

You may use ICT to research and to print homework. However, writing/printing **must be entirely in your own words** and good presentation is an essential expectation of your work. Don't copy something that you can't read or explain to us in class. Put it into your own words and then, tell us all about what you have learnt. In Maths, Science or Design Tasks, you may use squared paper (which is available from school if you need it).

<b>Maths and Problem Solving (Maths thinking skills, logic)</b>	Ask an adult to test you on your 7 X Tables. Write the questions 1x7 to 12 x 7 (or 15 x 7 for extra challenge) on pieces of paper, with the answers on the back. Mix them up and then turn them over until you know each one of them with no mistakes. Ask an adult to play this with you and to sign your homework book to show that you have completed the task.	Using the same method (as previously explained), ask an adult to test your knowledge of the 8, 9, 10, 11, and 12 X Tables. Focus on your weakest Tables or try the 13, 14 and 15 Times Tables if you are ready for greater challenge. Go on to divisions if you are up for a challenge.	Go onto the Nrich Maths website and take a Maths Challenge online. They have lots of interactive games so you needn't print out anything. Make a note of the activity you tried (home link or HW book would be fine) ask an adult to confirm that you have done this activity by signing it for you. <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>
<b>Science and the Outside Environment (Science, Eco, PE, healthy lifestyles etc)</b>	Find out what an ENTOMOLOGIST does. Explain the word and the work of people who are entomologists. Why is entomology useful to human beings? Where do entomologists work? Are there any famous entomologists? Explain.	Fitness Challenge: for 7 days, take a fitness challenge such as a Jump Start Jonny routine (free online). Make a written note of your pulse before and after exercise each day. See if your fitness improves. Explain what you think you have got better at (eg a certain exercise or your level of stamina)	Visit the websites of the Science Museum and the Natural History Museum. Make notes on what is good or bad about them. Which website is better for children? Explain why. Give reasons. Try to use superlatives (good, better, best) and 'because'. No less than half a page on each – no more than a whole page on each!
<b>Creative Arts (Art, Design and Technology, Music, Drama and Dance)</b>	How many words can you create from the name William Shakespeare? You may use lower case letters w and s but you may ONLY use the letters available. <b>Create a Table of Results</b> for 2, 3, 4 letter words etc <b>Put the words in alphabetical order in each column.</b> Read These Instructions again – it is important to do ALL the elements in order to complete the task correctly.	Leaflet. Draw and label a detailed diagram of an everyday KITCHEN, OFFICE or GARAGE object. In leaflet form, explain what it does and how it works. Include a cross-section to show the inside of the object if it is safe to do so. <b>ASK PERMISSION FIRST.</b>	Recreate a famous painting, sculpture or piece of music by your favourite artist. Look at other versions of the same pieces of art or music and come up with something original. <i>For instance, the painting of the Mona Lisa or the song 'My Way' have been recreated/covered many times.</i> <b>Please do not use felt pens in your book as it is messy. Instead, stick paintings or photos into your book. You <u>may not</u> choose the Mona Lisa or the song My Way ☺</b>
<b>INDEPENDENT TASK</b>	You may complete ONE independent task each half term (2 in total). This can be about any subject of your own choice, however, high standards of work should be maintained. Work should be carefully and thoughtfully produced – with no copying. Suggestions: conduct an interview with someone and write it as a news report, complete a piece of mathematical research and create a powerpoint or excel presentation of the results, write a letter of nomination for someone to receive an award (MBE or similar).		

**HOMEWORK DUE DATES: Friday 18<sup>th</sup> January – 1 task**

**Friday 1<sup>st</sup> February – 2 tasks**

**Friday 15<sup>th</sup> February – 2 tasks**

**HALF TERM Friday 8<sup>th</sup> March - 1 task plus revision**

**Friday 22<sup>nd</sup> March – 1 task plus revision**

**Friday 5<sup>th</sup> April – 1 task plus revision**

## HOMework

**MATHS and LITERACY weekly tasks continue – out on Monday, due in on Friday** *Early homework submission earns an instant house point 😊*

AFTER HALF TERM, Topic homework will gradually be replaced by Revision work. *At that time*, please start with the areas that you find trickier and then ‘reward’ yourself with an easier task if you like. In this way, you will have more time to ask me for guidance or support with any areas that you might find harder. Identify where you need to improve – and focus on that area. Don’t try to complete every page of every revision book – **focus on the things you need to improve on.**

### Year 6 Homework

READING- at least 15 minutes daily. Listen to stories, read stories and recommend stories. Aim to read a minimum of 5 times a week, to improve your reading range, pace and understanding.

