



## Year 6 Homework – Term 2 2025– Wk 6-10

Remember to **READ EVERY NIGHT!**

Week	English	Spelling	Mathematics	Science/HASS
6	Noun Groups and Verb groups Use your knowledge of noun and verb groups to write an interesting, creative sentence about: a) a tsunami b) an eruption c) an explosion	<u>Every Week</u>  From the list of Core Words perform the following spelling activities:  <u>Code Breaking</u>	Answer the following 1. $2.34 \times 10$ to the power of 2 2. $345.23 \times 10$ to the power of 3 3. $903.27 \times 10^2$ 4. $1\,325.459 \times 10^3$	Write a paragraph explaining the impact of a cyclone on a town. Consider the impacts to the natural environment and the community.
7	Write 10 words that you could use in report if you were writing a report about Earthquakes Hint: These words should be words related to earthquakes. Use these words in an informative paragraph.	Identify the following for each core spelling word • Syllable breaks • Consonants/vowels • Number of sounds in each syllable	Explain why it is important to use brackets and follow BOMDAS.	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?
8	Write 3 complex sentences. Circle the dependent clause. Underline the independent clause and highlight the conjunction. Include a comma.	• Underline any phonograms • Double underline the base word eg <u>education</u>  <u>Vocabulary Building</u>	Plan a budget for a holiday. Research all the information you will need for your budget.	<i>Create a large scale design (map) of a settlement house Include BOLTSS (mapping conventions) and annotate using topic specific terms.</i>
9	Describe a character who would be impacted by a volcanic eruption. Use noun groups, verb groups, a metaphor and a simile.	• Highlight any words you are unsure of and find the definition in the dictionary	Create a budget for a holiday using excel. Include flights, accommodation and at least two activities.	Write a list of ways a volcano can impact the Earth's surface.
10	Plan a short narrative with your character from last week experiencing a volcanic eruption.	• Use your new understanding of the word to write it in a sentence	Explain the budget you completed following the budget explanation checklist.	Show your knowledge of preparing and responding to a natural disaster in your short narrative.

## Year 6 Term 2 Part 2 Spelling overview

Week	Focus	Suggested spelling words			
	Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	<b>CORE WORDS (and extension words)</b>			
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		Consolidation <b>V P M E</b>			

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 <sup>st</sup> and 2 <sup>nd</sup> 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
Syllables Additional rules	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
	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