

**Year 6 Weekly Homework Week Beginning 31/1/2022**

**Rights Respecting Articles: Article 3 -The best interests of the child must be a top priority in all decisions and actions that affect children**

**Article 38 (war and armed conflicts) - Governments must do everything they can to protect and care for children affected by war and armed conflicts.**

**Global Goal 4- Good Health & Wellbeing**

**MATHS**

**Times Tables 1-12**

<https://www.timestables.co.uk/>

<https://mrnussbaum.com/speed-math-online-game>

**DC**

[Maths Games](#)

**Maths: Osik's Set**

**Monday:** [Finding a rule two-step Video](#)

**Tuesday:** [Forming expressions Video](#)

**Wednesday:** [Substitution Video](#)

**Thursday:** [One-step equations Video](#)

**Friday:** [Two-step equations Video](#)

**Maths: Helen's set**

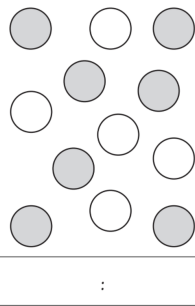
**Monday - LI:** To use fractions to express proportions

<https://classroom.thenational.academy/lessons/use-fractions-to-express-proportions-6rtk0d>

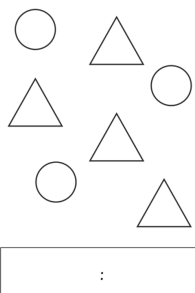
**Tuesday - LI:** To use ratio to express relationships

<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad>

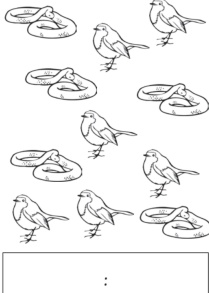
a. What is the ratio of grey to white?



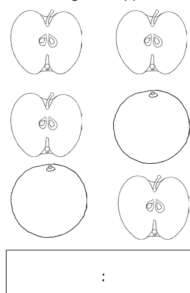
b. What is the ratio of triangles to circles?



c. What is the ratio of snakes to birds?



d. What is the ratio of oranges to apples?



e. What is the ratio of A to B?



f. What is the ratio of strawberries to bananas?



**Wednesday - LI:** To use ratio to express relationships

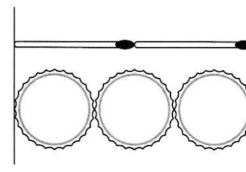
<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad>

Complete the worksheets from Oak National Academy in the link above.

**Thursday- LI:** To use ratio to express relationships

<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad>

Two matchsticks have the same length as three bottle tops.



Two numbers are in the ratio **4 : 5**

One of the numbers is **60**

There are two possible values for the other number.

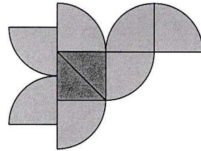
What are the two possible values?

How many bottle tops will have the same length as 50 matchsticks?

Joe has some triangular tiles  
and some quarter-circle tiles.



He uses 2 triangles and  
7 quarter-circles to make  
this 'flying bird' design.



Rita buys a box of chocolates.

For every 2 plain chocolates there are 3 milk chocolates.

There are 30 chocolates in the box.

Joe makes some more of these 'flying bird' designs.

He uses 56 quarter-circles.

How many **triangles** does he use?

How many milk chocolates are there?

### **Friday - LI:**To solve problems involving scale factor in shapes

<https://classroom.thenational.academy/lessons/solve-problems-involving-scale-factor-in-shapes-c4u3ar>

Complete the worksheets from Oak National Academy in the link above.

