

The Year Six Homework Letter

We hope you and your families are doing well.

On behalf of me (Mr Everard), Mr Bennett and Ms Sayed I would like to welcome you to Year Six. Although the school was closed for quite some time, we are committed to working as hard as we can to support the children across every subject. In the afternoons, we are teaching 'catch up' sessions in Maths and English to ensure we can fill the gaps from the Year 5 curriculum.

If there is anything that we can do to support you, then please contact us and we would be happy to help.

Teacher's corner

I would just like to show you a few things that have been keeping me (Mr Everard) occupied during the last few weeks.



The first picture is of Mae Jemison. Do you know who she is? Could you find out? Black History Month is taking place during October and Mae Jemison has an incredible story to tell. She is a role model and pioneer for so many people. What does 'pioneer' mean?

English

Reading comprehension

This is an extract taken from 'My name is Mina'. This book is a prequel to 'Skellig'.

1. What is a prequel? Do you know any other stories that have a prequel?
2. Using the extract, name **two things** Mina can hear during the night.
3. Find and copy one word that means 'pull'.
4. Find and copy a phrase that shows figurative language.
5. 'I hear the beat beat beat of my heart.' Why has 'beat' been repeated?

6. Why might people think Mina is mad?
7. Use a dictionary and look up the word 'rebel'. Could Mina be described in this way? Why?

My name is Mina and I love the night. Anything seems possible at night when the rest of the world has gone to sleep. It's dark and silent in the house, but if I listen close, I hear the beat beat beat of my heart. I hear the creak and crack of the house. I hear my mum breathing gently in her sleep in the room next door.

I slip out of bed and sit at the table by the window. I tug the curtain open. There's a full moon in the middle of the sky. It bathes the world in its silvery light. It shines on Falconer Road and on the houses and the streets beyond, and on the city roofs and spires and on the distant mountains and moors. It shines into the room and on to me.

Some say that you should turn your face from the light of the moon. They say it makes you mad.

I turn my face towards it and I laugh.

Make me mad, I whisper. Go on, make Mina mad.

I laugh again.

Some people think that she's already mad, I think.

Grammar – adverbs

An adverb is a word or an expression that modifies a verb, adjective, determiner, clause, preposition, or sentence.

Show which adverb is which by ticking the correct box

	adverb of time	adverb of manner	adverb of frequency	adverb of place
happily				
inside				
yesterday				
seldom				

Tick one box in each row to show whether the underlined word is an adjective or adverb.

Sentence	Adjective	Adverb	Sentence	Adjective	Adverb
It was a <u>beautiful</u> day.			The <u>huge</u> spider terrified me!		
He spoke <u>clearly</u> in assembly.			The <u>glamorous</u> lady walked into the room.		
She gave <u>generously</u> to the charity.			He spoke <u>quietly</u> in the library.		
Our <u>happy</u> dog loves to play.			He walked <u>nervously</u> onto the stage.		
He waited <u>anxiously</u> for the results.			She spoke <u>kindly</u> about the boy.		
The <u>courageous</u> man rescued the cat from the tree.			The <u>fierce</u> wind hurt my face.		

Put one letter in each box to show the word class.

A = noun

B = verb

C = adjective

D = adverb

The first singer was clearly the best.

--	--	--	--

The lazy lion snored noisily.

--	--	--	--

Hurriedly, the last rabbit left the cage.

--	--	--	--

The little dog ate its dinner quickly.

--	--	--	--

The girl worked hard at her wooden desk

--	--	--	--

Which underlined word is an **adverb**?

Tick **one**.

The spring garden looks lovely.

☐

My little sister has a wobbly tooth.

☐

The clothes are folded neatly.

☐

Her brown hair is long and curly.

☐

Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

↑
☐

↑
☐

↑
☐

↑
☐

What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

Spellings

Observing _____

Persuading _____

Making _____

Grimy _____

Grizzling _____

Appreciating _____

Maths

Multiplication is one of the four operations that helps us build the platform for mathematical knowledge. It constantly assists us in everyday life when we calculate the price of three packets of crisps or the price of six cinema tickets. Mr Everard needs his multiplication skills when he visits Greggs, otherwise he might not have enough money to buy all those doughnuts!



Formal Multiplication by 2 digit numbers

1)

		2	3
x		3	2
<hr/>			
			0
<hr/>			

2)

		4	3
x		1	3
<hr/>			
			0
<hr/>			

3)

		5	3
x		4	4
<hr/>			
			0
<hr/>			

4)

	1	6	3
x		3	2
<hr/>			
			0
<hr/>			

5)

	2	4	3
x		1	6
<hr/>			
			0
<hr/>			

6)

	1	5	4
x		5	6
<hr/>			
			0
<hr/>			

$$\begin{array}{r} 718 \\ \times 48 \\ \hline \end{array}$$

$$\begin{array}{r} 294 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 562 \\ \times 79 \\ \hline \end{array}$$

$$\begin{array}{r} 836 \\ \times 65 \\ \hline \end{array}$$

$$\begin{array}{r} 718 \\ \times 48 \\ \hline \end{array}$$

$$\begin{array}{r} 294 \\ \times 85 \\ \hline \end{array}$$

Can you identify the missing digits?

