

YEAR 6 HOMEWORK Pack 13

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- ☐ ☐ ☐ Practise your common exception words - reading and spelling them
- ☐ ☐ ☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- ☐ ☐ ☐ Reading - read your book at home to an adult/family member and discuss your reading.
- ☐ ☐ ☐ Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- ☐ ☐ ☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed



YEAR 6 HOMEWORK



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Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.

<https://classroom.thenational.academy/>

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 6 - WEEK 10 (29th June):

<https://classroom.thenational.academy/schedule-by-year/year-6>

We expect children at home to complete a daily maths, english and PSHE/foundation subject lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

YEAR 6 HOMEWORK



L.O.L - Monday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions>

An extract from Macbeth: A Shakespeare Story

Read the text and
answer the questions



All day, the 3 witches waited on the edge of the battlefield. Hidden by mist and magic, they watched the Scottish army win victory over the invading forces of Norway, and after the fight was done they lingered on, gloating over the moans of the dying.

As thunder rolled overhead and rain lashed down, one of the witches raised her long, hooked nose to the wind and sniffed like a dog taking a scent. "He will be here soon," she said. The second witch stroked the tuft of silvery hair that sprouted from her chin, and grinned, showing her gums. "I hear the sound of hooves, sisters," she said. The third witch held up a piece of rock crystal in front of her milky, blind eyes. Inside the crystal, something seemed to move. "I see him!" she screeched. "He comes! Let the spell begin."

Two Scottish generals rode slowly away from the battlefield, their heads lowered against the driving rain.

One was Macbeth, the Thane of Glamis, the bravest soldier in King Duncan's army. He was tall, broad-shouldered and had a warrior's face, broken-nosed and scarred from old fights.

His companion and friend Banquo was younger and slimmer, with a mouth that was quick to smile, although he wasn't smiling now.

Macbeth's dark eyes were distant as he recalled the details of the day's slaughter. 'A hard fight to protect an old, feeble King,' he thought. 'If I ruled Scotland...'

His mind drifted off into a familiar daydream: he saw himself seated on the throne, with the golden crown of Scotland circling his brow...

Suddenly his horse reared and whinnied, its eyes rolling in terror. Macbeth struggled to control the horse, and at that moment a bolt of lightning turned the air violet. In the eerie light he saw three weird hags barring the way, their wild hair and ragged robes streaming like tattered flags in the wind.

YEAR 6 HOMEWORK



L.O.L - Monday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions>

Macbeth's hand flew to his sword, but Banquo hissed out an urgent warning. "No, my friend! I do not think swords can harm creatures like these."

A small, cold fear entered Macbeth's heart, and he snarled to conceal it.

"What do you want?" he demanded of the witches. "Stand aside!"

Moving as one, the witches raised their left arms and pointed crooked fingers at Macbeth. They spoke, and their voices grated like iron on stone.

"All hail, Macbeth, Thane of Glamis!"

"All hail, Macbeth, Thane of Cawdor!"

"All hail, Macbeth, who shall be King!"

Macbeth gave a startled gasp - how had these withered crones come to read his secret thoughts?

The witches turned their fingers to Banquo. "All hail, Banquo!" they chanted. "Your children shall be kings!" And they vanished like a mist of breath on a mirror.

"Were they ghosts?" Banquo whispered in amazement.

"They were madwomen!" snorted Macbeth. "How can I be the Thane of Cawdor? He is alive and well and one of King Duncan's most trusted friends."



"And how could my children be kings if you took the throne?" Banquo asked.

The sound of hoofbeats made both men turn their heads. Out of the rain appeared a royal herald. He pulled his horse to a halt and lifted a hand in salute. "I bring great news!" he announced. "The Thane of Cawdor has confessed to treason and has been executed. The King has given his title and lands to you, noble Macbeth. He has proclaimed you as heir, after his sons Malcolm and Donalbain. All hail, Macbeth, Thane of Glamis *and* Cawdor.

Macbeth's face turned deathly pale. 'So the witches told the truth?' he thought.

'Only Duncan and his sons stand between me and the crown! My wife must know of this - I will write to her tonight.'

Macbeth was so deep in thought that he didn't notice the troubled look that Banquo gave him. The witches had left a scent of evil in the air, and Banquo seemed to smell it clinging to his friend.

YEAR 6 HOMEWORK



L.O.L - Monday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions>

Questions

- 1) Which army won the battle?
- 2) '*As thunder rolled overhead and rain lashed down...*' Which of the following words could NOT replace **lashed** in this sentence? Tick **One**.

belted	☐
hammered	☐
thrashed	☐
drizzled	☐
- 3) Who held up a piece of Rock Crystal?
- 4) Compare the characters of Macbeth and Banquo.
- 5) '*In the eerie light he saw three weird hags barring the way...*' What does the word **barring** mean in this sentence?
- 6) What are the names of the King's sons?
- 7) Who delivered the news about the Thane of Cawdor?



YEAR 6 HOMEWORK



Maths - Monday's lesson - Construct line graphs

Additional video available on:

<https://classroom.thenational.academy/lessons/construct-line-graphs>

Question 1

Some pupils conducted their own experiment about shadows. They recorded their results in a table.

Create a line graph to show these results.
Consider an appropriate scales and label your graph.

Time	Shadow length (m)
09:10	4.15
10:10	3.11
11:10	2.67
12:10	2.70
13:10	3.16
14:10	4.22

2

Question 2

Use the following explanation of a journey to create a graph.

"Today I walked my dog to my friend's house. I set off from my house at 10:30 a.m. and we walked 1.5 km to the park, arriving at 11:00 a.m. We spent 30 minutes in the park. At 11:30 a.m., we continued our walk and walked 3.2 km to the ice cream shop. We arrived at the ice cream shop at 12:30 p.m. I spent half an hour choosing an ice cream and eating it. After 90 minutes we arrived at my friend's house which is 4.2 km from the ice cream shop."

YEAR 6 HOMEWORK



Maths - Monday's lesson - Construct line graphs

Additional video available on:

<https://classroom.thenational.academy/lessons/construct-line-graphs>



YEAR 6 HOMEWORK



PSHE - Monday's lesson - George Floyd: our catalyst for change

Additional video available on:

<https://classroom.thenational.academy/lessons/george-floyd-our-catalyst-for-change>

Complete the task in the first box and then fill in the second box with 1 feeling...

8 minutes and 46 seconds...

What can we learn from this specific timeframe?

Kneel for 8 min 46 secs

Kneel for 8 minutes and 46 seconds

Preferably on a hard floor

In one word...

How did that feel?

Mr Jamil felt ...



12

WAGOLL and Success Criteria

"Big" was a gentle giant. Yes, he made mistakes in life - namely that which led him to prison, but he had turned his life around. He spoke out to the youth to not make the same mistakes as he did; he spoke out against gun crime; he spoke with passion for change. His five daughters have been left without their father's income to support them. They need your support to help with education, healthcare and to simply get by. Please donate today. It could have been your son.

1. Fact from the earlier task on his nickname
2. Past tense as he passed away
3. Alliteration of 'g'
4. Fact from the earlier task on his past
5. Another fact - this time on his recent past - a positive change
6. Fact on the family he's left behind
7. Relate to what you need for the Fund it page
8. The action the audience must take
9. Add a slogan (you can add this bit once we've gone through it)

This text is about George Floyd. It is an example of the written task you will be asked to complete on the next page

YEAR 6 HOMEWORK



PSHE - Monday's lesson - George Floyd:our catalyst for change

Additional video available on:

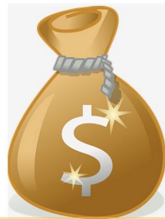
<https://classroom.thenational.academy/lessons/george-floyd-our-catalyst-for-change>

Fund it



Task

George Floyd's children will need some income to support them and secure their futures.



14

Image from Pixabay

You've been asked as the Deputy PM to write a short piece of writing to persuade the UK public to donate to the 'Fund it' campaign – for his children's futures.



Slogan success criteria

"It could have been your son"

Make it memorable

- Use techniques such as alliteration, rhyme, metaphor, simile, puns

Logo

- Use the BLM logo

Emotive

- Part of making it memorable but is a **must** for raising funds
- Pull on the audience's heartstrings – i.e. "your son"

Direct address

- *You* or *your* makes it feel personal to each person to act

15

Self-assessment



Fund it

- ☐ Fact from the earlier task on his nickname
- ☐ Past tense as he passed away
- ☐ Alliteration of 'g'
- ☐ Fact from the earlier task on his past
- ☐ Another fact – this time on his recent past – a positive change
- ☐ Fact on the family he's left behind
- ☐ Relate to what you need for the Fund It page
- ☐ Add a slogan (you can add this bit once we've gone through it)

Slogan

- ☐ Rhyme, metaphor, simile, alliteration, pun, other?
- ☐ Emotive language?
- ☐ BLM logo used?
- ☐ Direct address – "you" or "your"

Billboard

- ☐ It links to George Floyd
- ☐ It has your slogan on it
- ☐ A symbol for Black Lives Matter is visible

Use this check sheet to assess your work.

