

# YEAR 6 HOMEWORK

Homework due: 11.11.20

## Spellings


Use the 'Look, say, cover, write, check' method to practice these homophones.

Stage 5 Homophones 'ce', 'se' (cy, sy)				Word List 5:19
A	'ce', 'cy' endings are used for nouns.			
B	'se', 'sy' endings are used for verbs.			
C	Soft 'c' sounds like an 's' and goes before an 'e', 'i' or 'y'.			
advice	device	practice	licence	prophecy
advise	devise	practise	license	prophecy
ascent	assent	cereal	serial	

**Challenge:** Can you identify the meaning of these words and find synonyms and antonyms of each one?

## English

In English this week, the children have been introduced to their new text, *Trash* by Andy Mulligan. They have read the first three chapters of the book, sequenced key events and answered questions in the role of the protagonists. Read the extract below and evaluate the author's impact.




HOW DOES THE LANGUAGE THEY HAVE USED IMPACT THE READER?

- When he used...he wanted the reader to...
- He wanted his writing to be...so he used...

chicken. About thirty of us were gathered – not all to eat one chicken! That was just for the family. But it's hot in the evenings, so people are out squatting, standing, roaming.

I think Gardo had a ball and we'd been fooling around under the hoop. Now we all stood still in the headlights of this big black four-wheel-drive, and the men got out.

**Choose which sticker you will respond to:**



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I think Gardo had a ball and we'd been fooling around under the hoop. Now we all stood still in the headlights of this big black four-wheel-drive, and the men got out.


The boxer cop had a quick chat with Thomas, who's the main man in our little patch, and then he was talking to all of us.

'A friend of ours has a problem,' he said. Voice like a megaphone. 'It's a pretty big problem, and we're hoping you can help. Fact is, he's lost something important. We're giving good money to anyone who finds it. Another fact is, if anyone here finds it, we're going to give a thousand pesos to every family in Behala, you understand? That is how important it is to our friend. And we're giving ten thou to you – to the one who actually puts it in my hand.'

'What have you lost?' said a man.

'We've lost ... a bag,' said the policeman, and my skin went dry and cold, but I managed not to show it. He turned and took something from the man behind him, and held it up. It was a handbag made of black plastic, big as my hand. 'It probably looks like this,' he said. 'Bit bigger, bit smaller – not exactly the same, but similar. We think this bag might have something important in it that's going to help us solve a crime.'

**Focus on the punctuation that has been used and evaluate.**



CHOOSE A SENTENCE FROM THEIR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY THEY MAY HAVE CHOSEN IT.

- I think...is an effective sentence because...
- The impact I think this sentence has on the reader is...

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'When did you lose it?' said someone.

## Maths

In Maths, the children have been looking at fractions. they have been simplifying fractions, converting mixed numbers to improper fractions and visa versa and adding and subtracting fractions.

1. Simplify the following fractions:

$$\frac{6}{9} \quad \frac{6}{18} \quad \frac{10}{18} \quad \frac{10}{15} \quad \frac{15}{50}$$

2. Convert these improper fractions into mixed numbers:

$$\frac{11}{3}, \frac{11}{4}, \frac{11}{5} \text{ and } \frac{11}{6}$$

3. Convert these mixed numbers into improper fractions:

$$2\frac{2}{3}, 2\frac{2}{4}, 2\frac{2}{5} \text{ and } 2\frac{2}{6}$$

4. Solve the following calculations:

$$\frac{1}{3} + \frac{2}{9} = \quad \frac{3}{7} + \frac{7}{21} = \quad \frac{8}{15} + \frac{1}{5} = \quad \frac{3}{16} + \frac{3}{8} + \frac{1}{4} =$$

$$\frac{3}{4} - \frac{1}{3} = \quad \frac{3}{4} - \frac{3}{5} = \quad \frac{3}{4} - \frac{2}{7} = \quad \frac{3}{4} - \frac{7}{11} =$$

Solve the following calculations:

5. On Friday, Ron walks  $\frac{5}{6}$  km to school,  $\frac{3}{4}$  km to the shops and  $\frac{4}{5}$  km home. How far does he walk altogether?
6. Eva has a full tin of paint. She uses  $\frac{1}{3}$  of the tin on Friday,  $\frac{1}{21}$  on Saturday and  $\frac{2}{7}$  on Sunday. How much paint does she have left?

### **Reading**

Remember to read for at least 30 minutes every day. Can you record any comments, questions or new and exciting words you have read in your reading journals?

### **Times Tables**

This half term our times tables focus are our 2, 4 and 8 times table, Can you test yourselves and see how many you know when setting yourself a 2 minute timer? Do you notice any patterns with these times tables?

If you would like to challenge yourself daily, take these 'Daily 10' tests on:

<https://www.topmarks.co.uk/maths-games/daily10>