

YEAR 6 HOME LEARNING PACK 12

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>

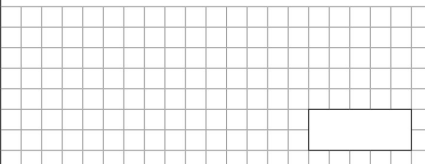
<https://kids.classroomsecrets.co.uk/> (see next page).

YEAR 6 HOMEWORK - ARITHMETIC

Key Stage 2: Arithmetic Paper 2




1 $25 \times 6 =$



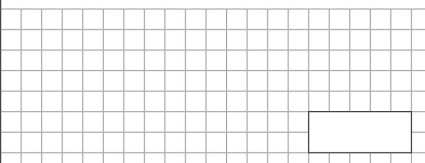
1 mark

2 $901 + 100 =$



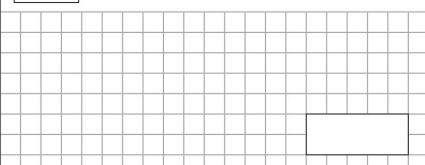
1 mark

3 $231 \times 4 =$




1 mark

7 $= 587 + 3927$



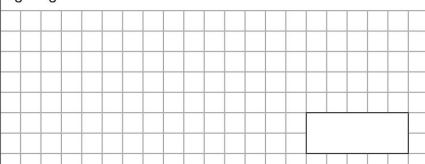
1 mark

8 $756 \div 1 =$




1 mark

9 $\frac{3}{8} + \frac{7}{8} =$



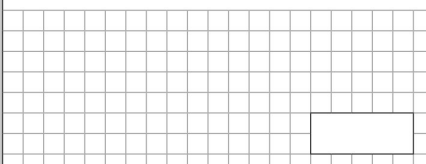
1 mark

4 $6.3 - 0.2 =$




1 mark

5 $564 - 300 =$



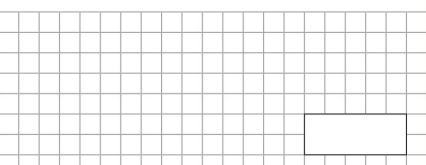
1 mark

6 $81 \div 9 =$




1 mark

10 $2.81 + 0.006 =$



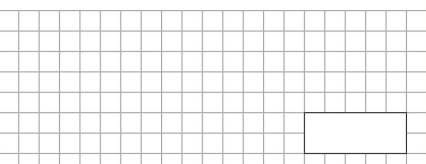
1 mark

11 $3^3 =$



1 mark

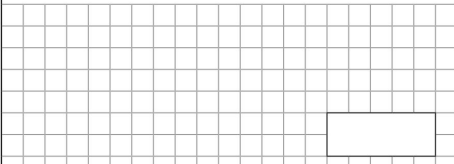
12 $810 \div 9 =$



1 mark

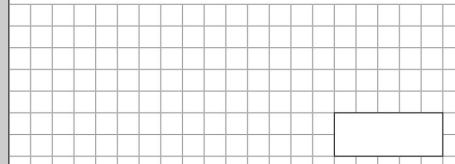
YEAR 6 HOMEWORK - ARITHMETIC

13 $67.1 \times 100 =$



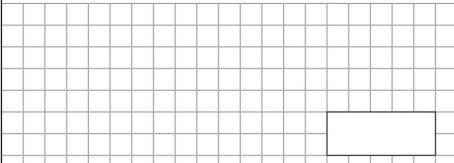
1 mark

16 $300 \times 9 =$



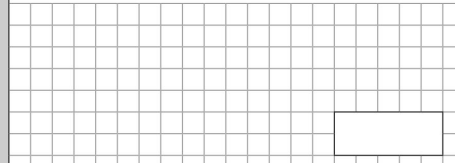
1 mark

14 $5.03 \div 100 =$



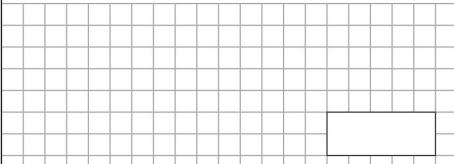
1 mark

17 $3.71 \times 5 =$



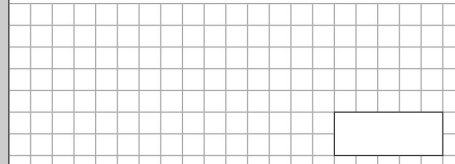
1 mark

15 $7462 + 9024 =$



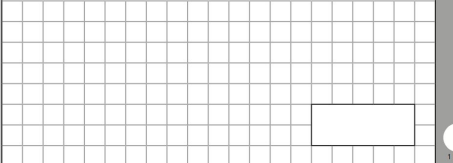
1 mark

18 $\frac{5}{12} - \frac{1}{12} =$




1 mark

19 $6732 \div 8 =$




1 mark

22 $60\,100 - 900 =$




1 mark

20 $3408 - 573 =$



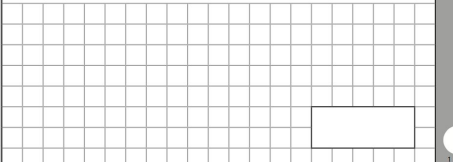
1 mark

23 $14.4 - 6.59 =$




1 mark

21 50% of 2350 =



1 mark

24 $\frac{1}{4} \times \frac{1}{6} =$



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 - Maths

Q	Question	Answer	Q	Question	Answer
1	$\square \times 3 = 24$		21	$\square \div 2 = 4$	
2	$\square \times 9 = 63$		22	$\square \times 4 = 12$	
3	$24 \div 6 = \square$		23	$7 \times \square = 49$	
4	$10 \times 4 = \square$		24	$7 \div \square = 7$	
5	$\square \times 5 = 40$		25	$7 \times 10 = \square$	
6	$5 \times \square = 20$		26	$\square \times 7 = 28$	
7	$24 \div 6 = \square$		27	$\square \div 2 = 1$	
8	$\square \times 9 = 72$		28	$8 \times \square = 40$	
9	$5 \div 1 = \square$		29	$\square \times 6 = 48$	
10	$21 \div 3 = \square$		30	$5 \times 5 = \square$	
11	$\square \div 5 = 7$		31	$20 \div 4 = \square$	
12	$8 \times 7 = \square$		32	$\square \times 10 = 80$	
13	$\square \times 7 = 7$		33	$10 \div 1 = \square$	
14	$\square \times 3 = 3$		34	$10 \times \square = 80$	
15	$5 \times 3 = \square$		35	$10 \times \square = 60$	
16	$1 \times 2 = \square$		36	$36 \div 9 = \square$	
17	$\square \times 9 = 72$		37	$\square \times 3 = 6$	
18	$10 \times \square = 90$		38	$\square \times 1 = 3$	
