



Year 6 Homework – Term 2 2026– Wk 1-5

Remember to READ EVERY NIGHT!				
Week	English	Spelling	Mathematics	Science/HASS
1	Write a sentences using the different sentence types: <ul style="list-style-type: none"> <input type="checkbox"/> Simple <input type="checkbox"/> Compound <input type="checkbox"/> Complex 	<u>Every Week</u> From the list of Core Words perform the following spelling activities:	Mental Maths- Solve these problems in your head and record the answers on your OneNote <ol style="list-style-type: none"> 1. \$20 - \$13.50 2. $2 \times 2 \times 2 \times 2 \times 2 \times 2$ 3. $\frac{1}{2}$ of \$ 1 002.00 4. $4 + 5 + 4 + 1 + 3$ 5. \$2 486.00 shared 	What is a natural disaster? Write a paragraph explaining your understanding. Using your prior knowledge list natural disasters and the places they have occurred.
2	Write a sentence beginning with each of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Adverb eg slowly <input type="checkbox"/> Adverbial phrase eg At midnight <input type="checkbox"/> Prepositional phrase eg next to the slide <input type="checkbox"/> Verb eg skipping <input type="checkbox"/> Simile eg cool as ice, the robber... <input type="checkbox"/> Connective eg in order to... 	<u>Code Breaking</u> Identify the following for each core spelling word <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> 	Create a timetable for your weekend. Include different activities, as well as the activities location, start time and duration.	In 2019, water levels in the Ross River dam rose beyond capacity due to the excessive amounts of rain. The dam gates had to be opened to release some of the water before the dam walls broke. Using the terminology 'cause and effect', in a paragraph explain the impact of the gates opening and water being released downstream.
3	Let's be creative Using your vast knowledge of vocabulary choices including nouns, noun groups, verbs and adjectives, write a descriptive paragraph about a noun. Remember you want the audience to be able to visualise what you are describing without seeing it. (Use imagery)	<u>Vocabulary Building</u> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> What is a Prime Number? <input type="checkbox"/> What is a Composite Number? <input type="checkbox"/> Draw a factor tree to support your definition <input type="checkbox"/> What is a Square Number? <input type="checkbox"/> Draw picture to support your definition 	<i>Discuss the 2019 Townsville floods with your parents and/or research online. Write a paragraph answering the following: What impact did the floods have on the natural environment? On the community?</i>
4	Analyse a short informative report about a natural disaster. Deconstruct the different features of the reports text structure.		<ul style="list-style-type: none"> <input type="checkbox"/> Write the first 5 square numbers. <input type="checkbox"/> Write the first 5 prime and composite numbers <input type="checkbox"/> Write the Prime Numbers between 10-30 <input type="checkbox"/> Write the composite numbers between 30-50. 	Research the top 5 disasters in the world List the disaster and the country of origin
5	Choose a topic of your choice. Follow the introduction paragraph structure to write an introduction paragraph.		<u>Order of Operations</u> We use the term 'BOMDAS' to help us solve mathematical problems. What does each letter stand for? Solve this problem <ol style="list-style-type: none"> a) $\frac{1}{2}$ of $8 \times 3 + (9-1)$ b) $22 + 2 - 4 \times 2$ c) $2 + 3 \times 5 - 2 =$ 	Create a small-scale map showing the location of your disaster-proof settlement within a Minecraft world.

Spelling glossary

Phonemes

These are the small **sounds** we hear in a word. For example, there are three phonemes in 'cat': /c/ /a/ /t/ and there are four phonemes in 'child': /ch/ /i/ /l/ /d/.

Note: If a letter is in forward slashes (/c/) we are referring to the sound that the letter makes, **not** the name of the letter.

Graphemes

These are the **letters** we use to write down the sounds (phonemes) in words (e.g., the letters 'c' 'a' 't' are the graphemes in 'cat'). The letters 'ch' 'i' 'm' 'p' are the graphemes for 'chimp'. A grapheme can be one, two, three or even four letters (e.g., 's', 'sh', 'igh', 'ough').

Digraph and trigraph

A digraph is a type of grapheme that has two letters, e.g., 'ch' (as in 'chat'), and 'ee' (as in 'tree').

Two letters are making **one** sound.

A trigraph is a type of grapheme that has three letters, e.g., 'igh' (as in bright).

Three letters are making **one** sound.

Vowels

All words *must* have a **vowel** sound spelled with a vowel letter or letters. The vowel letters are 'a', 'e', 'i', 'o', 'u' and sometimes 'y' (e.g., gym, deny).

Consonants

These are all the other letters of the alphabet that are **not** vowels.

Syllables

These are the beats in a word. When we spell, every syllable must have one or more vowel letters to represent the vowel sounds. For example, there are two syllables in 'dentist': den/tist. There are three syllables in 'fantastic': fan/tas/tic.

Base

This is the main part of a word. For example, 'lock' is the base in the word 'locked'.

Prefix

This is a letter or letters added to the beginning of a base. For example, 'un' is the prefix in 'unlock'.

Suffix

This is a letter or letters added to the end of a base. For example, 'ed' is the suffix in 'unlocked'.

Homophones

These are words that have different meanings but sound the same and have a different spelling (e.g., 'write' and 'right'; 'sun' and 'son').

Weekly Spelling Homework Sheet

Name: _____ Week: _____ Spelling Focus: _____

This Week's Words

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Monday – Say it • Tap it • Write it

Say each word. Tap the sounds on your fingers. Write it while saying each sound/syllable. Star the tricky part.

Tuesday – Look, Cover, Write, Check (Spaced)

Look carefully at the word, cover, write from memory, check, fix. Repeat after 10 minutes for 5 words.

Wednesday – Dictation & Word Sort

Write 3–4 short sentences using your words. Sort by pattern: vowel pattern, syllable type, or morphology.

Thursday – Retrieval Flashcards

Make flashcards. Hear the word → Say the sounds → Write → Flip and check.

Optional Challenges

Create a Find-a-Word for your friend or a family member to complete.

Write sentences or a story using as many of your spelling words as possible.

Friday Quiz

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Lessons 19–20: Spelling /i/ and /ō/rule

Easier (a)

home	smile
light	hotel
final	toast
silent	frighten
pillow	broke

Harder (b)

swallowed	groaned
dislocated	notice
exercise	radio
science	provide
climate	delightful

Extension (c)

avocado	financial
diagnosis	locally
gigantic	microphone
emotional	identify
reminder	dynamic

Lessons 22–23: Bases

Easier (a)

reject	inject
project	octagon
distract	instruct
subtract	construct
disrupt	subject

Harder (b)

ejected	abrupt
injection	hexagon
contractor	instructor
attractive	eruption
structure	disrupting

Extension (c)

trajectory	bankrupt
extracted	diagonal
contraction	objection
abstract	obstruction
constructive	interruption

Word List 2: Lessons 16–26

Lessons 25–26: Review

Easier (a)

parties	soapy
monkeys	might
hurried	behind
zero	bones
below	idea

Harder (b)

worried	magnify
families	program
holidays	broken
enemies	instruction
volcano	location

Extension (c)

satisfied	distraction
multiplied	restructure
terrifying	disqualified
photocopier	scientific
noticing	exciting