### **Maths: Asma's set**

**Monday:** <https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>

**Tuesday :** <https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad>

**Wednesday:** <https://classroom.thenational.academy/lessons/fractions-problem-solving-c9k38d>

**Thursday:** **Multiplying Fractions**

<https://www.youtube.com/watch?v=V3sW3wtUuYc> - Watch the video then complete the calculations below

1.  $\frac{3}{4} \times \frac{1}{4} =$

2.  $\frac{2}{3} \times \frac{1}{3} =$

3.  $\frac{1}{5} \times \frac{2}{5} =$

4.  $\frac{4}{9} \times \frac{5}{9} =$

5.  $\frac{4}{6} \times \frac{3}{6} =$

**Friday:** **Multiplying fractions**

1.  $1 \frac{3}{8} \times \frac{1}{2} =$

2.  $\frac{1}{2} \times 2 \frac{2}{6} =$

3.  $\frac{1}{2} \times 3 \frac{1}{3} =$

4.  $\frac{1}{4} \times 4 \frac{1}{7} =$

5.  $4 \frac{2}{3} \times \frac{1}{4} =$

## Amena's set Maths

<https://classroom.thenational.academy/units/shape-and-patterns-8ccf>

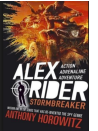
### LITERACY

#### Spellings

*descent dissent desert dessert draft draught principal principle*

*profit prophet*

### Literacy- Helen's Set - Spy Story: Stormbreaker



#### Monday - LI: To infer from a chapter from the text 'Stormbreaker'

Read chapter 2 of 'Stormbreaker' Heaven for Cars. Answer the comprehension questions for this chapter.

##### Questions- Heaven for cars

1) 'His stomach lurched...'

What does this phrase tell you about what is happening?

\_\_\_\_\_

2) Find and copy a phrase that tells you that the car was dropped heavily.

\_\_\_\_\_

3) What technique is the author using in the sentence: '...like a fork through an eggshell'?

Tick one

onomatopoeia ☐

simile ☐

metaphor ☐

personification ☐

4) 'One of the fingers grazed the side of his head...any closer and it would have cracked his skull.'

Why is an ellipsis used here?

\_\_\_\_\_

5) Look at the paragraph which begins 'And then something hit the BMW'.

Find and copy a word that means 'pulled'.

\_\_\_\_\_

6) Find two examples where the author has used personification to describe the car.

a) \_\_\_\_\_

b) \_\_\_\_\_

7) Imagine three phrases to use in your own version of the chapter.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

#### Tuesday - LI: To plan a scene from the book Stormbreaker

Plan your own version of the 'Heaven for Cars' chapter from the Stormbreaker story using the planning sheet.

Watch the video first and compare this to the written story to decide which details you would like to

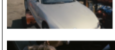
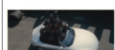
include. <https://streamable.com/pk45xk>

##### Stormbreaker Planning Sheet

Footsteps coming closer man says, 'Oi'



Crane crushing the roof and yanking the car off the ground



Being dropped in the crusher and trying to escape



Ejecting himself from the car and running away



### Wednesday - LI: To use dialogue in a story

Practice how to write dialogue for the story. Look at the conversation between Harry and the other worker at the scrapyard. Think about the conversation that they would have from watching the video clip. Use the success criteria below to help you:

#### SC

Inverted commas

Capital letter

One of 4 . , !?

Inverted commas

Show not tell-what are they doing? How are they feeling?

New speaker new line

### Thursday - LI: To use show not tell in a story

Today write the first section of your Stormbreaker story using your plan. Use 'show not tell' to describe how Alex Rider is feeling during this scene. You can use the word bank below to help you and remember to include all of the sentence types that we have been learning:



#### Vocabulary for the Junkyard

trough  
claw - arcade game  
compact  
compacted  
compressed  
crusher  
smash  
collapse  
squashed  
cemetery  
coffin  
buried  
Deforest  
destroyed  
shattered  
extinct  
huge metal fingers  
chopped  
Annihilated

the metal felt cold  
the roof buckled  
Three huge metal fingers tore  
through the skin of the car  
... like a fork through eggshell  
..the car was yanked off the

#### Vocabulary for Chapter

deliberately  
metallic  
plain to see.  
grinding  
scrabbling  
shattering  
relentlessly  
piston  
fractured  
yanked  
jerked  
swung