YEAR 6 HOMEWORK



L.O.L -Tuesday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions-772f34>

An extract from Macbeth: A Shakespeare Story

Macbeth rode ahead of the King's party, and arrived at Glamis just after sunrise. When his wife greeted him he noticed a hard, determined look in her eyes. "The King sleeps here tonight," he said. "Is his room ready?"

"All is ready...for Duncan's last night on Earth." said Lady Macbeth.

"What do you mean?" Macbeth asked.

Lady Macbeth moved closer, and spoke in a low voice. "I guessed the thoughts that lay behind your letter," she said. "Duncan is old and weak. His sons are not fit to rule, but you are! Kill the King while he sleeps, and let Malcolm and Donalbain bear the blame!"

Macbeth was astonished - first the witches, and now his wife had seen his innermost thoughts. Some strange force seemed to have taken control of his life, and he fought against it. "I will never commit murder and treason!" he declared.

"I will put a sleeping potion in a jug of wine and send it to the guards at the King's door," Lady Macbeth said quickly.

"They will sleep like babes. It will be easy for you to slip into Duncan's room."

"No! I cannot!" Macbeth groaned.

Lady Macbeth's face twisted into a sneer. "This is your real chance to be King," she said. "Are you too cowardly to take it?"

"I am no coward!" snapped Macbeth.

"Then prove it!" Lady Macbeth hissed. "Kill the old man and take the throne."

Once more, the strange force moved through Macbeth, flowing into him from his wife until he was unable to resist. 'All hail, Macbeth, who shall be King!' he thought, and he could almost feel the crown upon his head.

Long after the castle had fallen silent, Macbeth left his room and crept along the corridors. His hands trembled, and the sound of his pulse in his ears was like the beating of a battle drum. 'This is the hour of the wolf and the witch,' he thought, 'when evil spirits roam the night.'

And as the words crossed his mind, a ghostly glow gathered in the darkness, shaping itself into a dagger that floated in the air, shining with a sickly green light. Macbeth almost cried out in terror.

"Be calm!" he told himself. "This is a trick of the mind!" To prove it, he reached out his hand to take the dagger, but it floated away from him and pointed the way to Duncan's door. Blood began to ooze from the blade, as though the iron were



**Read the text
and answer the
questions**

YEAR 6 HOMEWORK



L.O.L -Tuesday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions-772f34>

weeping red tears.

A bell tolled midnight.

"Duncan's funeral bell is ringing!" muttered Macbeth, and he followed the dagger through the gloom.

Long after the castle had fallen silent, Macbeth left his room and crept along the corridors. His hands trembled, and the sound of his pulse in his ears was like the beating of a battle drum. 'This is the hour of the wolf and the witch,' he thought, 'when evil spirits roam the night.'

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A bell tolled midnight.

"Duncan's funeral bell is ringing!" muttered Macbeth, and he followed the dagger

Lady Macbeth also heard the bell toll, and it seemed a long time before her husband returned. There was blood on his face and hands, and he carried two daggers.

"You should not have brought the daggers here!" said Lady Macbeth. "Go back and put them into the guards' hands, as we planned.

Macbeth's eyes were blank. He shook his head. "I will not go back there!" he said hoarsely.

"Then I *will*!" said Lady Macbeth, and snatched the daggers from Macbeth's hands and left the room.

Macbeth stood where he was, shivering uncontrollably, seeing nothing but Duncan's dead eyes staring. He tried to pray, but his lips and tongue would not form the words.

In a short while, Lady Macbeth came back, holding her red hands up to the candle-light. "I smeared blood over the guards' faces, to make them seem guilty," she said. "In the morning, we will have them tortured until they say that Duncan's sons paid them to kill him!"

Her face was so full of triumph and cruelty, that Macbeth no longer recognised it. He turned away, and caught sight of his reflection in the mirror. It was as if he were looking at someone else - as if he and his wife had become strangers to themselves and each other.

YEAR 6 HOMEWORK



L.O.L -Tuesday's lesson - Comprehension questions

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions-772f34>

Questions

- 1) What time of day did Macbeth arrive back at Glamis? Use evidence from the text.
- 2) '*Macbeth was astonished...*'
What does the word astonished mean in this sentence?
- 3) What was the floating dagger shining with?
- 4) What time did the bell toll?
- 5) Do you think the guards will say that Duncan's sons paid them to kill him? Use the text to support your answer.
- 6) Which of the following is the most suitable summary for this part of the text?
Tick **one**.

The King is dead

☐

Macbeth the coward

☐

Lady Macbeth's plan

☐

Mysterious dagger

☐

YEAR 6 HOMEWORK

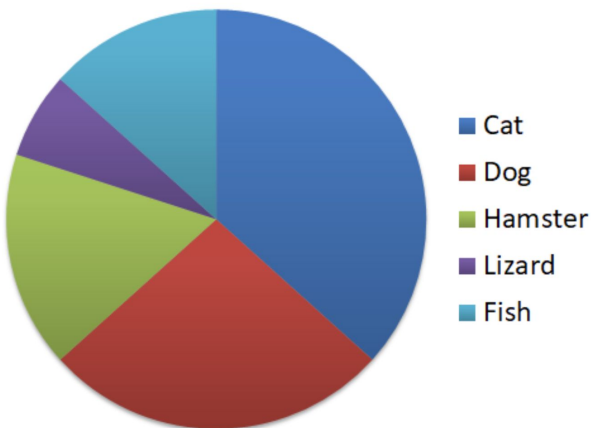


Maths - Tuesday's lesson - Interpret pie charts Additional video available on:

<https://classroom.thenational.academy/lessons/interpret-pie-chart>
[s](#)

Question 1

Pets owned by 150 people



Identify those that are true and rewrite those that are false.

- Approximately 40% of people own a dog.
- Approximately a third of people own a cat.
- About 10% of people own either a hamster or a lizard.
- Approximately 75 people own a cat.
- One person owns a lizard.
- Twice as many people own a dog than a fish.



Question 2

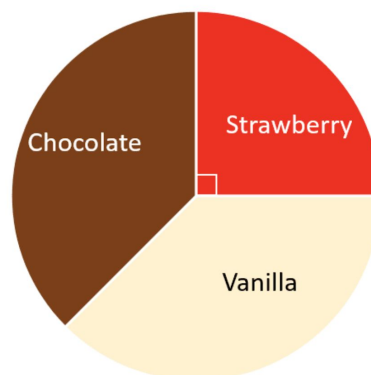
An ice cream stall sells vanilla, strawberry and chocolate ice creams.

The pie chart illustrates the sales of ice cream today.

The number of vanilla and the number of chocolate ice creams sold were the same.

The stall sold 60 strawberry ice creams.

How many chocolate ice creams were sold?



YEAR 6 HOMEWORK

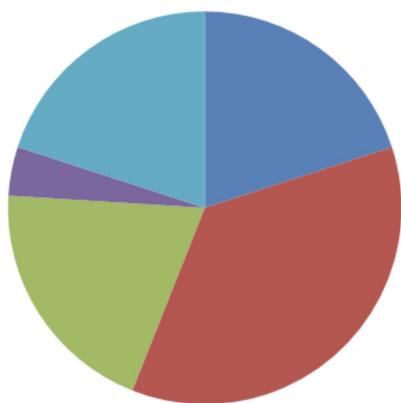


Maths - Tuesday's lesson - Interpret pie charts

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[s](#)

Question 3



In a survey, people were asked where they believed life could be found beyond Earth.

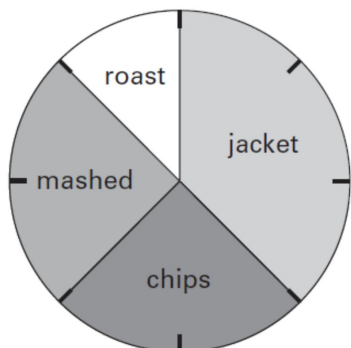
- The Moon
- Mars
- Venus
- Neptune
- No life

Ten people believe life could be found on the Moon.

Use this information to approximate the number of people in the survey.

Question 4

This pie chart shows how the children in Class 6 best like their potatoes cooked.



32 children took part in the survey.
Look at the four statements below.

For each statement put a tick if it is correct.
Put a cross if it is not correct.