19	$\square \times 8 = 56$		39	$24 \div 6 = \square$	
20	$7 \div \square = 1$		40	$\square \times 4 = 28$	

YEAR 6 HOMEWORK - Maths

F: Number bonds to 100

$50 + \underline{\quad} = 100$

$24 + \underline{\quad} = 100$

$22.5 + \underline{\quad} = 100$

$40 + \underline{\quad} = 100$

$11 + \underline{\quad} = 100$

$11.8 + \underline{\quad} = 100$

$\underline{\quad} + 75 = 100$

$\underline{\quad} + 91 = 100$

$\underline{\quad} + 9.1 = 100$

$\underline{\quad} + 10 = 100$

$\underline{\quad} + 72 = 100$

$\underline{\quad} + 77.2 = 100$

$100 = 45 + \underline{\quad}$

$100 = 7 + \underline{\quad}$

$100 = 14.55 + \underline{\quad}$

$100 = 35 + \underline{\quad}$

$100 = 38 + \underline{\quad}$

$100 = 38.91 + \underline{\quad}$

$100 = \underline{\quad} + 65$

$100 = \underline{\quad} + 69$

$100 = \underline{\quad} + 69.03$

F: Number Bonds to 1000

$500 + \underline{\quad} = 1000$

$230 + \underline{\quad} = 1000$

$227 + \underline{\quad} = 1000$

$300 + \underline{\quad} = 1000$

$140 + \underline{\quad} = 1000$

$198 + \underline{\quad} = 1000$

$\underline{\quad} + 650 = 1000$

$\underline{\quad} + 970 = 1000$

$\underline{\quad} + 91 = 1000$

$\underline{\quad} + 100 = 1000$

$\underline{\quad} + 620 = 1000$

$\underline{\quad} + 772.6 = 1000$

$1000 = 350 + \underline{\quad}$

$1000 = 60 + \underline{\quad}$

$1000 = 145.5 + \underline{\quad}$

$1000 = 950 + \underline{\quad}$

$1000 = 330 + \underline{\quad}$

$1000 = 389.5 + \underline{\quad}$

$1000 = \underline{\quad} + 650$

$1000 = \underline{\quad} + 690$

$1000 = \underline{\quad} + 690.33$

YEAR 6 HOMEWORK - Maths

Can you write the following numbers using digits. Think about place value

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.

Can you write the numbers below as words. Concentrate on the spelling!

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 - SKILL PRACTISE

Fluency Input: 10 minute arithmetic

$34.6 + 75.8 =$	$45 \times 5 =$	$9.9 - 4.2 =$	$-4 \times -6 =$
$4567 - 89.7 =$	$345 \times 5 =$	$3 + 4 \times 8 =$	$3^2 + 2^3 =$
$0.5 \times 84 =$	$3.07 \times 1000 =$	$300\text{ml} + 2.6 \text{ l} =$	$560\text{mm} = ?\text{cm}$
$\frac{1}{2} + \frac{3}{4} =$	$-50 + -70 =$	$90\text{mm} + 4.6\text{cm} =$	$3 - 50 \div 5 =$

Addition and Subtraction Problems

George read three books in January, which had 173 pages, 206 pages and 139 pages.

He has some books to read in February. Two books have 287 pages and 114 pages. How many more pages must he read to read more pages in February than in January?

Draw a diagram, such as a bar model, to explain how to calculate the answer, and then solve the problem.