Ly opener

Fronted adverbial

Noun, who/which/where

Complex sentence

Emotion word, comma

Short sentence

Rhetorical question

2A sentence

#### SC: Stormbreaker

1. Person

2. Tense

4. Modal verbs

7. Show not tell

8. Cohesion between paragraphs

9. Sentence types

### Friday - to use dialogue to move action on



**Task: write a conversation that takes place between the characters.**

**What would be said and where?**

**Use action and dialogue to move the story on.**

**What do the characters look like, what actions take place, facial expressions etc ?**

**Use show not tell**

### Phrase bank - to build tension

numb and paralysed by fear...  
dread swept through him like a tidal wave...  
terror surged through his spine...  
fear settled on him like a dark fog...  
the thought of the consequences urged him to...  
panic bubbled in his throat...

### Phrase bank - fear

fear seized him in its jaws...  
instincts screamed at him to...  
took long, shuddering breaths...  
heart abandoned his chest to pound in his throat...  
blood pounded in his temples...  
mouth twisted in a scream...  
voice froze in his throat...

#### Literacy- Osik's set

**Monday:** <https://drive.google.com/file/d/1Tg6UxxvaECugPGgtCk56CboBBitEciGC/view?usp=sharing>

**Tuesday:** [https://drive.google.com/file/d/12bg75utxXC1pOO7gATOzO0\\_2t4iBCUg4/view?usp=sharing](https://drive.google.com/file/d/12bg75utxXC1pOO7gATOzO0_2t4iBCUg4/view?usp=sharing)

**Wednesday:** <https://drive.google.com/file/d/1i1KvYOFuwEVsqOoVJB4xo3FOBOWww6Sz/view?usp=sharing>

**Thursday:** [https://drive.google.com/file/d/1oW3GcBDmO\\_WAIYN6DApFsQb-jcf-b4PN/view?usp=sharing](https://drive.google.com/file/d/1oW3GcBDmO_WAIYN6DApFsQb-jcf-b4PN/view?usp=sharing)

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#### Literacy Asma's set

**Monday:** to explore a text

Read chapter 2 of the text 'Stormbreaker' and answer questions

<https://drive.google.com/drive/u/0/search?q=stormbreaker>

1. What does the phrase 'stomach lurched' tell you about what was happening? (2)
2. What does the phrase 'with a bone-shattering crash' tell you about how the crane let go of the car.
3. What technique is the author using in the sentence: '...like a fork through an eggshell'  
onomatopoeia      simile      metaphor      personification
4. Explain the effect of the simile '...like a fork through an eggshell' ?
5. 'One of the fingers grazed the side of his head...any closer and it would have cracked his skull.' Why is an ellipsis used here?
6. Look at the paragraph which begins 'And then something hit the BMW'. Find and copy a word that means 'pulled'.
7. What is the effect of the word 'yanked' in the sentence: '...as the car was yanked off the ground and tilted high in the air.'
8. Look at the paragraph which begins: 'He couldn't see. He couldn't move.' Why has the author written 'With him inside' as a separate sentence.
9. Why is the chapter title 'Heaven for Cars' suitable?

**Tuesday:**

**LI: to identify descriptive techniques**

**Read chapter two again**

Task for today:

- 1) read text
- 2) Copy down examples of personification
- 3) Copy down examples of metaphors
- 4) Copy down examples of similes
- 5) highlight examples of powerful verbs

Note these in the table on your recording document

Personification	Similes	Metaphors	Powerful verbs

**Wednesday: LI: to identify adverbial starters**

**Read chapter 2 again and make a list of the adverbial phrases contained within the text.**

**Adverbials of time, place and manner**

**Thursday: to describe a character**

**S/C:**

- 1) Read the character descriptions.**
- 2) Look up and write the meaning of unfamiliar words.**
- 3) Underline phrases that show the reader the character is a villain.**



Herod Sayle was short. He was so short that Alex's first impression was that he was looking at a reflection that had somehow been distorted. In his immaculate and expensive black suit with gold signet ring and brightly polished black shoes, he looked like a scaled-down model of a multimillionaire businessman. His skin was dark and his teeth flashed when he smiled. He had a round, bald head and very horrible eyes.