- ☐ 10 children like chips best.
- ☐ 25% of the children like mashed potato best.
- ☐ $\frac{1}{5}$ of the children like roast potatoes best.
- ☐ 12 children like jacket potatoes best.



YEAR 6 HOMEWORK



Spanish - Tuesday's lesson - To be able to name family members and pets in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-name-family-members-and-pets-in-spanish-98b1d4>

Actividad 1: ¿Quién hay en tu familia?

Activity 1: Who is in your family?

Can you draw a picture of your family and label the different people in Spanish?

La familia

Mi madre	My mum		
Mi padre	My dad	Mi abuela	My grandmother
Mi hermano	My brother	Mi tío	My uncle
Mi hermana	My sister	Mi tía	My aunt
Mi abuelo	My grandfather	Mi primo	My cousin
		Mi prima	

¡Vamos a hablar sobre las mascotas!

Let's talk about pets!

¿Tienes mascotas?



un perro



un pájaro



un gato



un hámster



un conejo



un pez

¿Tienes mascotas?

Tengo...

No tengo mascotas.

YEAR 6 HOMEWORK



L.O.L -Wednesday's lesson - Writing focus: Identify the key features

Additional video available on:

<https://classroom.thenational.academy/lessons/writing-focus-identify-the-key-features-9b040a>

Word of the Day:
archaic

adjective

- old and no longer used

Verse

Each verse is four lines long.

Chorus

The chorus is two lines long.

Rhyme Scheme

The rhyming scheme for this poem is to have rhyming couplets. Every second line-end rhymes with the line before it.

Archaic Language

This poem uses archaic language which is old language that is no longer used.

Label the structural features that have been identified in the text on the following slide.

Structure

Stir thee a claw of raven,
add forthwith, head of bear; clean and shaven
Bubble thou heart of snorting pig,
Spice the spell with twain myrtle twigs.

1

Fire crackle, cauldron simmer
silver potion shine and shimmer.

2

Blend in the poison of a snake,
Fuse with blood of toad and bake
Thereinto add a scorpion's sting
Mix in nigh all a black crow's wing.

3

Fire crackle, cauldron simmer
silver potion shine and shimmer.

4

YEAR 6 HOMEWORK



L.O.L -Wednesday's lesson - Writing focus: Identify the key features

Additional video available on:

<https://classroom.thenational.academy/lessons/writing-focus-identify-the-key-features-9b040a>

Task 2

Find the words which rhyme with the following words.

- 1) raven = _____
- 2) pig = _____
- 3) simmer = _____
- 4) bake = _____
- 5) wing = _____

Task 3

1. List the **six** examples of archaic language.

-
-
-
-
-
-

Word of the Day:
archaic

adjective

- old and no longer used

YEAR 6 HOMEWORK



Maths - Wednesday's lesson - Use fractions to express proportions

Additional video available on:

<https://classroom.thenational.academy/lessons/use-fractions-to-express-proportions>

Question 1



- Using fractions, what proportion are triangles and what proportion are circles?
- Can you express the proportions using decimals and percentages?
- True or false? The proportion that are triangles will always be $\frac{1}{2}$ of whatever the size of the pattern.
- True or false? In a pattern of 100 shapes, there will be 40 circles.

Question 2



- Using fractions, what proportion are purple beads and what proportion are white beads?
- True or false? The proportion that are white beads will always be $\frac{3}{4}$.

Question 3



- What proportion of the whole pattern is each different shape?
- What if the pattern repeated and contained 30 shapes?

YEAR 6 HOMEWORK



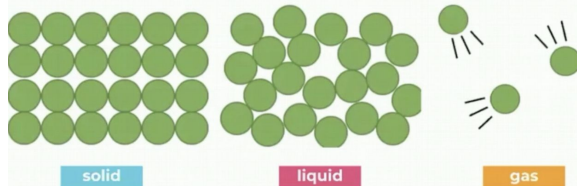
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Science - Wednesday's lesson - Explain how to separate mixtures by sieving, filtration and evaporation

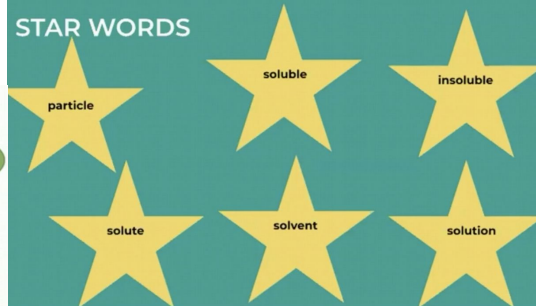
Additional video available on:

<https://classroom.thenational.academy/lessons/explain-how-to-separate-mixtures-by-sieving-filtration-and-evaporation>

How can mixtures be separated?



STAR WORDS



Sieving

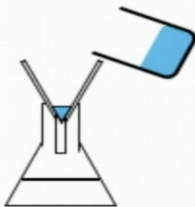


Sieving

Answer the question:

1. What is sieving used for?

Filtration

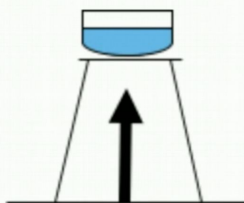


Filtration

Answer the question:

1. What is filtration used for?

Evaporation



Evaporation

Answer the question:

1. What is evaporation used for?

YEAR 6 HOMEWORK



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Science - Wednesday's lesson - Explain how to separate mixtures by sieving, filtration and evaporation

Additional video available on:

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Choosing the correct process

Answer the questions:

Which would be the best method to use:

1. To remove soil from a sample of river water
2. To separate rice from water
3. To isolate crystals of copper sulfate from a **solution** of copper sulfate in water

Choosing the correct process

How could you separate a mixture of sand, stones and water to produce 3 pure samples?

YEAR 6 HOMEWORK



L.O.L -Thursday's lesson - Writing focus: Planning including rhyme and archaic language

Additional video available on:

<https://classroom.thenational.academy/lessons/writing-focus-planning-including-rhyme-and-archaic-language>

Planning your poem

Use the following three points to plan your poem/spell.

- 1) What is going into your spell? Animals? What part of the animal?
- 2) What verbs could you use?
- 3) What words can you use that rhyme?

Challenge - can you use archaic language correctly?

- 1) What is going into your spell? Animals? What part of the animal?

Birds - wings/beaks
Pig - tail/snout
Snake - skin/tongue
Bear - head/claw
Mosquito - sting

- 2) What verbs could you use?

put	mix	place	add	blend
spice	chop	stir	combine	fuse
place	leave	bake	split	bubble

- 3) What words can you use that rhyme?

snake - make - bake - break - cake - take - flake

simmer - shimmer - glimmer - dimmer

sting - wing - fling - sing - string - ring

Use this page
to help you
with your
planning on
the next
page...

Archaic language

Forthwith = immediately
Ere = before
Howbeit = although
Nigh = nearly, almost
Thereinto = into that or it
Thrice = three
Twain = two
Swith = instantly, quickly
Anon = at once, immediately

YEAR 6 HOMEWORK



L.O.L -Thursday's lesson - Writing focus: Planning including rhyme and archaic language

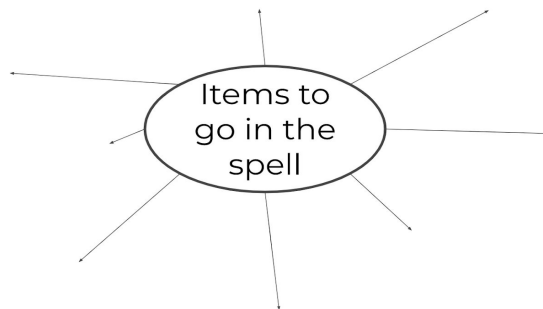
Additional video available on:

<https://classroom.thenational.academy/lessons/writing-focus-planning-including-rhyme-and-archaic-language>

Task 1

Plan your spell.

Think about the parts of animals which could go into your spell.



3

Task 2

Verbs and rhymes

Make 2 lists. Make the first list a list of imperative verbs you could use.

The other list should be a range of rhyming words you could use at the end of a line.

YEAR 6 HOMEWORK

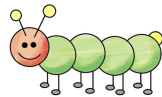


Maths - Thursday's lesson - Use ratio to express relationships

Additional video available on:

<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships>

Question 1



Janiya draws a picture of a caterpillar. She says,

'My picture is in the ratio of 5:1. Every 5 cm of my picture represents 1 cm of the real caterpillar.'

Her picture is 35 cm long. How long is the real caterpillar.

Question 2



Alex is planting tulips in the school garden. He has bulbs for red and purple tulips, and for every 5 red tulips he plants 3 purple tulips.

The ratio is 5 : 3.

Alex plants 15 purple tulips. How many red tulips does he plant?