Explain your ideas to a partner.



Addition and Subtraction Problems

Pavel has been keeping a track of the number of calories he eats. On Monday he consumes 1760 calories. On Tuesday he consumes thirty more than Monday, and on Wednesday he consumes the same as Tuesday.

The daily recommended calorie intake for a ten year old boy is 2032 calories. Over the 3 days, by how much is Pavel's calorie intake less than the recommended amount?

Work with a partner to find 2 different ways of calculating the answer and solve in both ways, checking the answer.



Addition and Subtraction Problems



George writes the following calculations:
 $4518 + 949 = 5467$
 $5467 - 2083 = 3384$

Write a word problem where these calculations provide the answer.

Compare your answer with a partner.

Change the numbers and ask another partner to solve the problem.

Addition and Subtraction Problems

Nikita wants to travel from Doncaster to Lincoln. If she gets the train at 20:27 she will arrive at Retford 36 minutes later. She will have a 20 minute wait for the 13 minute train to Lincoln.

Alternatively, she could get a direct train at 20:52 that takes 51 minutes. Which train will allow her to get to Lincoln first?

Show how you could use a timeline to explain your answer. Compare yours with a partner.

YEAR 6 HOMEWORK



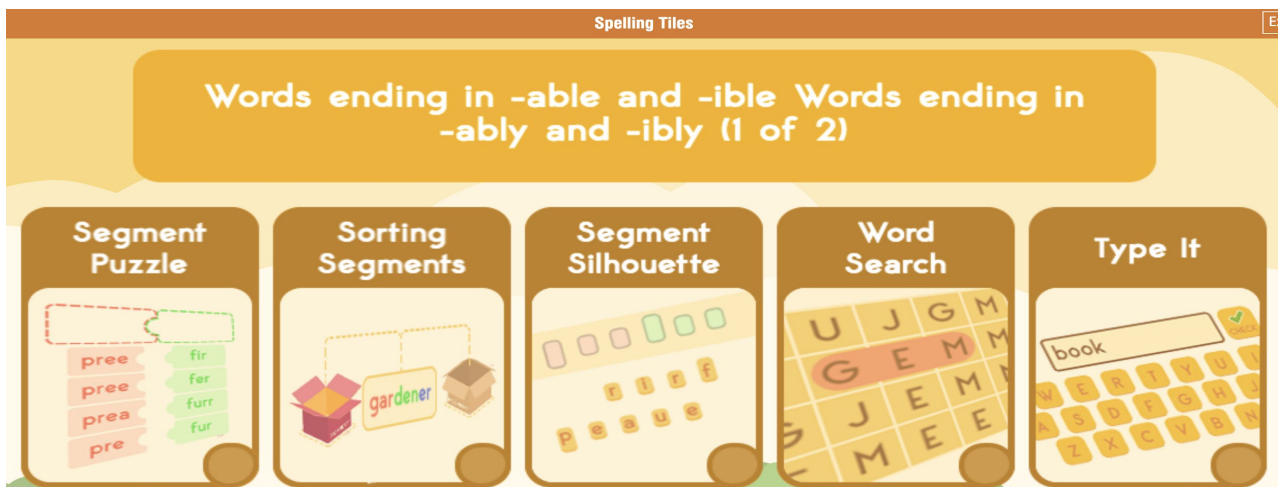
<http://play.edshed.com>

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	

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

Remember: look, cover, write, check.

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

Year 5 and 6 Statutory Spellings

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

YEAR 6 HOMEWORK - GPS

Skill: Modal verbs

Modal verbs indicate a degree of possibility.

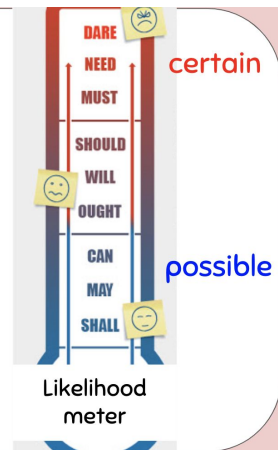
will would should could
may can shall must might
will would should could
may can shall must might
will would should could
may can shall must might

Skill: Modal verbs

Modal verbs indicate
a degree of possibility.

Where would you place...

- ought to
- might
- cannot
- certainly
- would not



Apply: Modal verbs

Underline the modal verb in each sentence.

1. I might go to the cinema later.
2. You must brush your teeth before you go to bed.
3. We should go to bed when we are told.
4. Sarah should eat her vegetables.
5. I will be late today.
6. Katy can bake cakes.
7. It is wet outside so it must have rained.
8. Can we swim in the lake?

YEAR 6 HOMEWORK - GPS

Skill: Hyphenated words

Hyphens are used to join words so that they can be treated as one.

WE: Compound adjectives (join two nouns together into a single idea)
off-duty policeman
state-of-the-art technology

WE: To describe age
The man ate a three-year-old sandwich.

EXCEPTION ALERT! If plural, no hyphen used..
WE: The children are three years old.

Apply: Hyphenated words

Tick the sentence that is punctuated correctly.

