excitement</li> </ul> | Up to 3  | <p><b>Content domain:</b> 2e - predict what might happen from details stated and implied.</p> <p><b>Award 1 mark</b> for reference to 1 appropriate emotion.</p> <p><b>Award 2 marks</b> for either 2 different feelings appropriately attributed to Mum, based on the story events or alternatively for 1 appropriate feeling with supporting evidence from the text.</p> <p><b>Award 3 marks</b> for at least 2 different feelings for Mum as well as some supporting evidence from the text.</p> |
|     |  | Total 17 |   |

## YEAR 6 HOMEWORK - Reading

### 'Throwing a tree' answers

#### Year 6 Reading Assessment: Poetry

2

| question | answer   | marks | notes  |
|----------|--|-------|--|
| 13.      | What does the word 'stalk' mean and what does it suggest about the tree fellers?   |       |  |
|          | The word 'stalk' means to follow or pursue something that you are trying to capture, or to go in search of prey, in particular by moving slowly and quietly.   | 2     | <b>Content domain:</b> 2a - give / explain the meaning of words in context.<br><b>Award 2 marks</b> for the correct answer indicated.  |
| 14.      | Circle the word that is closest in meaning to 'doffed'   |       |  |
|          | removed  | 1     | <b>Content domain:</b> 2a - give / explain the meaning of words in context.<br><b>Award 1 mark</b> for the correct option indicated.   |
| 15.      | What evidence is there in the poem that chopping the tree is a difficult task?   |       |  |
|          | <ul style="list-style-type: none"> <li>Requires tools such as axes, saws and rope</li> <li>Actions such as 'swing axes', 'chop away'</li> <li>Tug the rope then step back to pull some more – doesn't come down easily</li> <li>Takes nearly two hours/long staying powers indicating resistance</li> <li>Several separate stages to complete – chopping, sawing, pulling</li> </ul> | 2     | <b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.<br><b>Award 2 marks</b> for references to any 2 of the points indicated. |
| 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. - 2<br>The saw is used along with the rope until the tree comes down. - 4<br>The tree is marked in advance ready for cutting. - 1<br>A rope is hooked upward. - 3  | 1     | <b>Content domain:</b> 2c - summarise main ideas from more than one paragraph.<br><b>Award 1 mark</b> for the correct sequence indicated.  |
| 17.      | Write the correct tools to match the descriptions in this table.   |       |  |
|          | Axe - Heavy head shining and wide<br>Saw - Long limb two-handed  | 1     | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for the table completed correctly.                       |
| 18.      | How long had the tree been growing for?  |       |  |
|          | two hundred (200) years  | 1     | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for the correct answer indicated.                        |

#### Year 6 Reading Assessment: Poetry

3

|     |   |         |   |
|-----|---|---------|---|
| 19. | How does the poet try to make the reader feel sorry for the tree? Refer to the text to support your answer.   |         |   |
|     | <ul style="list-style-type: none"> <li>Use of personification/giving the impression the tree has feelings ('proud', 'tall giant', 'living mast').</li> <li>The tree is referred to as a living thing ('death-mark', 'shivers').</li> <li>The tree seems to try to withstand / resist the action but to no avail ('tree only quivers', 'end of its long staying powers').</li> <li>The tree fellers are negatively portrayed/made to seem like bad guys ('executioners', 'stalk').</li> <li>The action of chopping the tree is described as if causing pain/injury ('broad deep gash', 'shivers are seen to grow').</li> <li>Its age and long history are compared to how quickly it is chopped down ('two hundred years steady growth', 'ended in less than two hours').</li> </ul> | Up to 3 | <b>Content domain:</b> 2g - identify / explain how meaning is enhanced through choice of words and phrases.<br><b>Award 1 mark</b> for each valid point, up to a maximum of 3 marks. Answer must use supporting evidence from the text in order to gain full marks. |
| 20. | What are the names given to the tree fellers?   |         |   |
|     | Job and Ike   | 1       | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for the correct answer indicated.   |
| 21. | Which of these sentences best summarises the poet's feelings about the tree being chopped down? Tick one.   |         |   |
|     | The poet seems sorrowful and disappointed that it has happened.   | 1       | <b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.<br><b>Award 1 mark</b> for the correct option indicated.  |
| 22. | Which of these words or phrases are used to describe the tree? Tick three.  |         |   |
|     | <ul style="list-style-type: none"> <li>Living mast</li> <li>Proud</li> <li>Tall giant</li> </ul>  | 1       | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for all 3 correct options indicated.  |
| 23. | What is meant by the phrase 'it shakes all its neighbours'?   |         |   |
|     | The force of the tree crashing to the ground causes other trees to shake.   | 1       | <b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.<br><b>Award 1 mark</b> for an answer indicating the force of the tree crashing to the ground, causing other trees to shake.                 |

|     |  |   |   |
|-----|--|---|---|
| 24. | How long did the whole process take to chop down the tree? |   |   |
|     | (less than) two hours                                      | 1 | <b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.<br><b>Award 1 mark</b> for the correct answer indicated. |

# PHASE 4

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## YEAR 6 HOMEWORK - Place & Time

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Retrieval -

# PHASE 4

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## YEAR 6 HOMEWORK - Place & Time

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