

Year 6 Home Learning

A child in Upper KS2 should spend an average of between 15-30 minutes a day on their homework.

Reading

10 - 15 minutes regular reading (at least 4 times per week). This should include reading the equivalent of a chapter, mostly independently, but at least once a week out loud to an adult to discuss the text and ensure understanding. Please record all reading on Boom Reader. The children can also do this themselves through the child account.



Spelling

Spelling practice of Statutory Spellings. These are spread out across the year and focus spellings will be tested at the end of each half term.



Times Tables and Division

Practising of all times tables and related division facts, through a variety of games and/or online activities. Children are expected to know the times tables and division facts up to 12 x 12. These will be assessed every half term. Please see ideas below of how to practise them.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Optional Additional Homework

This will be related to subjects across curriculum areas will be given each term. See the grid below for this term's ideas.

Later in the term, information will be provided about revision books for Year 6. These can be helpful in ensuring children are 'secondary ready' and for building confidence in the run-up to the national tests.



| | Year 4 | Year 5 | Year 6 |
|---------------------|---|---|---|
| Vocabulary | <ul style="list-style-type: none"> • Can you find the meaning of a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author...? • Which word is closest in meaning to...? | <ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? | <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? |
| Inference | <ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph? | <ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? | <ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question? |
| Prediction | <ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. | <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? | <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? |
| Explain | <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? | <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? | <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way? |
| Retrieval | <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here? | <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? | <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different? |
| Sequence/ Summarise | <ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome? | <ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? | <ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? |

Reading Question Stems



Y5/Y6 Statutory Spelling List

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



Upper Key Stage 2 Statutory Spellings – Autumn Term (1)









(Year 6)











Each half-term, the children will receive a selection of the **Year 5 & 6 statutory spellings** to practise at home. At the end of the half-term, they will be tested on these spellings to see how confident they are. We will be focusing on **three or four words** each week in class and would recommend practising these same words at home. This half-term, our spelling test will take place on **Monday 14th October**. Some suggestions for different ways to practise the statutory words are attached. I hope you will find them useful.

| 9/9/24 | 16/9/24 | 23/9/24 | 30/9/24 | 7/10/24 |
|-------------|------------|-------------|-------------|-----------|
| accommodate | vehicle | government | conscience | sacrifice |
| apparent | disastrous | environment | opportunity | suggest |
| appreciate | equipped | immediate | soldier | necessary |
| community | foreign | immediately | recommend | |

SPELLING MENU

| | | | |
|--|--|---|---|
| <p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p> | <p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p> | <p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p> | <p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p> |
| <p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p>  | <p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p> | <p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>  | <p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p>  |
| <p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p> | <p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p>  | <p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> happ<u>iness</u></p> | <p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p>  |
| <p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p>  | <p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p> | <p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p> | <p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p> |
| <p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p> | <p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p>  | <p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p> | <p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p> |

SPELLING MENU

| | | | |
|--|---|---|---|
| <p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p>  | <p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p>  | <p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p>  | <p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p> |
| <p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p> | <p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p>  | <p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = ♦ c = ♣</p> | <p>28 Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p> |
| <p>29. Synonyms</p> <p>Find at least 2 synonyms for each of your spelling words.</p>  | <p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p>  | <p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p>  | <p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>ƆƆƆƆƆƆƆƆ</p> |
| <p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p> | <p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p> | <p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p>  | |

Ideas to support the learning of times tables and division facts.

Hit the Button online game



Learn a Times Tables song from YouTube Kids or BBC Supermovers



Play Times Tables Bingo!



Find the patterns in number bonds and times tables



Practise on long and short car journeys



Write them down as quickly as you can!



TT Rock Stars



Learn a silly rhyme
E.g. 6 and 8 went on a date and didn't come back until they were 48!



Other good websites include:

Purple Mash - <https://www.purplemash.com/login/#/portal/standrewssg10/child>

Top Marks - <https://www.topmarks.co.uk/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Math is Fun - <https://www.mathsisfun.com/>

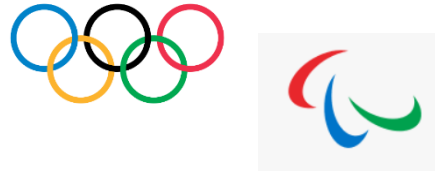
Maths Frame - <https://mathsframe.co.uk/>

Autumn Year 6 Homework Grid – Some fun learning activities you could try at home.

Do you have any relatives or ancestors who lived through World War 2? What can you find out about them? Is there anything you would like to share with the class?



Choose an athlete who competed in the Paris Olympics or Paralympics and do some research about their training and journey to get to Paris.



Keep a screen time diary for a week. When do you use screens? How long for?

At the end, reflect on your time. Do you think you spend too much time looking at screens?



Go to the Natural History Museum website and have a look at some of the new species that have recently been discovered. Create an information poster about one of them:

<https://www.nhm.ac.uk/discover/new-species.html>

Have a look around your house. How many different sources of light can you find (natural or artificial)? Draw or list them.



Create a replica model of an Anderson shelter. What items might you have taken inside?



Does your home have a story to tell? How old is the building in which you live? Does it have any features typical of its time and what do you know about its history? The following link, might help you identify the age of the home in which you live:

<https://www.primaryhomeworkhelp.co.uk/houses.html>



Visit or find out about a place of worship near you. What can you discover?