Tick **one**

I spent twenty-two pounds on a new bike.

I spent twenty-two-pounds on a new bike.

I spent twenty two-pounds on a new-bike.

I spent twenty-two-pounds on a new-bike.

1 mark

Apply: Hyphenated words

Insert two **hyphens** in the correct places in the sentence below.

After sitting on an uncomfortable bus for over
twenty four hours, I was glad to finally see
the twinkling multi coloured lights of London.

1 mark

YEAR 6 HOMEWORK - GPS

Skill: Parenthesis

Within sentences, you can add extra information to give more detail or as an afterthought. If this extra information was left out (because it's extra) the rest of the sentence would still make sense. **Notice the use of parenthesis in the last sentence!**

This extra information is called parenthesis and can be punctuated using a pair of commas, dashes or brackets.



Apply: Parenthesis

Tick **two** boxes to show where a **pair of brackets** should be inserted into the sentence below.

All of the women professional boxers from Wales bought



coach tickets after their train was cancelled.



1 mark

YEAR 6 HOMEWORK - GPS

Apply: Parenthesis

Insert a **pair of dashes** in the correct place in the sentence below.

Earlier today, James my best friend since infant school travelled over 100 miles to attend my birthday party!

1 mark

Apply: Parenthesis

Insert a **comma** and a **dash** so that the passage below is punctuated correctly.

Even though it had been extremely hot all day Sita had still managed to dig up all of the weeds in the garden it was exhausting work!

1 mark

YEAR 6 HOMEWORK - GPS

Skill review

Answer each question, you can answer in any order you wish.

The higher the points, the tougher the question!

We will mark these together afterwards.

1 point ★	3 points ★★★	4 points ★★★★	1 point ★
How do you spell the plural of spy? _____	Add suffixes to create verbs: critic _____ sweet _____	What is the grammatical term for the underlined words? You haven't spoken to him, <u>have you</u> ? _____	Add 'le' or 'el' to the end of these words: bott _____ squirr _____
4 points ★★★★	2 points ★★	1 point ★	3 points ★★★
Give a more formal synonym for the underlined words: There was <u>not enough</u> evidence to prosecute. _____	triangle/tricycle/tripod What does the prefix 'tri' mean? _____	Write this word in its contracted form: cannot _____	Correct the sentence: I should of been at school for ten to nine. _____ _____
3 points ★★★	1 point ★	4 points ★★★★	2 points ★★
affect or effect? The smoke had a terrible _____ on the patient's breathing.	quite or quiet? Miss Polanski clapped her hands so that the class would be _____.	Can you think of an antonym for the word build? _____	Correct the sentence: Kim and Alayna done their best in the spelling test. _____ _____
2 points ★★	3 points ★★★	2 points ★★	4 points ★★★★
Turn the adjective angry into an adverb. _____	Add 'cious' or 'tious' to the end of these words: cau _____ deli _____	Add prefixes to create nouns: _____ comfort _____ biography	Complete the sentence in the subjunctive form: If I _____ you, I would apologise.

Skill review: Spellings

<https://www.arcademics.com/games/coconuts>

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

<http://www.ictgames.com/mobilePage/spookySpellings/index.html>

YEAR 6 HOMEWORK - Writing

Broken: Rock, Paper, Scissors by The Broken Team



Watch the clip:

<https://youtu.be/GymppwZ7IU4>

- Who are the three characters?
- What traditional children's games are they based on?
- Were they able to predict the ending?
- What happens to rock whenever he touches paper?
- Describe each character using 3 adjectives.
- Do you think rock regrets his actions?

Task – Viewpoints

Imagine that each character writes a short summary of the story. Their perspective of the events will vary. How will each character see and explain things differently?



WE:

I:



I:



YEAR 6 HOMEWORK - Writing

Task – Setting Description



Write a setting description from Rock or Scissors point of view. Ensure your word choices reflect that character's nature. What can they see? Smell? Hear?



Below is a good example of what you could write...

Paper's view

Stone mountains stood like waves frozen in time, surrounding the abundant woodland. The grey rock was full of hidden, muted colours, visible to those who cared to notice it. Trees peppered the landscape below these vast rocky giants. Sometimes their branches reached out to one another forming maze-like pathways for the tree top birds and creating large patches of shaded undergrowth for the insects and fungi. The forest floor, though seemingly carpeted with grass, was made from a hundred different species of wildflower; green in their tender youth. Where the sun dappled its light and warmth for most of the day, flowers were in full bloom. They whispered their perfume into the air and rolled their delicate heads in the breeze. Fallen rocks had been reclaimed by the forest's plants to become mossy bridges and platforms. Vines and creepers circled them, cuddling tight and popping open their purple flowers. They were welcome.



