



Year 6 Homework – Term 1 – Weeks 6-10

(Revised January 2024)

Week	English	Spelling	Mathematics	HASS
6	Write a summary of the last book you read.	<p><u>Every Week</u></p> <p>From the list of Core Words (optional too if you wish to extend yourself) perform the following spelling activities:</p> <p><u>Code Breaking</u> Identify the following for each core spelling word</p> <ul style="list-style-type: none"> • Syllable breaks • Consonants/vowels • Number of sounds in each syllable • Underline any phonograms • Double underline the base word eg <u>education</u> 	<p>What is $\frac{1}{3}$ of \$270?</p> <p>What is $\frac{1}{10}$ of \$20?</p> <p>What is $\frac{3}{4}$ of 160?</p>	<p>Visit this website: https://informationisbeautiful.net/visualizations/coronavirus-myths-mythconceptions/ and write down 3 Covid-19 myths. Explain why these misconceptions can be dangerous.</p>
7	Create a continua of informal to formal language with some examples (think about greetings in a letter vs text message)	<p><u>Vocabulary Building</u></p> <ul style="list-style-type: none"> • Highlight any words you are unsure of and find the definition in the dictionary • Use your new understanding of the word to write it in a sentence 	<p>https://www.mathsisfun.com/dividing-decimals.html</p> <p>Multiplication and division with decimals. Look at the examples and complete the questions.</p>	How has the recent pandemic of Covid 19 impacted the way education is delivered?
8	What is the difference between a simile and a metaphor? Use examples.	<p><u>Vocabulary Building</u></p> <ul style="list-style-type: none"> • Highlight any words you are unsure of and find the definition in the dictionary • Use your new understanding of the word to write it in a sentence 	<p>With a ruler create a number line from 0 – 1. Put these fractions on the number line:</p> <p>$\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{10}$ 75%</p>	Research the cause and effect of pandemics over time that have impacted a country of choice.
9	Why is modality a powerful persuasive device? Give examples.		Survey your family members and create a graph. Write a comparison with a justification using evidence.	Use a Venn Diagram to show the similarities and differences between SARS and Covid-19.
10	Persuasive texts or videos (advertisements) want you to THINK, FEEL or DO something. Find an example of each and record it in your book.		<p>Check out the following website and write your own definition of secondary data:</p> <p>Secondary Data</p>	<p>Visit this website: Short and long term effects</p> <p>Create a table to list the short and long term symptoms Covid19.</p>

Year 6 Term 1 Part 2 Spelling overview

Week	Focus	Suggested spelling words			
	Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	CORE WORDS (and extension words)			
6	Prefixes — ‘anti’ and ‘ante’ M Latin stem — ‘grad’ and ‘gress’ E	antibiotic antibody antidote antisocial antiseptic	antibacterial anticlockwise anticlimax antenatal anteroom	grade gradual graduate downgrade centigrade	congress progress aggressive regress transgression
7	Diphthongs in two or more syllable words V P Greek roots — ‘gram’, ‘micro’ and ‘geo’ E	mouthful council fountain doubtfully boundaries	rewound dismount mountain kilogram program	diagram tangram microscopic microphone microwave	microbiologist geology geography geometric geologist
8	Vowel alternation — long to short P M	nature natural please pleasant reduce	reduction divide division know knowledge	receive reception athlete athletic serene	serenity cave cavity write written
9	Complex word endings — ‘gue’ and ‘que’ V	vague league plague intrigue catalogue	epilogue fatigue colleague tongue meringue	boutique mosque technique oblique barbeque* <small>(may also be spelt with ‘cue’)</small>	antique opaque unique plaque marquee
10	Consolidation V P M E				

Syllables 10 rules of LEM	cat	Never divide a one syllable word
	in•to	Divide compound words
	plant•ed	Divide suffixes from their base words
	mis•place	Divide prefixes from their base words
	tur•tle	When two consonants come together, divide between the 1 st and 2 nd consonants
	con•vince	When a vowel has a short, (first) sound, divide the word after the next consonant
	ta•ble	When the vowel has a long (second) sound, divide immediately
	o•pen	When a vowel sound is alone, divide it from the rest of the word
	ra•di•o	When two vowels come together in a word and are sounded separately, and are not part of a phonogram, divide the word between the two vowels.
	this•tle	When a word ends in le preceded by a consonant, divide the word before that consonant, but not if preceded by the phonogram ck
Syllables Additional rules	ta•ble	Pg 86-89 LEM Phonics Manual • Every syllable must have a vowel e.g. so lid (no) sol id (yes)
	show•er	• Never split a phonogram (A phonogram is 1 sound) e.g. team (vowel team)
	stu•dent	• If there are 2 vowels not touching, there are 2 syllables - split vowels, move the remaining letter to the back syllable e.g. bo nus, stu dent - if it does not make sense move it to the front
	sub•ject	• Split between 2 consonants - sub ject

Remember!

Sounds in Words

Write a number under each sound (not letter) you hear in your words

Eg:

in-sin-cere
1 2 1 2 3 1 1