The gray pupils were too small, surrounded on all sides by white. Alex was reminded of tadpoles before they hatch. When Sayle stood next to him, the eyes were at the same level as his and held less warmth than the jellyfish

The door had opened and a man had come in, dressed in the black suit and tails of an old-fashioned butler.

He was as tall and thin as his master was short and round, with a thatch of close-cropped ginger hair on top of a face that was so pale it was almost paper white. From a distance it had looked as if he was smiling, but as he drew closer, Alex gasped. The man had two horrendous scars, one on each side of his mouth, twisting up all the way to his ears. It was as if someone had at some time attempted to cut his face in half.

The scars were a gruesome shade of mauve. There were smaller, fainter scars where at one time his cheeks had been stitched.

Friday: to use dialogue to move action on



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## SPaG: Helen's Set

### Monday - apostrophes

Apostrophes can be used to show possession. This means that something belongs to someone.

Sarah enjoyed playing at her friend's house.

There was a bell on the cat's collar.

Decide whether the apostrophe has been used for omission or possession.

She couldn't find her coat.

The girl's shoes were new.

You do not want to be sent to the headteacher's office.

I've received a new bike for my birthday.

### Tuesday - modal verbs -

A modal verb is used to show how likely something is to happen.

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

### Wednesday - dialogue

Add the correct punctuation and lay this dialogue out correctly.

Why is that car still there? It should've been crushed yesterday enquired a tall, thin man wearing a bright orange hi-vis vest. The paperwork didn't arrive on time so I had to leave it replied a short man who was leaning against a rusting red vehicle. Well, you'd better get on with it before the guv gets back or you'll be in for it warned the tall man as he headed towards a small hut opposite a large, yellow crane waiting to do its job.

### Thursday - punctuation

Add the correct punctuation to these sentences.

Terrified Alex hid behind the silver BMW  
Suddenly he heard voice coming from inside the shed  
Alex who was shocked to find his uncle's car crouched down so that he could not be seen  
Within seconds of him hiding two men appeared  
Why was his uncle's car here  
Without hesitation he dived into the car

**Friday** - apply the SPaG that has been taught to your Big Writing.

## SPaG: Osik's Set

**Monday:** [The-semicolon - the fight for punctuation](#)

**Tuesday:** adjectives and adverbs

**Wednesday:** modal verbs

**Thursday:** speech punctuation

**Friday:** Apply all your skills through Big Writing.



## SPaG: Asma's Set

### Monday:

#### SPaG: identify word classes

When John turned left, he suddenly noticed a small creature nearby. It hid under the tree.

Before the children walked away, they admired the shiny pebbles on the ground. Later, a storm started.

Key:  
Conjunction ©  
Noun (N)  
Verb (V)  
Adjective (adj)  
Determiner (d)  
Pronoun (pro)  
Preposition (Prep)

### Tuesday: Spelling pattern challenge

#### SPaG: Spelling patterns challenge

You have 3 mins to list as many words as you can in the table below:

ae	ai	a-e	ay

### Wednesday: Adverbs

Circle the adverb in the sentences below.

"Later," he thought, "I can go to the cinema."

We will be arriving soon.

The boy decided to go away.

It's important to go outside daily.

If you drive fast, you can have an accident.