YEAR 6 HOMEWORK - Writing

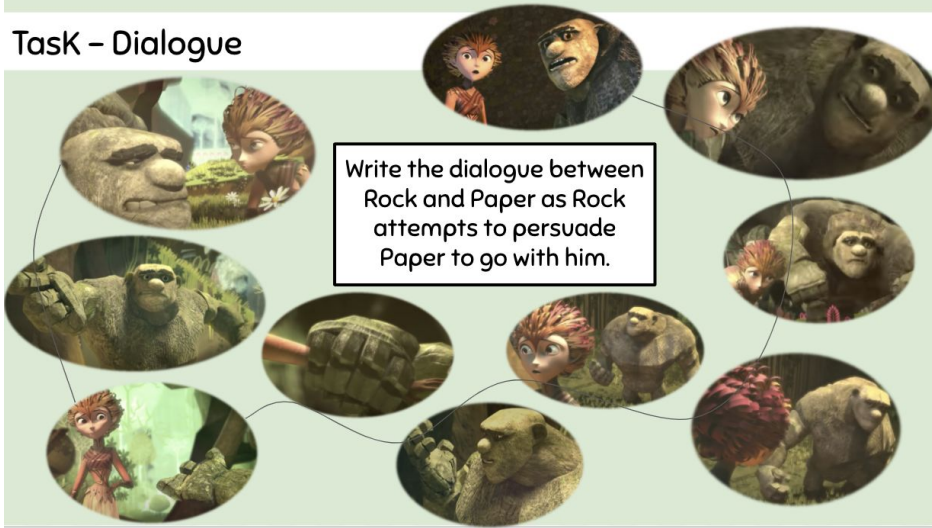


Task – Setting Description

A writing area with ten horizontal lines for text. The lines are flanked by decorative green leaves and ferns on both sides. At the bottom of the page, there is a row of seven more decorative green leaves and ferns.

YEAR 6 HOMEWORK - Writing

Task - Dialogue







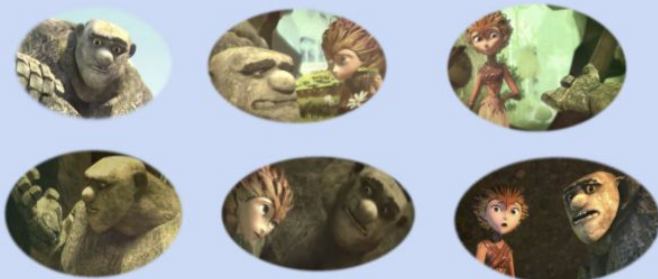
YEAR 6 HOMEWORK - Writing



Mark how Rock was feeling on the scale of 'calm' to 'wild' for each of these plot points. Mark these on the graph with 6 crosses. This should show Rock's emotional journey during the story.

Task – Diary Entry

Imagine that Rock recounted his last day just as he crumbled to pieces in the act of saving Paper. Write his diary entry using the emotion graph to help you. The 6 plot points will also help you to structure your writing.



horror	fascination	concern	interest
frustration	anger	annoyance	pride
eagerness	determination	worry	shock
fear	inspiration	hatred	confusion
clarity	joy	disappointment	love
exhilaration	thoughtfulness	peace	pity

PHASE 4



Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

PHASE 4



Handwriting practice area consisting of 12 horizontal lines.

YEAR 6 HOMEWORK - Reading

The Golden Shamrock

James couldn't remember how he got there. He remembered he'd been walking for miles and that he'd been overcome with tiredness. He remembered closing his eyes, just for a moment, as he continued to trudge across the rocky path. That's when it must have happened.

He must have fallen asleep and slipped from the mountainside. That's how he ended up here, deep between the rocks.

James tried moving his body. Aside from his head and hands, he was covered in armour. It seemed too big for him and the metal clattered and scraped as he moved. Everywhere ached but, luckily, nothing seemed to be broken.

He noticed something glinting in his hand. It was half washed in sun, half shrouded in the shadows.

He lifted it closer.

It was a shamrock: greeny-gold in colour and huge. As he rubbed his fingers across the leaves, their heart-shaped outlines seemed to sparkle. Strange, he thought...

His eyes widened as the memories suddenly came back. Visions of druids and knights and palaces filled his mind. There was a mission... something to do with the King of Ireland... his daughter...

"I am a knight," he whispered to himself. "I must be..." He glanced at the shamrock and carefully placed it inside a pouch he had hanging from his waist. "I must... continue," he muttered to himself. "The King is counting on me."

James pulled himself from the rocks. The armour scratched and clanged, echoing loudly through the valleys.

Before long, he had reached the summit from where he must have fallen. There was an old path that led through the mountains and James began on his way.

He had been walking all day and all night when he eventually came to the city walls. James staggered. He could see guards rushing towards him as he collapsed to the floor.

Then everything went black.



The Golden Shamrock

James woke up feeling cold and unwell. He opened his eyes. He was lying on the floor surrounded by pigs! He jumped to his feet and instantly felt dizzy. He felt his body; the armour was gone! He was dressed in rags but still had his pouch around his waist. Then he looked up and his heart sank. He was in a prison!

"Let me out!" he yelled, shaking the iron bars. "I am a knight of the King's Court! The King's daughter is in danger!"

From the darkness, a familiar-looking face emerged. It was old and thin, with white hair and a fuzzy beard. "We know she's in danger," the old man replied. "The princess is very ill."

"Who are you?" James said.

