

# Home Learning Booklet Summer 1 Year 6





# Woodlands Primary School

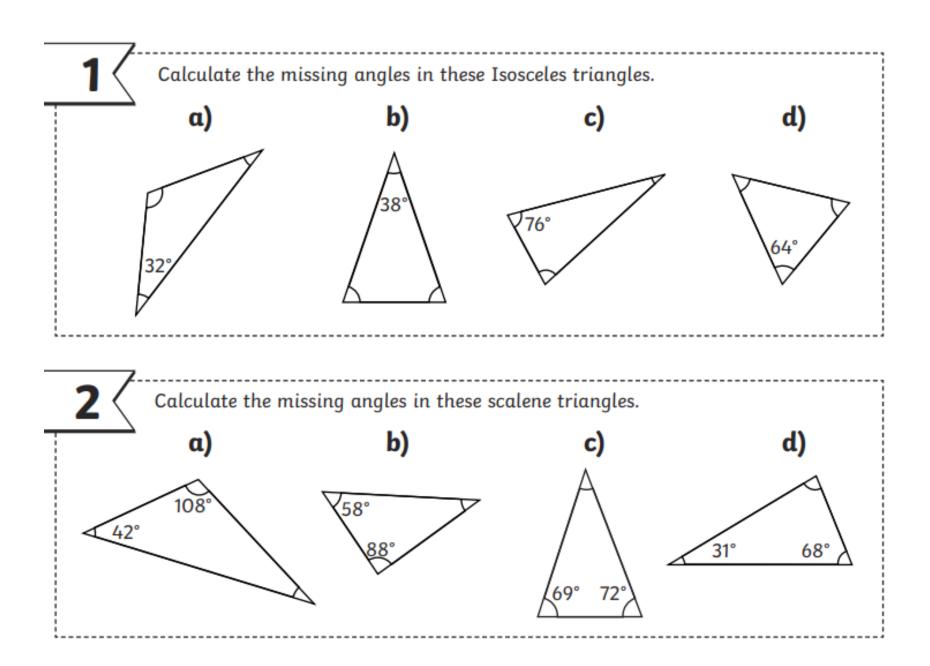
# Homework Grid Summer 1

|           | Expected   | Ex   | ceeding Expected   | Greater Depth   |
|-----------|--|--|--|---|
| Week<br>1 | These need to be carried out every week  Reading at LEAST 3 times  Complete Spelling Sheet  Rule:  Complete times table sheets | Maths Angles   | English  | Select 2 projects from the list below to do over the half term  |
| Week<br>2 | Reading at LEAST 3 times Complete Spelling Sheet Rule: Complete times table sheets   |  | Reading skills – word meaning  Ment Three, Dear 1 and  | 1. Draw a map of the Battle area and label where the armies were placed.  |
| Week<br>3 | Reading at LEAST 3 times Complete Spelling Sheet Rule: Complete times table sheets   | Problem Solving - Time  The Child Sp.  The Child Sp |  | Research and make a model of the crown of Richard III.  |
| Week<br>4 | Reading at LEAST 3 times Complete Spelling Sheet Rule: Complete times table sheets   |  | Perfect tense/Subject verb agreement  Soft and Sond Number John Times Advanture  Soft and Sond Number John Times Advanture  Soft and Sond Soft and Sond Soft and Sond Soft and Sond Soft and Sof | 3. Write a letter as Richard III asking Lord Stanley to support him at the battle.  Research the battle clothing and weapons of a Tudor soldier and |
| Week<br>5 | Reading at LEAST 3 times Complete Spelling Sheet Rule: Complete times table sheets   | Adding, subtracting and multiplying fractions  |  | present in your chosen way.   |
|           | Homework will be given out eve   | ery Friday. Homework will be collecte  | ed every Wednesday.  |   |