YEAR 6 HOMEWORK



Maths - Thursday's lesson - Use ratio to express relationships

Additional video available on:

<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships>

Question 3

Becca is making chocolate chip cookies.



For every 3 milk chocolate cookies she makes, she makes 2 white chocolate cookies.

- a) What is the ratio of milk chocolate to white chocolate cookies?
- b) If she makes 12 white chocolate cookies, how many cookies does she make altogether? Explain how you know.

Question 4

Pippa has a bag of sweets.



The ratio of fizzy sweets to sour sweets is 1 : 2.

Vicki also has a bag of sweets. The ratio of fizzy sweets to sour sweets is 2 : 3. Each bag has 30 sweets. Who has more fizzy sweets? How do you know?

YEAR 6 HOMEWORK



Geography - Thursday's lesson - What challenges can a growing population present?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-challenges-can-a-growing-population-present>

Curitiba - 'the greenest city on Earth'



Innovative Design

Curitiba also developed an **innovative** transport system. Instead of building an expensive underground metro system, the planners designed an overground metro system, which was much cheaper and caused less disruption to build. The system uses special **bi-articulated buses**.

Each bi-articulated bus can carry up to 270 people. During **peak** travel times, the bi-articulated buses run every 50 seconds, along Curitiba's busiest routes, which are for buses only. This means that the buses are never stuck in traffic. Furthermore, the uniquely designed bus stops have sped up the process of people boarding and leaving the buses.

The bus system in Curitiba is the quickest and cheapest way to travel in the city and as a result, the bus system is used by approximately 85% of Curitiba's population. Curitiba's bus system model is now being used in about 300 cities around the world.

Answer the question

Write a list of all the positive features of the bi-articulated buses in Curitiba.

-
-
-
-
-
-



YEAR 6 HOMEWORK



L.O.L -Friday's lesson - Writing focus: Write a poem

Additional video available on:

<https://classroom.thenational.academy/lessons/writing-focus-write-a-poem>

Key structural features of this poem

Verse

Each verse is four lines long.

Chorus

The chorus is two lines long.

Verse-Chorus-Verse-Chorus

The poem follows the structure of verse-chorus-verse-chorus where the chorus remains the same.

Independent Task

Task

You will be writing your poem.

Use your planning from the previous session to write your poem.

Can you include archaic language and rhyming structures?

Success criteria

Structure

Verse (4 lines)

Chorus (2 lines)

Verse

Chorus

Verse

Chorus

Have you used?

Archaic language

Rhyming structures

AABB or ABAB



YEAR 6 HOMEWORK

Lined area for writing homework.

YEAR 6 HOMEWORK

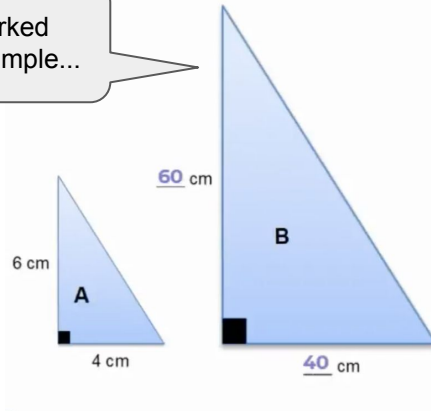


Maths - Friday's lesson - Scale factor in shapes

Additional video available on:

<https://classroom.thenational.academy/lessons/scale-factor-in-shapes>

Worked
example...

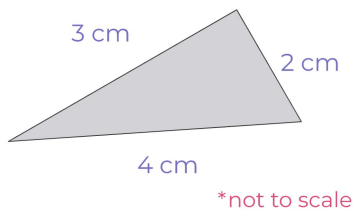


What would be the base and height of triangle B if triangle A were enlarged by a **scale factor of 10**?

How can we write the scale factor as a ratio?

4 : 40
1 : 10

Question 1

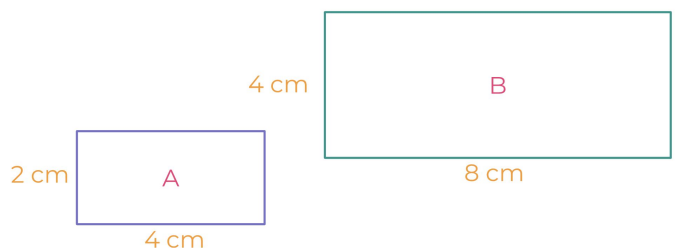


What will the dimensions of the triangle be if its enlarged by scale factor 5?

Question 2

Rectangle B is an enlargement of rectangle A.

What is the scale factor of the enlargement?



YEAR 6 HOMEWORK

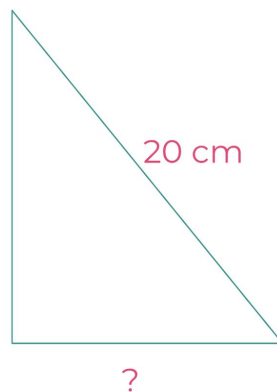
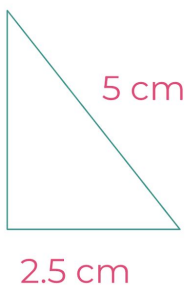


Maths - Friday's lesson - Scale factor in shapes

Additional video available on:

<https://classroom.thenational.academy/lessons/scale-factor-in-shapes>

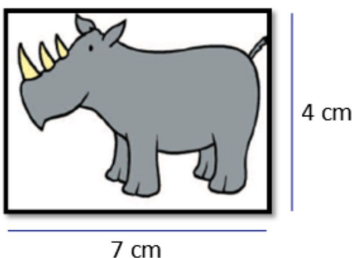
Question 3



Find the missing dimension on the enlarged triangle.

What is the scale factor of the enlargement?

Question 4

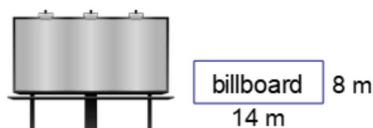
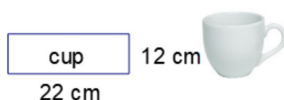


Kyra has drawn a rhinoceros.

It is 4 cm tall and 7 cm long.

She decides to use her design on different items such as posters, bags and cups. She wants to enlarge the rhinoceros so that it just fits inside the space available on each item.

By what scale factor will Kyra have to enlarge by so that the rhinoceros just fits on these items?
How close can you get?



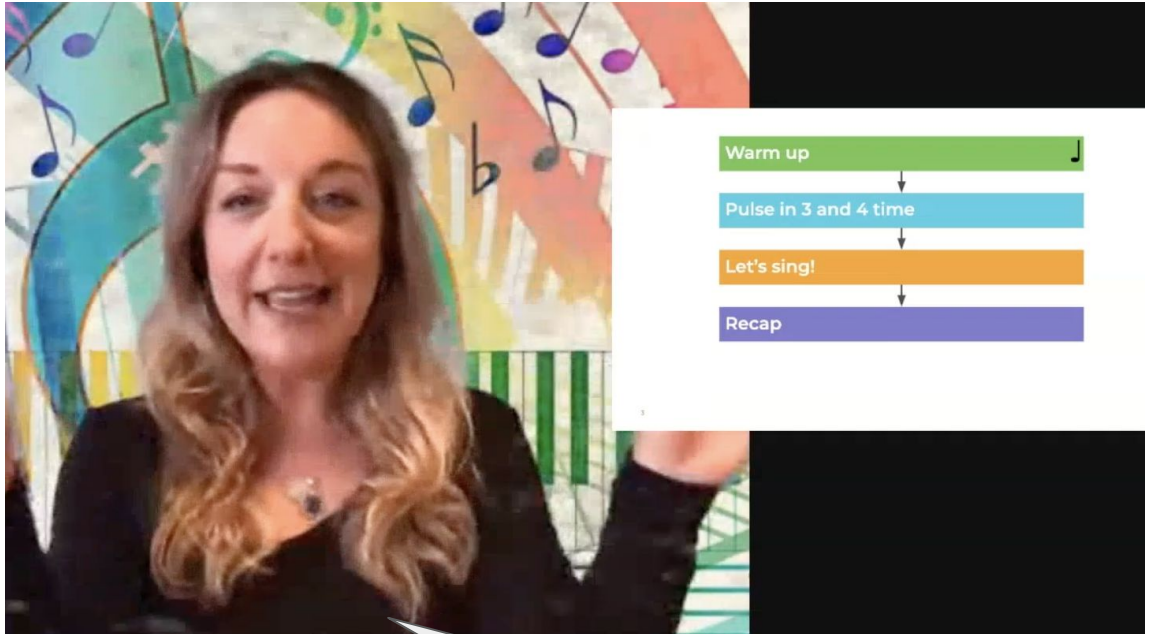
YEAR 6 HOMEWORK



Music - Friday's lesson - Pulse in 3 and 4 time

Additional video available on:

<https://classroom.thenational.academy/lessons/pulse-in-3-and-4-time>



The video player shows a teacher with long blonde hair smiling. To her right is a lesson agenda with four items: 'Warm up' (green bar), 'Pulse in 3 and 4 time' (blue bar), 'Let's sing!' (orange bar), and 'Recap' (purple bar). Arrows point down between the items. A small musical note icon is next to 'Warm up'. A small number '3' is visible below the agenda.