$$\begin{array}{r} \boxed{2}\boxed{5}\boxed{0} \\ \times \boxed{}\boxed{} \\ \hline \boxed{2}\boxed{5}\boxed{0} \\ \boxed{}\boxed{}\boxed{}\boxed{} \\ \hline \boxed{2}\boxed{7}\boxed{5}\boxed{0} \end{array}$$

$$\begin{array}{r} \boxed{4}\boxed{9}\boxed{9} \\ \times \boxed{}\boxed{} \\ \hline \boxed{3}\boxed{4}\boxed{9}\boxed{3} \\ + \boxed{}\boxed{}\boxed{}\boxed{}\boxed{0} \\ \hline \boxed{4}\boxed{3}\boxed{4}\boxed{1}\boxed{3} \end{array}$$

$$\begin{array}{r} \boxed{3}\boxed{6}\boxed{8} \\ \times \boxed{}\boxed{} \\ \hline \boxed{2}\boxed{9}\boxed{4}\boxed{4} \\ + \boxed{}\boxed{}\boxed{}\boxed{}\boxed{0} \\ \hline \boxed{1}\boxed{3}\boxed{9}\boxed{8}\boxed{4} \end{array}$$

$$\begin{array}{r} \boxed{1}\boxed{9}\boxed{5} \\ \times \boxed{}\boxed{} \\ \hline \boxed{3}\boxed{9}\boxed{0} \\ \boxed{}\boxed{}\boxed{}\boxed{0} \\ \hline \boxed{7}\boxed{9}\boxed{4}\boxed{0} \end{array}$$

$$\begin{array}{r} \boxed{3}\boxed{2}\boxed{3} \\ \times \boxed{}\boxed{} \\ \hline \boxed{3}\boxed{2}\boxed{3} \\ + \boxed{}\boxed{}\boxed{}\boxed{}\boxed{0} \\ \hline \boxed{1}\boxed{6}\boxed{4}\boxed{7}\boxed{3} \end{array}$$

$$\begin{array}{r} \boxed{3}\boxed{5}\boxed{3} \\ \times \boxed{}\boxed{} \\ \hline \boxed{1}\boxed{7}\boxed{6}\boxed{5} \\ + \boxed{}\boxed{}\boxed{}\boxed{}\boxed{0} \\ \hline \boxed{1}\boxed{2}\boxed{3}\boxed{5}\boxed{5} \end{array}$$

These multiplication problems are taken from previous SATS papers. Can you solve them?

19

$33,630 = 354 \times 95$

Use this multiplication to complete the calculations below.

$354 \times 9.5 =$

$3,540 \times 95 =$

$3,363 \div 95 =$

$\overline{2 \text{ marks}}$

1 In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

$\overline{1 \text{ mark}}$

Science

I LOVE SCIENCE!!



I have placed the links to some **ONLINE** science lessons that are a FANTASTIC way for year six to keep up their development of the subject. Please see the link below:

<https://www.stem.org.uk/remote-lessons/key-stage-2>

The lessons above, are based around the digestive system, circulatory system, and adaption. PLEASE take a look. Each lesson comes with a **downloadable worksheet** that you can use along with watching the videos.

THE CREST AWARDS

As the Science Lead at Shaftesbury, I have been passionate about celebrating the children's talents in Science. THE CREST AWARDS are a wonderful way of children working towards a certificate and badge accredited by The British Science Association.

There are links to THE CREST AWARDS in the home learning section of the school website under 'Science'. I have also, added a link below.

<https://primarylibrary.crestawards.org/all-superstar-challenges/61747644>

These activities can be completed, and a certificate will be awarded once EIGHT activities are completed.



I have provided a CREST AWARDS activity below. Please complete it and start your journey towards success.

Fantastic Fingerprints

Organiser's Card



About the activity

This activity is designed to get children thinking about fingerprints.

The investigators have been given a news article about fingerprints. Teachers at Startown Primary School are wondering if they can use fingerprints to identify the students. Are the students' fingerprints that different?

Through this activity you will support your group to:

- Collect their fingerprints
- Compare different fingerprints and identify patterns
- Record and present their results

Kit list

- Dust (flour, chalk, talc, cocoa powder)
- Soft pencils
- Blank paper (white paper for pencil and cocoa prints; black paper for white powder prints)
- Other things to investigate e.g. oil or cream (leaves a print on OHT film or plastic), non-permanent markers etc.

- Sellotape
- Scissors
- Hand lenses or magnifying glasses



What to do

1. Introduce the activity using the news article. Ask them if they have taken a fingerprint before.
2. Give out activity cards and equipment to the children.
3. Explain that they will be investigating fingerprints today. Give children time to talk about what they know about fingerprints. Let them look at their own fingerprints with hand lenses or microscopes.
4. Demonstrate how to take a fingerprint
5. Support the children to design and carry out a test and to make their own records of their results. Draw children's attention to the different patterns found in fingerprints (loops, arches and whorls)
6. Ask the children to present their findings to the rest of the group, they can be as creative in their presentation as they want. The prints could be projected for the entire group to see. The children could try to work out which print belongs to which person. They could draw large images of their fingerprints.

Things to think about

Let the children investigate how to get good prints. Only give advice if they are failing to make any progress.

To obtain a good quality fingerprint, children should wash their hands between prints. They also need to tap off the excess powder. A thin layer is best.

Marker pens and ink-pads can be used but they can be difficult to remove from the children's fingers.

Keywords

- Fingerprints
- Identification
- Forensics



Watch out!

Check if any children have wheat or nut allergies before using flour and cocoa.

Children should be reminded to keep fingers out of their mouths and eyes during this activity and to wash their hands thoroughly at the end of the session.

Do not use permanent markers.



Getting started

You either need to rub pencil onto a piece of paper or you can sprinkle a small amount of dust on a table.

Now put your thumb in the dust or on the pencil rubbing. Place your thumb firmly on the sticky side of a piece of sellotape. Now stick your sellotape onto a piece of paper.

You may need to experiment to get clear prints.

Test your ideas

Look at the prints, do you have any of these patterns?