"Who am I?!" the old man spat. "Have you lost your mind? I am Apwyt, the druid, and you are my apprentice! You stole lost Sir Galway's prize horse and scratched all his armour!"

"N... not... a knight?" James stuttered. Suddenly it all came back to him. It was true. He was a druid's apprentice. He had needed the horse and armour to get beyond the forest beasts on his way to the mountains. That was where the golden shamrock grew. It was the only thing that could save the...

"...princess!" James screamed.

"Shame, nothing but the golden shamrock can save her now," sighed the old man.

James pulled the sparkling plant from his pouch.

The old man gasped and, for a moment, he looked unsteady on his feet. "I don't believe it..." he exclaimed. "Guards! Quick! We can save the princess!"

A few months later, Sir James stood in his armour looking out across his green land that rolled before him towards the horizon. He tried to remember how all this had happened. Not only had he been given a full pardon for saving the princess's life but he had also been knighted and rewarded with his own castle! But what now? It was becoming tedious being a knight...

Sir James looked towards the mountains and his imagination ran wild. "I think it's time for another walk," he smiled to himself.

Now answer the questions
on the next pages.



YEAR 6 HOMEWORK - Reading

The Golden Shamrock

8. Explain why the shamrock is important in this story.

9. What does the text imply about the beasts in the forest? Use evidence from the text to support your answer.

The Golden Shamrock

Questions

1. **Not only had he been given a full pardon for saving the princess's life...** Which of these best explains the meaning of the word **pardon**? Tick one.
 to forgive someone
 to let someone go past you
 to request someone's presence
 to punish someone for a crime
2. Number the events below to show their order in which they happen in the story. The first one has been done for you.
 Guards rushed towards James as he collapsed.
 James surveyed the land he now owned.
 1 James awoke confused and dazed.
 James realised his true identity.
 James noticed the glistening shamrock in his hand.
3. Find and copy a phrase which shows that moving while wearing armour can be noisy.

4. **It was old and thin, with white hair and a fuzzy beard.**

What is the name of the character this sentence describes?

5. Fill in the missing words.
At the beginning of the story, James thinks that he is a _____ but he is actually a _____.

6. Why do you think the shamrock's leaves began to sparkle?

7. Why do you think that James became Sir James at the end of the story?

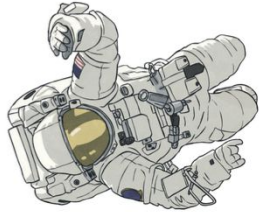
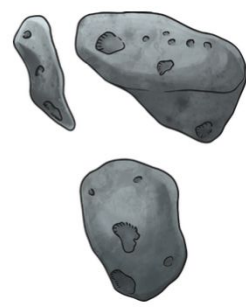
YEAR 6 HOMEWORK - Reading

Valentina Tereshkova

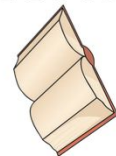
The training was intense and the candidates had to take many physical and mental tests. This included months of weightless flights, long periods on their own and lessons in rocket theory and spacecraft engineering. They also undertook 120 parachute jumps and trained in jet fighter planes. Training concluded with exams and, in 1962, Valentina passed with two of the other candidates.

The State Space Commission chose Valentina as the Vostok 6 pilot a month before the flight and, on 16th June 1963, Vostok 6 was ready for launch. After a two-hour countdown, the spacecraft launched into the atmosphere. The mission was a success and, within minutes, Valentina had become the first woman in space.

The Flight
Being confined to such a small area, Valentina felt cramped and sick for most of the flight but managed three days in space before returning to Earth.

Quick Facts



Known for: First woman in space
Nationality: Russian
Date of birth: 6th March 1937
Place of birth: Bolsheye Maslennikovo, Central Russia
Occupation: Cosmonaut, politician, engineer
Spacecraft: Vostok 6
Space time: 2 days, 22 hrs and 50 mins

Valentina Tereshkova

Valentina Tereshkova is a retired Russian cosmonaut who was the first woman to fly in space. On 16th June 1963, she flew the spacecraft Vostok 6 around Earth. In total, she orbited the planet 48 times, which took her almost three days.

Valentina was selected from more than 400 others and her mission was to find out how the female body reacted to spaceflight. She controlled the spacecraft, kept a flight log and took some incredible photographs of Earth from space. Some of the pictures showed how the world was suffering from the effects of global warming and have been used by scientists to improve their understanding of it.

Early Life
Although her parents came from Belarus, Valentina was born in central Russia and grew up in a village called Maslennikovo. Her father was a tractor driver and an army tank leader who fought in the Second World War, while her mother worked in a textile plant. Valentina left school at just 16 when she discovered her passion for skydiving.

In 1959, when she was 22, Valentina made her first jump and it was her skill as a skydiver that eventually led to her being picked as a cosmonaut.

Space Training
Valentina was interested in politics and the communist idea that everyone in society should be treated equally. This brought her to the attention of the Soviet Space Programme. Being such a skilful skydiver and having joined the Young Communist League when she was younger – as well as having a war hero as a father – Valentina was seen as the ideal candidate to join the cosmonaut corps.