You must access the
video for this
activity...

YEAR 6 HOMEWORK

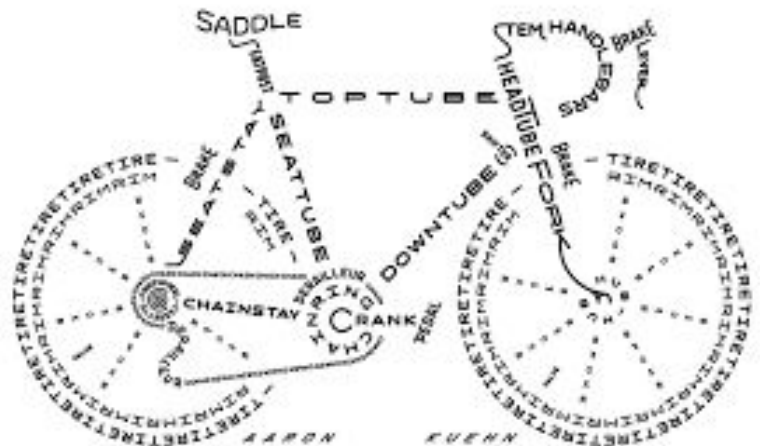


Weekly spellings:



1. disappear
2. enough
3. popular
4. strength
5. weight
6. explanation
7. signature
8. twelfth
9. prejudice
10. foreign

Using your spellings words, make a picture using the words as the lines of the image, be as creative as you wish and use the word more than once within your image.



YEAR 6 HOMEWORK



Year 6 common exception words:



Years 5 and 6 Statutory Spellings



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

YEAR 6 HOMEWORK



Additional learning:



Vocabulary

A **4 figure grid reference** is used to refer to a location using 4 numbers.

A **6 figure grid reference** is used to refer to a location using 6 numbers.

Eastings are a line or direction eastwards.

Northings are a line or direction northwards.

Maps are a 2D representation
of a 3D place.

Ordnance Survey Maps (OS
Maps) give a detailed account
of every km of the UK

Grid references help to find key
locations



YEAR 6 HOMEWORK



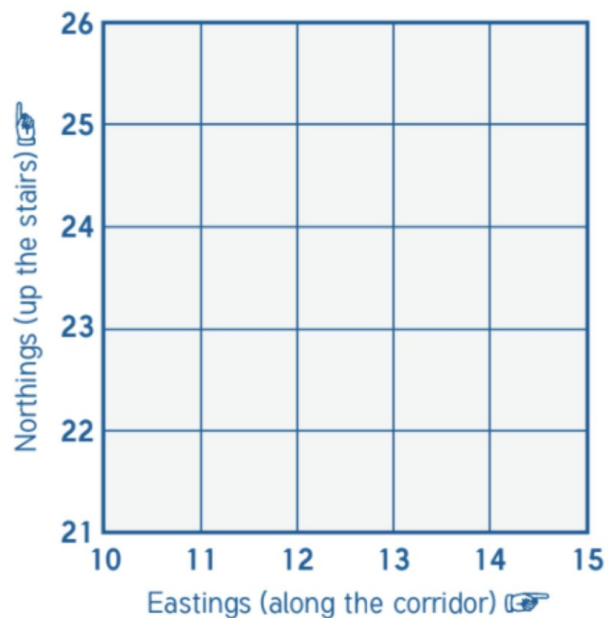
Additional learning:



Maps and Grid References

On OS maps, the area is boxed up to help find key locations.

Numbers are presented along the bottom and top to help in identifying the location.



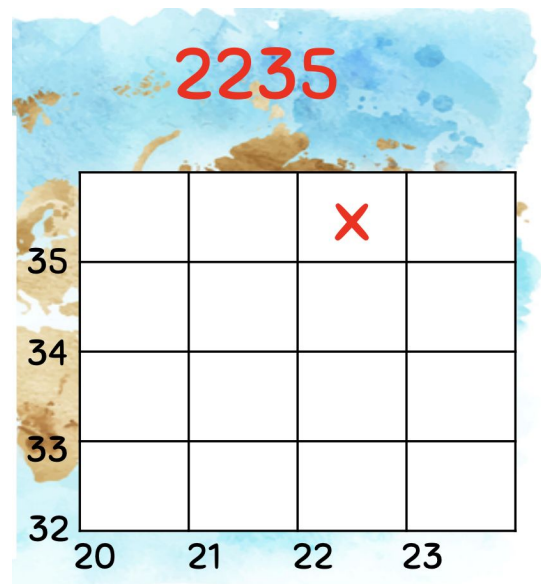
4 Figure Grid References

Start at the bottom and move east until you reach the correct column.

Write down the reference.

Move north until you reach your chosen square.

Write the remaining reference.



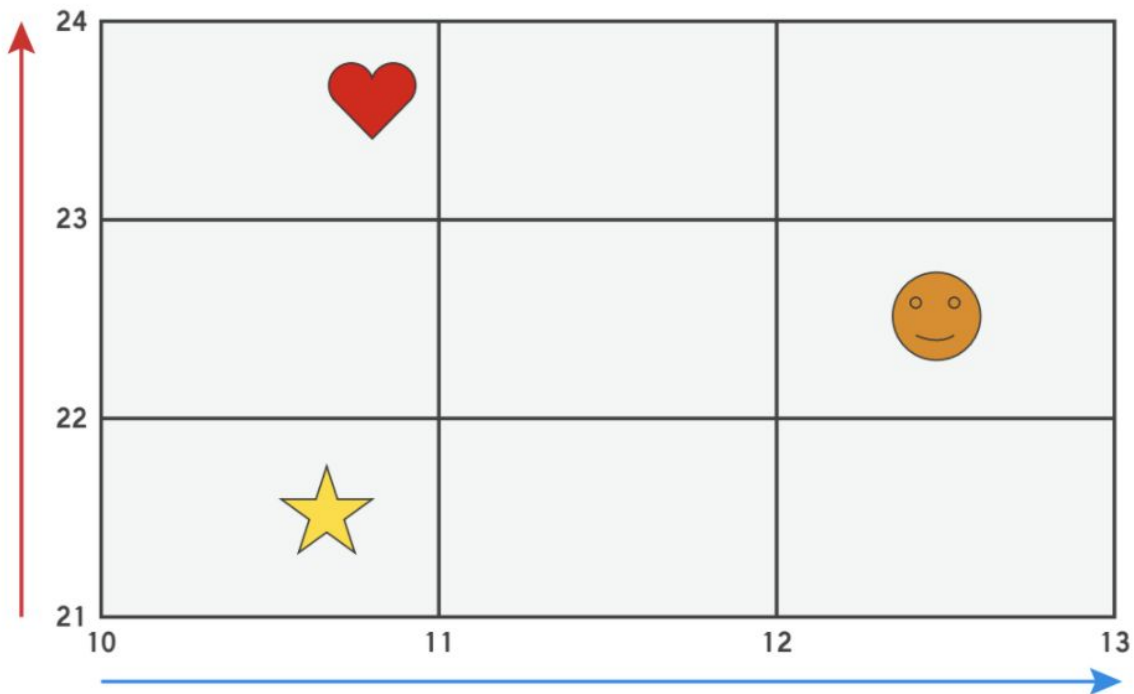
YEAR 6 HOMEWORK



Additional learning:



*What are the
references of the
each symbol?*



YEAR 6 HOMEWORK



Additional learning:

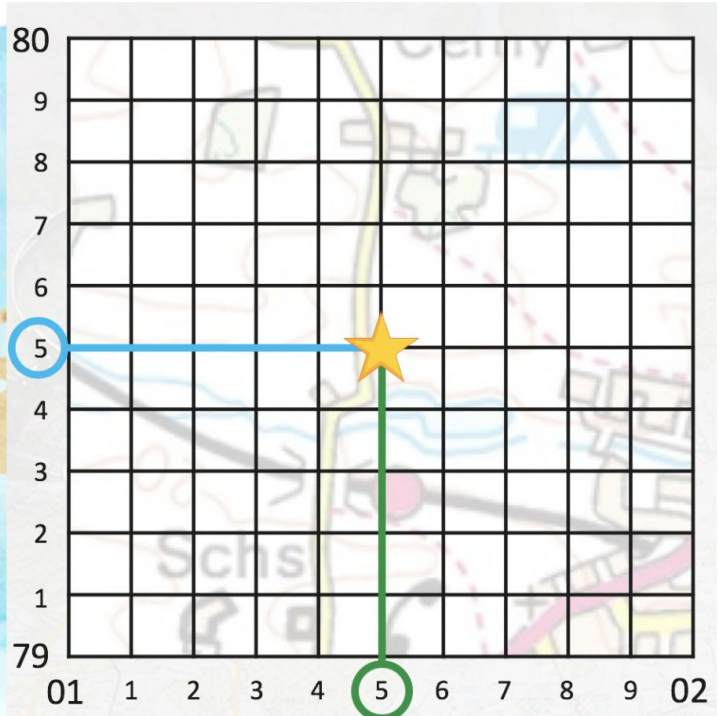


6 Figure Grid References

We can be even *MORE* precise by using 6 figure grid references!