### Thursday: Modal verbs

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Friday: apply this weeks SPaG to your Big Write

**Reading** <https://classroom.thenational.academy/units/reading-for-pleasure-82f2>

### Amena's Set LITERACY

<https://classroom.thenational.academy/units/honey-and-trouble-character-23fa>

**Reading**

<https://www.storylineonline.net/>

<https://stories.audible.com/discovery>

<https://classroom.thenational.academy/units/hidden-depths-exploring-the-deep-by-chloe-rodes-f720>

### Science

LI: what is refraction and how can we use it

<https://classroom.thenational.academy/lessons/what-is-refraction-and-how-can-we-use-it-cmv34e>

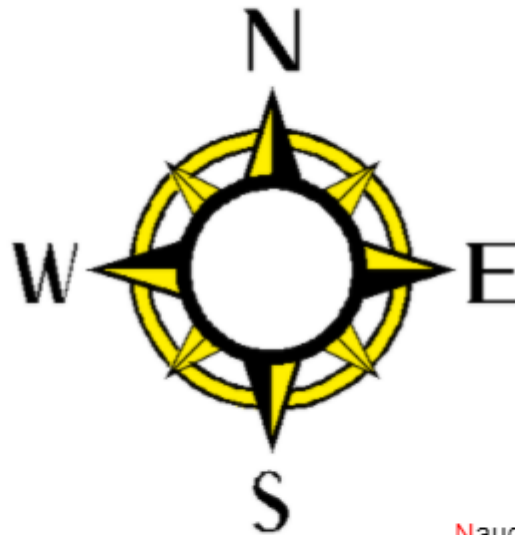
### Geography

LI: to use the points of a compass to understand direction

**Cardinal** directions are the four main points of a **compass**: north, south, east, and west which are also known by the first letters: N, S, E, and W. These four directions are also known as **cardinal points**.

Here are two rhymes  
to help you remember  
the order of the directions.

Never  
Eat  
Shredded  
Wheat



Naughty  
Elephants  
Squirt  
Water



Complete the questions underneath the compasses.



1. The arrow is facing South and is moved a three-quarter turn anti-clockwise. Which direction is it pointing now?



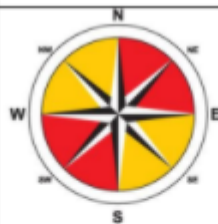
2. The arrow is facing North- West and is moved half a turn clockwise. Which direction is it pointing now?



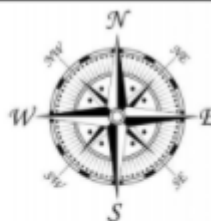
3. The arrow is facing South-West and is moved a quarter turn anti-clockwise. Which direction is it pointing now?



4. The arrow is facing North-East and is moved a two-quarter turn clockwise. Which direction is it pointing now?



5. The arrow is facing South-East and is moved a three-quarter turn clockwise. Which direction is it pointing now?



6. The arrow is facing North and is moved a three-quarter turn anti-clockwise. Which direction is it pointing now?

Fill in the blanks based on the image below.



- a) The \_\_\_\_\_ is north-west of the basketball.
  - b) The \_\_\_\_\_ is south-east of the soccer ball.
  - c) The \_\_\_\_\_ are north-east of the soccer ball.
  - d) The basketball is \_\_\_\_\_ of the swimming goggles.
- 

**DT/Art**

<https://www.youtube.com/watch?v=CWvazSz-Eos>

Watch the video and create your own periscope. Make sure it is bright and bold.

**Music**

<https://towerhamlets.box.com/s/ugyccnogug70ntg8ivplwyrvmnz9iaab>

**RE**

**LI: how do humanists celebrate different life events**

<https://classroom.thenational.academy/lessons/how-do-humanists-celebrate-different-life-events-69j3ec>

**PSHE**

**LI: to set challenging but realistic goals**

Watch the video below and answer the following questions.

A goal is.....

It feels.....  
I am most proud of.....because.....  
|

I know that.....because...  
 ..... can stop someone from achieving their goals  
 because.....

My goal for outside school is.....

[https://www.eventbrite.co.uk/x/badu-bootcamp-tickets-137274191803?aff=odeimcmalchimp&mc\\_eid=d3066a3217&mc\\_cid=c4d745a022](https://www.eventbrite.co.uk/x/badu-bootcamp-tickets-137274191803?aff=odeimcmalchimp&mc_eid=d3066a3217&mc_cid=c4d745a022)