Five women were picked in total but only one of them was needed for the spaceflight. It was up to Valentina to prove that she was the one they wanted.



YEAR 6 HOMEWORK - Reading

Valentina Tereshkova

Legacy

Out of the five female candidates that trained to become a cosmonaut, only Valentina made it into space. 19 years later, in 1982, Svetlana Savitskaya joined Valentina in the record books when she became the second woman in space aboard Soyuz T-7.

During her life, Valentina married twice. Her first husband was also a cosmonaut and, in 1964, they had a daughter, Elena. Elena was the first person in the world whose parents had both been to space!

As well as being a cosmonaut, Valentina was an engineer and politician during her working life. Now retired, she remains an inspiration to men and women throughout the world.



Awards

- Hero of the Soviet Union
- Order 'For Merit to the Fatherland'
- Order of Lenin
- Order of the October Revolution
- Order of Alexander Nevsky
- Order of Honour
- Order of Friendship



Glossary

Belarus: An eastern European country.

cosmonaut: A Russian astronaut

Soviet: From a group of countries which used to be called the Soviet Union.

textile plant: A factory that produces cloth or fabric.

Young Communist League: A group of young people that believe in communist ideas.



YEAR 6 HOMEWORK - Reading

Valentina Tereshkova

7. Number these events 1 – 5 to show the order that they are first mentioned in the text. The first one has been done for you.

- Soyuz T-7 was launched.
- 1 She filled in a log.
- Her father drove a tractor and a tank.
- She joined the Cosmonaut Corps.
- The State Space Commission chose her as the Vostok 6 pilot.

8. **Now retired, she remains an inspiration to men and women throughout the world.**

Why is Valentina an inspiration?

9. If Valentina had any regrets about the space flight what do you think they may have been? Explain why you think this.

Valentina Tereshkova

Questions

1. Who was Valentina Tereshkova and what was she the first to do?

2. Valentina took some incredible photographs of Earth from space. What do you think made them so incredible?

3. What was the only award Valentina received that wasn't an Order?

4. What did Valentina do in 1959?

5. What do you think the **Soviet Space Programme** was?

6. From what you have read in the text, which **two** words best describe Valentina Tereshkova?

- organised
- determined
- skilful
- happy
- shrewd

YEAR 6 HOMEWORK - Reading

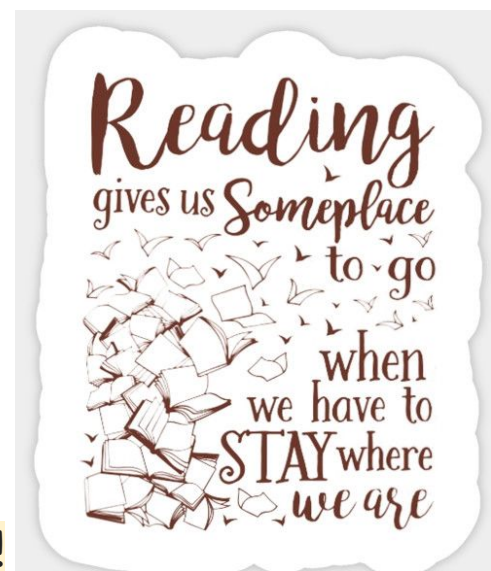


Share with your teacher a review of the book you are currently reading. You can present this in any way you like! Possible ideas might include a written review, a poster, a video or a story-map of the events so far.

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

Dissolving

Which solids dissolve in water?

You Will Need

- Water (hot and cold)
- Transparent Containers
- Substances to try and dissolve; sand, sugar, salt, coffee etc



Method

- 1 Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference.
- 2 Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.
- 3 Can you design a chart to record your observation?

The Science Bit

Things like salt, sugar and coffee dissolve in water. They are soluble. They usually dissolve faster and better in hot water. Pepper and sand are insoluble, they will not dissolve even in hot water.

For Older Children

Everything is made of particles which are always moving. When a soluble solid (solute) is mixed with the right liquid (solvent), it forms a solution. This process is called dissolving.

Two things that affect the speed at which the solid dissolves are temperature and the size of the grains of the solid. Caster sugar which is made of fine particles will dissolve quickly, but bigger sugar particles will take longer.

Solids dissolve faster in hot water as in hot water the water molecules are moving faster, so bump into the solid more often which increases the rate of reaction.

YEAR 6 HOMEWORK

Verbs with the Prefixes de- and re-

x t c o d e f u s e v e
n n r m j d v v n u h m
h r i m y x t r c j c h
r e w r i t e e d e i j
e v d e h t g p e r i g
w i e b z y n l c e v u
d s c u j z p a o c e k
e i o i m c j c m y w l
f t d l m a j e p c k r
o j e d u i d d o l d g
r q b e s l l l s e r z
m p d e f l a t e n n k

deflate

decompose

rebuild

replace

deform

defuse

rewrite

revisit

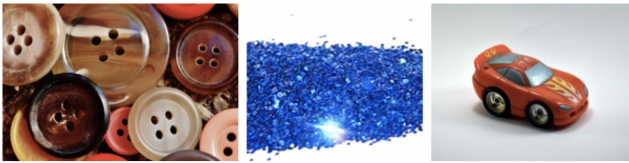
decode

recycle

YEAR 6 HOMEWORK - PSHE

The Use of Plastics

Plastics have been in major use for the last seventy years. After the Second World War, many items were made from plastic: toys, furniture, utensils and even jewellery. Plastic is an extremely useful material. It can be moulded into different shapes, keep things sterile and can look attractive.