Each original grid is then broken down into 100 smaller squares.

WE: Star = 015795



YEAR 6 HOMEWORK



Additional learning:



6 Figure Grid References

What OS map symbol is found at:

a. 015793

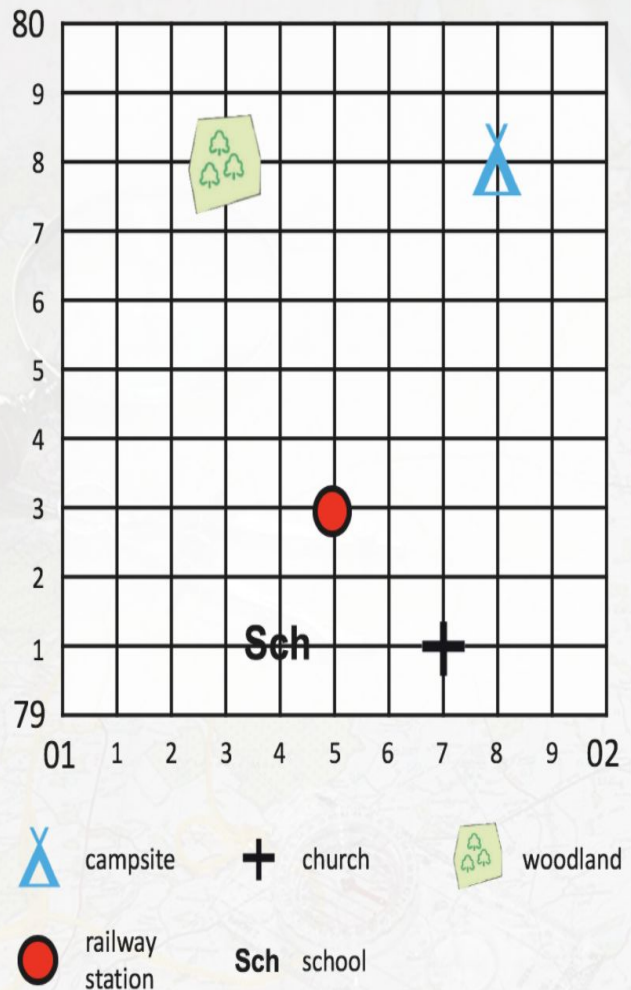
b. 018798

2. What is the six-figure grid reference for:

a. the school?

b. the church?

c. the woodland?



YEAR 6 Answers

Monday

- 1) Which army won the battle? **The Scottish Army**
- 2) '*As thunder rolled overhead and rain lashed down...*' Which of the following words could NOT replace **lashed** in this sentence? Tick **One**.

belted

☐

hammered

☐

thrashed

☐

drizzled

☒

- 3) Who held up a piece of Rock Crystal? **The Third witch**
- 4) Compare the characters of Macbeth and Banquo.

Macbeth	Banquo
Bravest Tall Broad-shouldered Impulsive- quick to act	Younger Slimmer Thinks before acting

Both men are soldiers, but Macbeth is the bravest. He is tall and broad-shouldered whereas Banquo is younger and slimmer. Macbeth is impulsive as he draws his sword when the witches appear, but Banquo thought and gave Macbeth a warning.

- 5) '*In the eerie light he saw three weird hags barring the way...*'
What does the word **barring** mean in this sentence?
**Barring means stopping/preventing/blocking their way.
They couldn't get past them.**
- 6) What are the names of the King's sons? **Malcolm and Donalbain**
- 7) Who delivered the news about the Thane of Cawdor? **A royal herald**

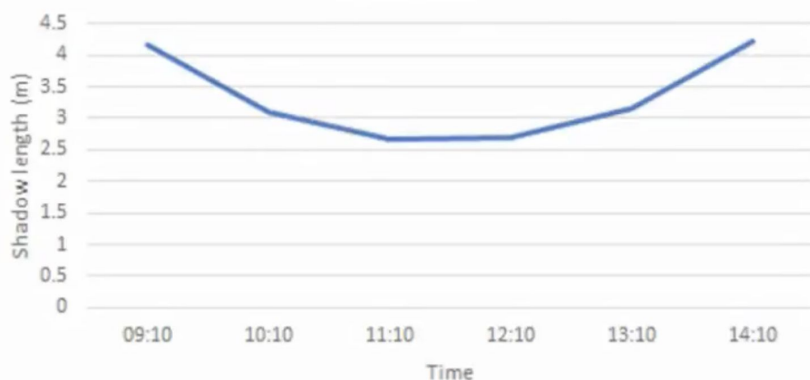
YEAR 6 Answers

Monday

Independent Task answers

Question 1

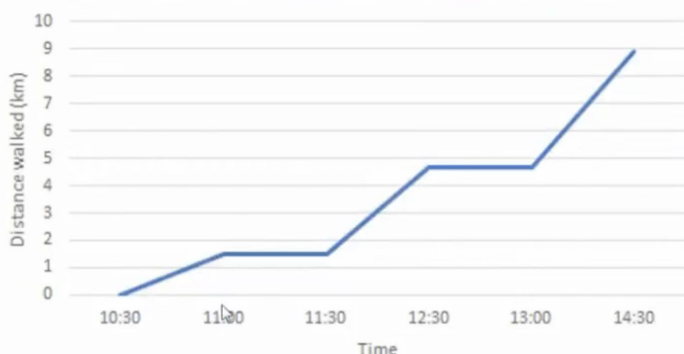
Graph to show shadow length at different times of the day



Time	Shadow length (m)
09:10	4.15
10:10	3.11
11:10	2.67
12:10	2.70
13:10	3.16
14:10	4.22

Question 2

Graph to show the journey to my friend's house



Use the following explanation of a journey to create a graph.

"Today I walked my dog to my friend's house. I set off from my house at 10:30 a.m. and we walked 1.5 km to the park, arriving at 11:00 a.m. We spent 30 minutes in the park. At 11:30 a.m., we continued our walk and walked 3.2 km to the ice cream shop. We arrived at the ice cream shop at 12:30 p.m. I spent half an hour choosing an ice cream and eating it. After 90 minutes we arrived at my friend's house which is 4.2 km from the ice cream shop."

YEAR 6 Answers

Tuesday

- 1) What time of day did Macbeth arrive back at Glamis? Use evidence from the text. **Macbeth arrived at Glamis in early morning, it was the start of the day as in the text it says 'just after sunrise'.**
- 2) 'Macbeth was astonished...'
What does the word astonished mean in this sentence?
surprised/shocked/amazed
- 3) What was the floating dagger shining with? **A sickly green light**
- 4) What time did the bell toll? **midnight**
- 5) Do you think the guards will say that Duncan's sons paid them to kill him? Use the text to support your answer.
Yes
-because Lady Macbeth has got her own way so far so I think they will do as she says.
- 6) Which of the following is the most suitable summary for this part of the text?
Tick **one**.

The King is dead	☐
Macbeth the coward	☐
Lady Macbeth's plan	☒
Mysterious dagger	☐



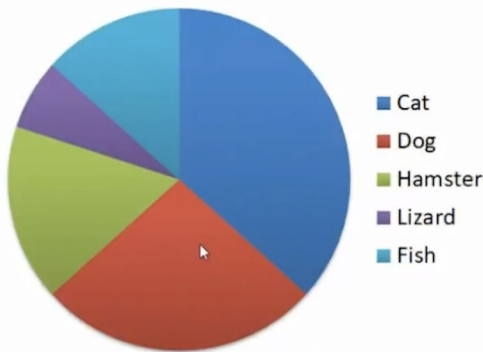
YEAR 6 Answers

Tuesday

Independent Task answers

Question 1

Pets owned by 150 people



Identify those that are true and rewrite those that are false.