TIMES TABLES - You must learn these at every opportunity - test in class weekly.

SPELLINGS – ALL spellings for Spring Term are in your Home School Books and copies are on the grids below. Spellings will be tested weekly in school. In addition, the **complete lists of spellings from Years 3-6** will be sent home for you to work on. The expectation is that you will be able to identify the words that catch you out, and take some time to really learn these, so that you can move on. **The most common errors in this Year Six class include: really (missing an l), somethink (should have a ‘g’ on the end), know/no and their/there/they’re and your/you’re (mix-up), the ‘ies’ rule for plurals (enemy – enemies) ‘th/f’ mix-up and misuse or over-use of apostrophes e.g. my two friend’s (plural; no apostrophe needed).**

*If for any reason the homework is causing you problems, please come and see me rather than worrying about it.*

*If homework is not in on time, you will need to let me know why please (a message from a parent or carer) Mrs Fairlie*

SPRING TERM 1

**WEEK ONE**

**WEEK TWO**

<b>PLURALS - add s</b>	<b>PLURALS - change y to an i and add es</b>
<b>attempts</b>	<b>bodies</b>
<b>carriages</b>	<b>cities</b>
castles	<b>families</b>
creatures	properties
engines	varieties
hedges	<b>memories</b>
<b>materials</b>	<b>injuries</b>
<b>pieces</b>	centuries
stripes	policies
<b>teachers</b>	libraries

**WEEKTHREE**

**WEEK FOUR**

<b>VERB ENDINGS – drop e add ing</b>	<b>VERB ENDINGS double the last letter add ing</b>
<b>challenging</b>	<b>beginning</b>
escaping	planning
<b>exciting</b>	winning
including	<b>stopping</b>
<b>moving</b>	swimming
raising	<b>SUPERLATIVES</b>
<b>surprising</b>	<b>biggest</b>

wrestling	nastiest
competing	<b>fastest</b>
<b>loving</b>	unluckiest
	<b>tallest</b>

**WEEK FIVE**

**WEEK SIX**

<b>VERB ENDINGS ed or d</b>	<b>FROM WORD LISTS FOR KS2 and common errors</b>
designed	
disappeared	
<b>disappointed</b>	
<b>finished</b>	
<b>stretched</b>	
<b>rehearsed</b>	
remained	
absorbed	
<b>floated</b>	
released	

SPRING TERM 2

WEEK ONE

WEEK TWO

<b>'ly' WORDS</b>	<b>'c' makes 's' sound</b>
<b>actually</b>	audience
approximately	<b>centre</b>
<b>carefully</b>	century
extremely	chance
<b>highly</b>	<b>excellent</b>
<b>particularly</b>	<b>exciting</b>
perfectly	medicine
smoothly	<b>notice</b>
thoroughly	<b>silence</b>
<b>importantly</b>	advance

WEEKTHREE

WEEK FOUR

<b>'tion' words</b>	<b>Suffixes (end of words)</b>
<b>completion</b>	available
<b>instruction</b>	<b>beautiful</b>
<b>direction</b>	<b>careful</b>
invention	<b>colourful</b>
election	effortless
<b>pollution</b>	<b>hopeful</b>

question	successful
selection	<b>wonderful</b>
disruption	spillage
<b>position</b>	wastage

WEEK FIVE

WEEK SIX

<b>Compound words</b>	<b>VERB ENDINGS – double letter add ed</b>
<b>countryside</b>	grabbed
headquarters	occurred
<b>themselves</b>	<b>planned</b>
throughout	<b>slipped</b>
<b>i before e ...</b>	<b>stopped</b>
<b>believe</b>	trapped
pierce	<b>VERB ENDINGS – change y to i add ed</b>
<b>sieve</b>	<b>carried</b>
grieve	qualified
<b>...except after c</b>	<b>tried</b>
<b>receive</b>	spied