# Expected Week 1 Due 27/04 Spelling practise: Look, say, cover, write, check

| Look          | Say | Cover | Write   | Check | Write   | Check | Write   | Check |
|---------------|-----|-------|---------|-------|---------|-------|---------|-------|
| example       |     |       | example | ×     | example | ✓     | example | ✓     |
| programme     |     |       |         |       |         |       |         |       |
| telegram      |     |       |         |       |         |       |         |       |
| hologram      |     |       |         |       |         |       |         |       |
| diagram       |     |       |         |       |         |       |         |       |
| grammar       |     |       |         |       |         |       |         |       |
| grammatical   |     |       |         |       |         |       |         |       |
| parallelogram |     |       |         |       |         |       |         |       |
| monogram      |     |       |         |       |         |       |         |       |
| programmer    |     |       |         |       |         |       |         |       |
|               |     |       |         |       |         |       |         |       |

|    | , all 8 of those words in a s |      |  |
|----|-------------------------------|------|--|
| 1  |                               | <br> |  |
| 2  |                               | <br> |  |
|    |                               |      |  |
| 4. |                               |      |  |
|    |                               |      |  |
|    |                               |      |  |
|    |                               |      |  |
| 8  |                               |      |  |



Expected - Week 2 Due 04/05 Spelling practise: Look, say, cover, write, check

| Look      | Say | Cover | Write   | Check | Write   | Check | Write   | Check |
|-----------|-----|-------|---------|-------|---------|-------|---------|-------|
| example   |     |       | example | ×     | example | ✓     | example | ✓     |
| challenge |     |       |         |       |         |       |         |       |
| damage    |     |       |         |       |         |       |         |       |
| broadcast |     |       |         |       |         |       |         |       |
| benefit   |     |       |         |       |         |       |         |       |
| charge    |     |       |         |       |         |       |         |       |
| function  |     |       |         |       |         |       |         |       |
| influence |     |       |         |       |         |       |         |       |
| interest  |     |       |         |       |         |       |         |       |
| object    |     |       |         |       |         |       |         |       |
| protest   |     |       |         |       |         |       |         |       |

Now apply 8 of the words in a sentence.

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 $10 \div 5 =$   $42 \div 6 =$   $72 \div 9 =$   $5 \div 5 =$   $108 \div 9 =$ 

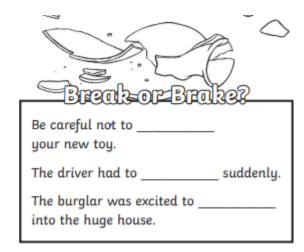
# **Homophones 1**

Fill each gap with the correct homophone.

| Bavil or Ball?                        |
|---------------------------------------|
| He threw the a great distance.        |
| The baby would all through the night. |
| My purple burst!                      |

|                      | <u>)r Griffig</u>    |
|----------------------|----------------------|
| Pleasethe pizza.     | _ the cheese for     |
| I had a              | _ time at the party! |
| It was Millie's turn | to clean the fire    |
|                      |                      |

| I could hear a coming from the cage.                   |
|--|
| My, how you've!  |
| The entire class would<br>when it was time for a test. |
|  |
|  |
|  |
| I could the sound of                                   |
| waves crashing.  |
| Come over, right now!                                  |
| Can you that   |
| spooky sound?  |
| Mean on Mean   |
| Hear or Here?  |
|  |



|        | 1                          |  |
|--------|----------------------------|--|
| Shame  | eemah had a blister on her |  |
|        |                            |  |
| A doct | or's job is to people.     |  |
|        | st will your               |  |
| broker | ı arm.                     |  |
|        |                            |  |

Expected - Week 3 Due 11/05 Spelling practise: Look, say, cover, write, check

| Look      | Say | Cover | Write   | Check | Write   | Check | Write   | Check |
|-----------|-----|-------|---------|-------|---------|-------|---------|-------|
| example   |     |       | example | ×     | example | ✓     | example | ✓     |
| produce   |     |       |         |       | ·       |       |         |       |
| present   |     |       |         |       |         |       |         |       |
| reason    |     |       |         |       |         |       |         |       |
| silence   |     |       |         |       |         |       |         |       |
| support   |     |       |         |       |         |       |         |       |
| transport |     |       |         |       |         |       |         |       |
| surprise  |     |       |         |       |         |       |         |       |
| scratch   |     |       |         |       |         |       |         |       |
| freeze    |     |       |         |       |         |       |         |       |
| balance   |     |       |         |       |         |       |         |       |

|  | Now apply | 7 of those words in a sentence. |  |
|--|-----------|---------------------------------|--|
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## Exceeding expected - week 3