- Approximately 40% of people own a dog. False - approx $\frac{1}{4}$ or 25%
- Approximately a third of people own a cat. True
- About 10% of people own either a hamster or a lizard. False - approx 25%
- Approximately 75 people own a cat. False. Approx $\frac{1}{2}$ of 150 = 75
- One person owns a lizard. False - approx $\frac{1}{16}$ = 9 people
- Twice as many people own a dog than a fish. True

Question 2

An ice cream stall sells vanilla, strawberry and chocolate ice creams.

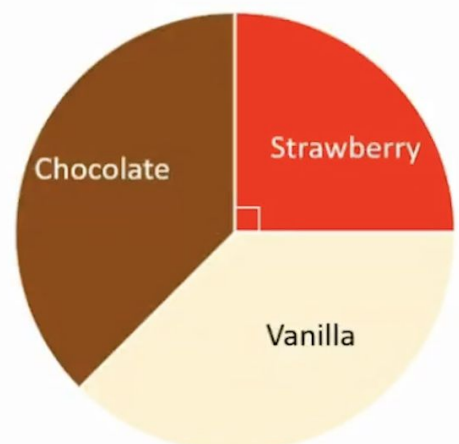
The pie chart illustrates the sales of ice cream today.

The number of vanilla and the number of chocolate ice creams sold were the same.

The stall sold 60 strawberry ice creams.

How many chocolate ice creams were sold?
Strawberry = 25%

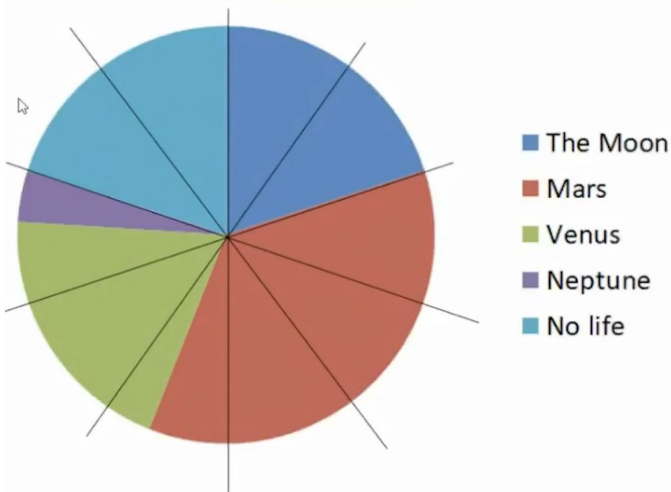
Vanilla + chocolate = 75% = $3 \times 25\% = 180$



YEAR 6 Answers

Tuesday

Question 3



In a survey, people were asked where they believed life could be found beyond Earth.

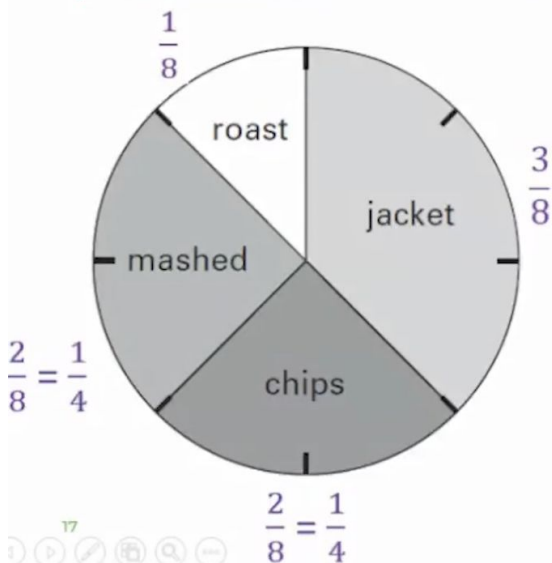
Ten people believe life could be found on the Moon. $\frac{1}{5}$

Use this information to approximate the number of people in the survey.

$$10 \times 5 = 50$$

Question 4

This pie chart shows how the children in Class 6 best like their potatoes cooked.



32 children took part in the survey.
Look at the four statements below.

For each statement put a tick if it is correct.
Put a cross if it is not correct.

☒ 10 children like chips best. $\frac{1}{4}$ of 32 = 8

☒ 25% of the children like mashed potato best.

☒ $\frac{1}{5}$ of the children like roast potatoes best.

☐ 12 children like jacket potatoes best.

$$\frac{3}{8} \text{ of } 32 = 12$$

YEAR 6 Answers

Wednesday

Structure

Stir thee a claw of raven,
add forthwith, head of bear; clean and shaven
Bubble thou heart of snorting pig,
Spice the spell with twain myrtle twigs.

1 = Verse

Fire crackle, cauldron simmer
silver potion shine and shimmer.

2 = Chorus

Blend in the poison of a snake,
Fuse with blood of toad and bake
Thereinto add a scorpion's sting
Mix in nigh all a black crow's wing.

3 = Verse

Fire crackle, cauldron simmer
silver potion shine and shimmer.

4 = Chorus

34

Task 2

Find the words which rhyme with the following words.

- 1) raven = shaven
- 2) pig = twigs
- 3) simmer = shimmer
- 4) bake = snake
- 5) wing = sting

YEAR 6 Answers

Wednesday

Question 1



- a) Using fractions, what proportion are triangles and what proportion are circles?
 Triangles = $\frac{6}{12} = \frac{1}{2}$ Circles = $\frac{6}{12} = \frac{1}{2}$
- b) Can you express the proportions using decimals and percentages?
 0.5 or 50%
- c) True or false? The proportion that are triangles will always be $\frac{1}{2}$ of whatever the size of the pattern.
 True, if you added another section to the pattern the fraction of each shape would be $\frac{8}{16}$ which is equal to $\frac{1}{2}$.
- d) True or false? In a pattern of 100 shapes, there will be 40 circles.
 False. We know the number of circles will always be half of the total number of shapes.

16

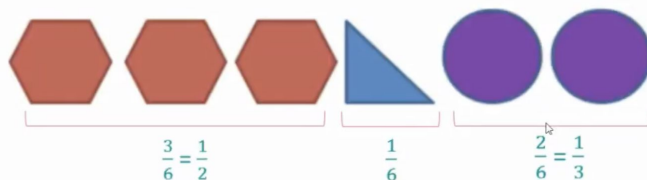
Question 2



- a) Using fractions, what proportion are purple beads and what proportion are white beads?
 Purple beads = $\frac{8}{14} = \frac{4}{7}$ White beads = $\frac{6}{14} = \frac{3}{7}$
- b) True or false? The proportion that are white beads will always be $\frac{3}{4}$.
 False, the proportion of white beads is $\frac{3}{7}$

17

Question 3



- a) What proportion of the whole pattern is each different shape?
- b) What if the pattern repeated and contained 30 shapes?

Hexagon
 $\frac{1}{2} = \frac{15}{30}$

Triangle
 $\frac{1}{6} = \frac{5}{30}$

Circle
 $\frac{1}{3} = \frac{10}{30}$

18

YEAR 6 Answers

Thursday

Independent Task answers

Question 1

Janiya draws a picture of a caterpillar. She says,

'My picture is in the ratio of 5:1. Every 5 cm of my picture represents 1 cm of the real caterpillar.'

Her picture is 35 cm long. How long is the real caterpillar.

Picture:Real

$$\begin{array}{c} 5 : 1 \\ \times 7 \quad \times 7 \\ 35 : 7 \end{array}$$

18

Question 4

Pippa has a bag of sweets.

The ratio of fizzy sweets to sour sweets is 1 : 2.

Vicki also has a bag of sweets. The ratio of fizzy sweets to sour sweets is 2 : 3. Each bag has 30 sweets. Who has more fizzy sweets? How do you know?

Pippa

Fizzy : Sour

$$1 : 2 = 3$$

$$10 : 20 = 30$$

18

Question 2

Alex is planting tulips in the school garden. He has bulbs for red and purple tulips, and for every 5 red tulips he plants 3 purple tulips.

The ratio is 5 : 3.

Alex plants 15 purple tulips. How many red tulips does he plant?

Red : Purple

$$\begin{array}{c} 5 : 3 \\ \times 5 \quad \times 5 \\ 25 : 15 \end{array}$$

18

Question 3

Becca is making chocolate chip cookies.

For every 3 milk chocolate cookies she makes, she makes 2 white chocolate cookies.

a) What is the ratio of milk chocolate to white chocolate cookies? **3 : 2**

b) If she makes 12 white chocolate cookies, how many cookies does she make altogether? Explain how you know.