The Environment

Look at these pictures. How do they make you feel?



Practical Plastic

Plastics are so useful! Food can be stored in them and kept fresh. Nothing leaks out of them so plastic is great for water, milk, sauces and juice. It's so annoying when you go to the shop and they charge 5p for a bag! How am I going to remember to take a bag with me whenever I pop into the shop? It's a rip off!



Mineral water is supposed to be better for you, isn't it? The plastic water bottles can get recycled anyway! Who drinks tap water these days?

The Business Perspective

It's going to be a bit of a nightmare, changing suppliers to ones who don't use plastics. I mean, I'm as environmentally aware as the next person. I love animals but it's going to cost me money, getting a recycling contractor. We're going to have to find space for the recycling tubs to be put somewhere.



I'm going to have to convince all the staff that they shouldn't be bringing plastic things in like lunchboxes and water bottles. I mean it's a free country! Surely, people can use what they like. I don't want them to get mad at me!

Being Green

When plastic is manufactured, the process damages the air quality. This contributes to global warming.

Most plastics cannot be recycled so they get dumped in landfill sites. Plastics does not completely decompose. Instead it turns into smaller and smaller pieces called microplastics. They get blown into rivers, seas and other natural areas.



If plastic molecules are blown into a river, they can poison plants and it can also injure or kill animals. Many organisms get tangled up in plastic string and bags, which can result in them getting injured or dying.

We can live without plastic if we take time to consider other options.

YEAR 6 HOMEWORK - PSHE

Now with those viewpoints in mind as a Debate the cards below with a parent. You could make notes on your answers.

Remember these are your opinions and thoughts, so do not be afraid to challenge others.

Plastics and the Environment

Consumer 1

You are a consumer who does not want to have to buy bags for 5p or remember to bring a bag. You want food to be packaged in plastic because you worry about hygiene. You like the outdoors but think the council should do more to clean up the area where you live.



Plastics and the Environment

Consumer 2

You are happy to use reusable bags at the shops and recycle your plastic. You think shops should go plastic free and that people should do more to help the environment. You are a keen traveller and feel very unhappy about the amount of plastic litter you have seen.



Plastics and the Environment

Shop Owner

You have owned a small shop for a number of years. Every day, you sell a lot of goods, particularly food, in plastic packaging. You are aware of how much waste there is, but recycling it all will be expensive. It is easier to put it in the bins. You know that you will have to increase your prices if you are going to buy in recycling contractors.



Plastics and the Environment

Environmental Volunteer

You spend much of your weekend walking along your local beach picking up plastic. It makes you very upset to see so much rubbish and you have often found seabirds in distress, caught up in plastic waste.

While on holiday, you have seen many dead fish that have died due to plastic pollution.



YEAR 6 HOMEWORK



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GET STARTED

I ALREADY HAVE AN ACCOUNT

WELLBEING

tiny POSITIVES
or little things that
COUNT today...

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

WELLBEING

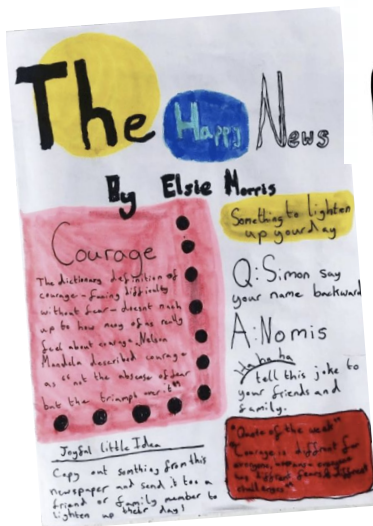
THE HAPPY NEWS

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



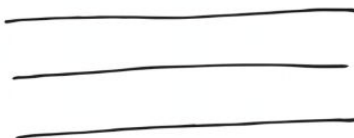
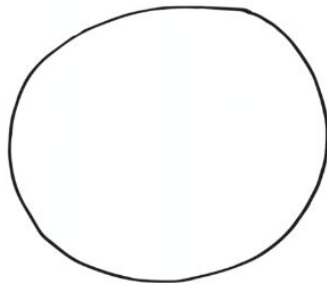
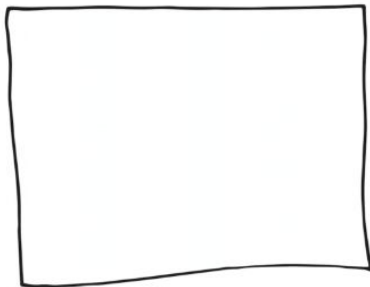
WELLBEING

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?

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).