Use the Twinklville Bus Timetable to answer each question.

|                     |                  |                          |            | т             | wink       | lvill     | e Bus T         | imet     | abl     | e     |            |             |          |    |                  |
|---------------------|------------------|--------------------------|------------|---------------|------------|-----------|-----------------|----------|---------|-------|------------|-------------|----------|----|------------------|
| Major<br>Stops      | Twink<br>Stree   |                          | ar<br>reet | Twink<br>City | .   "      | ud<br>urt | Twinkl<br>Beach | Sun      |         | Cloud |            | inkl<br>ity | Str      |    | Twinkl<br>Street |
| Stop<br>reference   | Е                |                          | F          | Α             | ı          | 3         | С               | D        |         | В     |            | Ą           | F        | :  | E                |
| Bus<br>Route        | Monday to Friday |                          |            |               |            |           |                 |          |         |       |            |             |          |    |                  |
| 501<br>(am)         | 9:10             | 9:                       | 20         | 9:40          | 9:         | 55        | 10:05           | 10::     | 10      | 10:2  | 5 10       | :40         | 11:      | 00 | 11:10            |
| 501<br>(pm)         | 12:00            | 0 12                     | :10        | 12:30         | 12         | :45       | 12:55           | 1:0      | 00      | 1:15  | 1:         | 30          | 1:5      | 0  | 2:00             |
| Bus<br>Route        |                  |                          |            |               |            | Sa        | turday          | to Su    | ınd     | ay    |            |             |          |    |                  |
| 501<br>(am)         | 8:30             | 8:30 8:40 9:00 9:15 9:25 |            |               |            | 9:3       | 0               | 9:45     | 10      | :00   | 10:        | 20          | 10:30    |    |                  |
| 501<br>(pm)         | 12:30            | 0 12                     | :40        | 1:00          | 1:         | 15        | 1:25            | 1:3      | 0       | 1:45  | 2:         | 00          | 00 2:2   |    | 2:30             |
| Approx<br>Travel Ti |                  | 10<br>min.               | 20<br>mi   | -             | 15<br>ıin. | 1<br>mi   |                 | 5<br>in. | 1<br>mi | -     | 15<br>min. |             | 0<br>in. | _  | 0<br>in.         |

| 1. | Can you catch a bus at 9:10 on Sunday?  |
|----|---|
| 2. | What times can you catch the bus from Twinkl Beach?                                 |
| 3. | How long does it take to travel between Twinkl Beach and Sunny Avenue?              |
| 4. | What is the earliest time you can catch a bus from Twinkl Street on a Saturday?     |
| 5. | How many destinations does the bus travel to?                                       |
| 6. | If you were hopping on the bus at 1pm on a Tuesday, which stop would you be at?     |
| 7. | If you were getting off the bus at 12:10 on a Thursday, which stop would you be at? |
| 8. | What bus number would you need to catch on a Wednesday morning?                     |
| 9. | What stop reference is 'F'?   |
| 0. | How many days a week does the bus operate?  |

Expected - Week 4 Due 18/05 Spelling practise: Look, say, cover, write, check

| Look     | Say | Cover | Write   | Check | Write   | Check | Write   | Check |
|----------|-----|-------|---------|-------|---------|-------|---------|-------|
| example  |     |       | example | ×     | example | ✓     | example | ✓     |
| shoulder |     |       | ,       |       | ,       |       | ,       |       |
| smoulder |     |       |         |       |         |       |         |       |
| mould    |     |       |         |       |         |       |         |       |
| poultry  |     |       |         |       |         |       |         |       |
| soul     |     |       |         |       |         |       |         |       |
| shallow  |     |       |         |       |         |       |         |       |
| window   |     |       |         |       |         |       |         |       |
| blown    |     |       |         |       |         |       |         |       |
| know     |     |       |         |       |         |       |         |       |
| thrown   |     |       |         |       |         |       |         |       |

Now apply 6 of the words in a sentence.