Milk : White

$$\begin{array}{c} 3 : 2 \\ \times 6 \quad \times 6 \\ 18 : 12 \end{array}$$

18



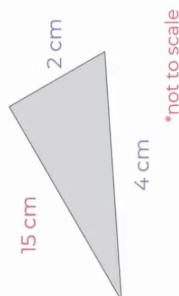
YEAR 6 Answers

Friday

Independent Task answers

Question 1

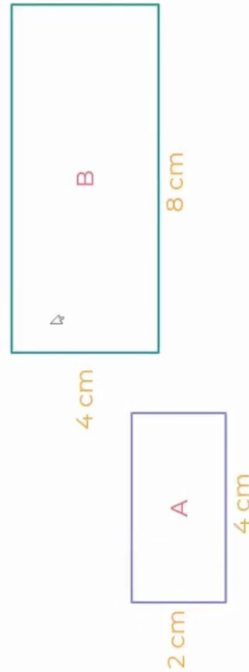
What will the dimensions of the triangle be if its enlarged by scale factor 5?



Question 2

Rectangle B is an enlargement of rectangle A.

What is the scale factor of the enlargement?

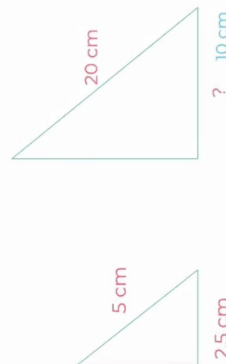


Question 3

Find the missing dimension on the enlarged triangle.

What is the scale factor of the enlargement?

Scale factor 4



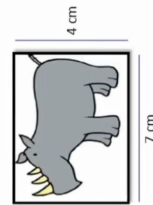
Question 4

Kyra has drawn a rhinoceros.

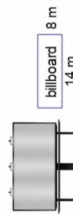
It is 4 cm tall and 7 cm long.

She decides to use her design on different items such as posters, bags and cups. She wants to enlarge the rhinoceros so that it just fits inside the space available on each item.

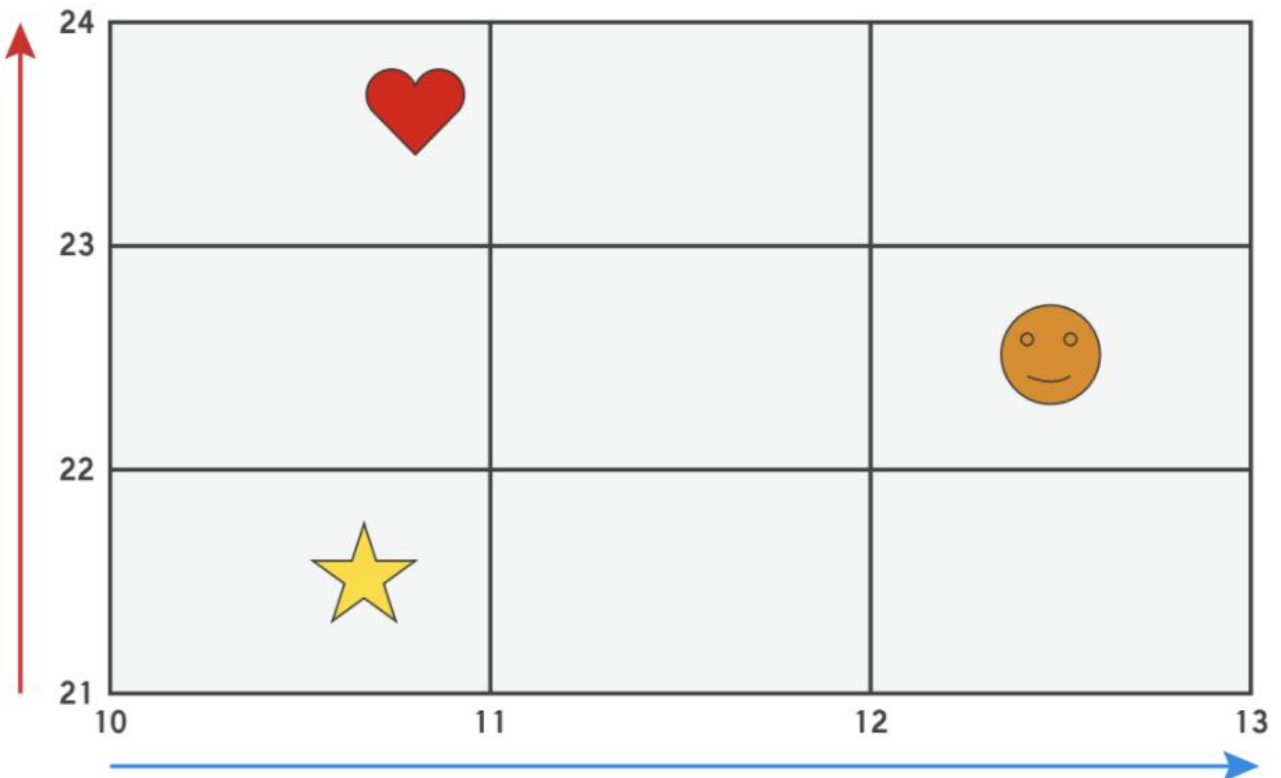
By what scale factor will Kyra have to enlarge by so that the rhinoceros just fits on these items? How close can you get?



Scale factor 3.



YEAR 6 Answers

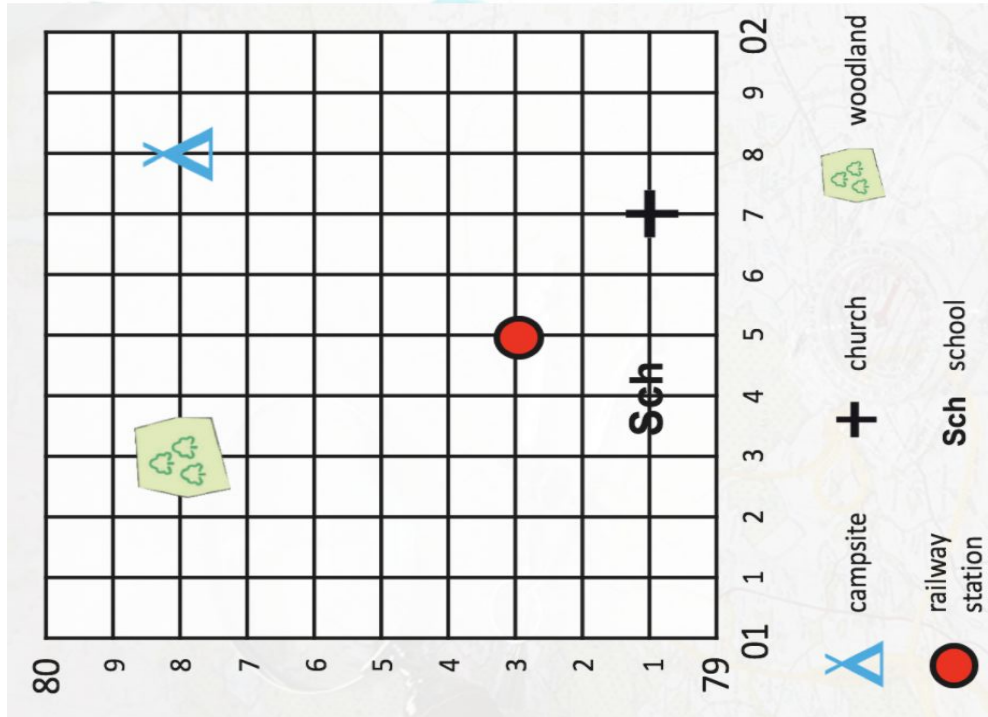


Heart: 1023

Star: 1021

Face: 1222

YEAR 6 Answers



6 Figure Grid References

What OS map symbol is found at:

a. 015793 Railway Station

b. 018798 Campsite

2. What is the six-figure grid reference for:

a. the school? 014791

b. the church? 017791

c. the woodland? 013798

YEAR 6 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Three children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading

Speaking and Listening

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).

YEAR 6 ANSWER

Wednesday - Science Answers

Sieving

Mark your answer:

1. Sieving is used to separate an **insoluble** solid from a liquid when the solid particles are **large**.

Filtration

Mark your answer:

1. Filtration is used to separate an **insoluble** solid from a liquid when the solid particles are **very small**.

Evaporation

Mark your answer:

1. Evaporation is used to separate a **soluble** solid from a liquid.

Choosing the correct process

Mark your answers:

Which would be the best method to use:

1. Filtration
2. Sieving
3. Evaporation

Choosing the correct process

How could you separate a mixture of sand, stones and water to produce 3 pure samples?

1. First, use sieving to separate the rocks from the sand and water.
2. Next, use filtration to separate the sand from the water.