



Year 6 Homework – Term 2, 2024 – Weeks 6-10

Remember to READ EVERY NIGHT!				
Week	English	Spelling	Mathematics	Science/HASS
6	<p>Noun Groups and Verb groups</p> <p>Use your knowledge of noun and verb groups to write an interesting, creative sentence about:</p> <ol style="list-style-type: none"> a tsunami an eruption an explosion 	<p>Every week complete the following spelling activities to build your knowledge and understanding</p> <ol style="list-style-type: none"> Definition of any 3 or your words 	<p>Answer the following</p> <ol style="list-style-type: none"> 2.34×10 to the power of 2 345.23×10 to the power of 3 903.27×10^2 $1\ 325.459 \times 10^3$ 	<p>Write a paragraph explaining the impact of a cyclone on a town. Consider the impacts to the natural environment and the community.</p>
7	<p>Write 10 words that you could use in story if you were writing a story about Earthquakes</p> <p>Hint: These words should be words related to earthquakes.</p> <p>Use these words in a complication for a short narrative.</p>	<ol style="list-style-type: none"> Add syllable breaks to 3 of your words Write 3 additional words to your list that relate to that sound 	<p>Write these numbers on one number line</p> <ol style="list-style-type: none"> -3 6 -5 2 1 -4 	<p>In a cyclone-prone area, what materials should a house be built out of? What materials should be avoided? What else can we do to cyclone-proof our house?</p>
8	<p>Write 3 complex sentences. Circle the dependent clause. Underline the independent clause and highlight the conjunction. Include a comma.</p>	<ol style="list-style-type: none"> Make a column of new words that you have learnt at school based on your unit. Make a new list each week Colour the base sound in red 	<p>Answer the following</p> <ol style="list-style-type: none"> $123\ 983.34 \div 10$ to the power of 4 $34.89 \div 10$ to the power of 2 $4\ 320.45 \div 10^3$ $234.043 \div 10^3$ 	<p>Create a large scale design (map) of a settlement house Include BOLTSS (mapping conventions) and annotate using topic specific terms.</p>
9	<p>Describe a character who would be impacted by a volcanic eruption. Use noun groups, verb groups, a metaphor and a simile.</p>	<ol style="list-style-type: none"> Colour the multiple or successive 17 phonograms in yellow 	<p>Draw a monster that contains 2 acute angles, 3 obtuse angles and 4 right angles.</p>	<p>Write a list of ways a volcano can impact the Earth's surface.</p>
10	<p>Plan a short narrative with your character from last week experiencing a volcanic eruption.</p>		<p>Draw a small scale map of a minecraft world, including a volcano and a settlement. Include and label the following angles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 63 Degrees <input type="checkbox"/> 97 Degrees <input type="checkbox"/> 235 Degrees <input type="checkbox"/> 12 Degrees <input type="checkbox"/> 300 Degrees 	<p>Show your knowledge of preparing and responding to a natural disaster in your short narrative.</p>

Year 6 Term 2 Part 1 Spelling overview

Week	Focus Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested spelling words			
		CORE WORDS		OPTIONAL WORDS	
6	Vowel alternation — long vowel to schwa	major majority able ability narrate	narrative stable stability invite invitation	social society prepare preparation relate	relative pose position compete competition
7	Vowel alternation — schwa to short vowel	general generality normal normality metal	metallic academic academy celebrate celebrity	period periodic emphasis emphatic criticise	critic local locality vital vitality
8	Accented 1st syllable	silence vital react seizure vocal	minor season overt bureau beautiful	average calculator camera somebody anything	everywhere customer families libraries Wednesday
9	Accented 2nd syllable	imply oblige reveal October aspire	unusual unable computer providing erosion	uncommon reduction election deliver remember	condition tomorrow whoever December November
10		Revision			

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 - c ere
1 2 1 2 3 1 1