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# Exceeding expected - week 4

| 1. | Which sentence below has been written in the       | e past tense? <b>Tick one.</b> |
|----|--|--------------------------------|
|    | This is the oldest car in the street.              |                                |
|    | The car's engine dates back to 1970.               |                                |
|    | The wheels were changed in 2014.                   |                                |
|    | The mechanic wants to change the seats.            |                                |
| 2. | Tick to show which sentence uses the <b>presen</b> | t perfect. Tick one.           |
|    | She went to the shops.                             |                                |
|    | She was going to the shops.                        |                                |
|    | She has gone to the shops.                         |                                |
|    |  |                                |

|               |   |                  |                 |               |             |             |       |       |     |      |     | ٠    |      |     |      |    |     |     |         | ۰ |
|---------------|---|------------------|-----------------|---------------|-------------|-------------|-------|-------|-----|------|-----|------|------|-----|------|----|-----|-----|---------|---|
| <b>4.</b> Und | lerline the v                               | erb for          | m th            | at is         | the p       | ores        | ent   | pei   | fec | t in | the | pa   | ssag | e b | elov | V. |     |     |         |   |
|               | nie enjoys cl                               | -                | ,               |               | _           |             |       |       |     |      |     |      | _    |     |      | _  | -   |     |         |   |
| be            | he branches<br>time to star<br>ased to have | t maki           | ing a           | real          | tree        | hou         | se, b |       |     | wee  | ken | d di | sap  | pea | red. | An | nie | W   | as      | S |
| be<br>ple     | time to star<br>ased to have                | t maki<br>e an a | ing a<br>dult t | real<br>o tie | tree<br>the | hou<br>knot | se, b | out t |     | wee  | ken | d di | sap  | pea | red. | An | nie | · W | as<br>• | s |
| be<br>ple     | time to star                                | t maki<br>e an a | ing a<br>dult t | real<br>o tie | tree<br>the | hou<br>knot | se, b | out t |     | wee  | ken | d di | sap  | pea | red. | An | nie | ·   | as      | • |

Expected - Week 5 Due 25/05 Spelling practise: Look, say, cover, write, check

| Look        | Say | Cover | Write   | Check | Write   | Check | Write   | Check |
|-------------|-----|-------|---------|-------|---------|-------|---------|-------|
| example     |     |       | example | ×     | example | ✓     | example | ✓     |
| possible    |     |       | ,       |       |         |       | ,       |       |
| horrible    |     |       |         |       |         |       |         |       |
| terrible    |     |       |         |       |         |       |         |       |
| visible     |     |       |         |       |         |       |         |       |
| incredible  |     |       |         |       |         |       |         |       |
| sensible    |     |       |         |       |         |       |         |       |
| forcible    |     |       |         |       |         |       |         |       |
| legible     |     |       |         |       |         |       |         |       |
| responsible |     |       |         |       |         |       |         |       |
| reversible  |     |       |         |       |         |       |         |       |

## Now write the words in a sentence.

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### Exceeding expected - week 5

1. Henry ate  $\frac{1}{2}$  of a bar of chocolate. Sally ate  $\frac{1}{4}$  of it. How much did they eat in total?



2. Freddie swam  $\frac{3}{8}$  laps yesterday and  $\frac{1}{4}$  today. How many laps did he swim in total?



3. Simon bought a box of biscuits that weighed  $1\frac{1}{2}$  kg. Anna bought a box of biscuits that weighed  $1\frac{1}{4}$  kg. How much did the two boxes weigh in total?



## Solve these subtraction word problems.

5. Tom ate  $\frac{7}{8}$  of his chocolate bar. His sister, Jade, ate  $\frac{3}{4}$  of hers. How much more did Tom eat than Jade?



6. A postman delivered two boxes. The first weighed  $\frac{7}{6}$  kg and the second weighed  $\frac{2}{3}$  kg. How much lighter was the second box than the first?



7. Matthew grew a sunflower that was  $1\frac{7}{8}$  metres tall. She cut  $\frac{3}{4}$  metres off the height. How much of the stem is left?

