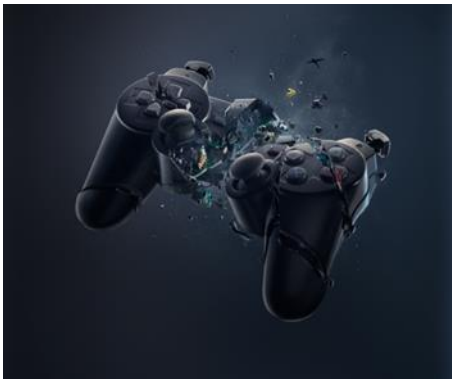
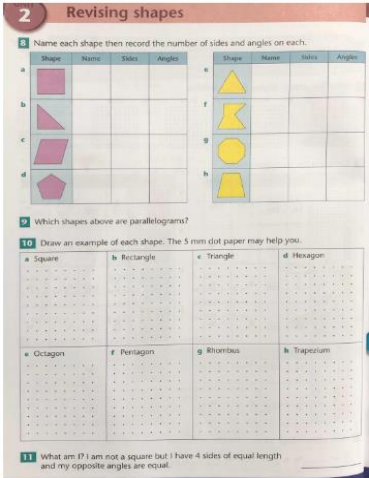



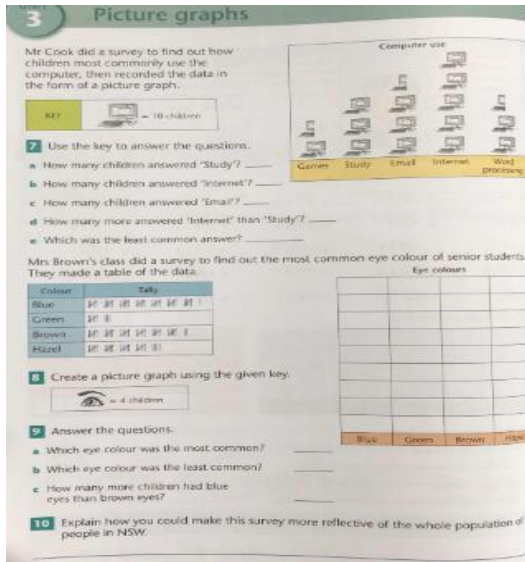
Year 6 Home Booklet 2

Monday


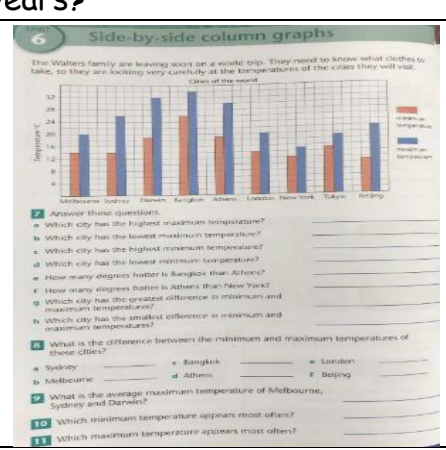
Spelling	<p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p>Rule: The prefix hyper- meaning 'over.' The prefix hypo- meaning 'under.'</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="color: red;">Red</th> <th style="color: orange;">Orange</th> <th style="color: green;">Green</th> </tr> </thead> <tbody> <tr> <td>hyperlink</td> <td>hyperactive</td> <td>hyperdetailed</td> </tr> <tr> <td>hyperalert</td> <td>hypersensitive</td> <td>hypertensive</td> </tr> <tr> <td>hyperdrive</td> <td>hypercritical</td> <td>hyperventilate</td> </tr> <tr> <td>hypobaric</td> <td>hypoallergenic</td> <td>hyperthermia</td> </tr> <tr> <td>hypothesis</td> <td>hypotensive</td> <td>hyperextend</td> </tr> <tr> <td>hypotension</td> <td>hypothermia</td> <td>hypothetical</td> </tr> <tr> <td></td> <td></td> <td>hypochondriac</td> </tr> <tr> <td></td> <td></td> <td>hypoxic</td> </tr> <tr> <td></td> <td></td> <td>hypodermic</td> </tr> </tbody> </table>	Red	Orange	Green	hyperlink	hyperactive	hyperdetailed	hyperalert	hypersensitive	hypertensive	hyperdrive	hypercritical	hyperventilate	hypobaric	hypoallergenic	hyperthermia	hypothesis	hypotensive	hyperextend	hypotension	hypothermia	hypothetical			hypochondriac			hypoxic			hypodermic
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Sentence of the day	<p style="text-align: center;"><u>Understand and create complex sentences.</u></p> <p>Complex sentences have two messages, each with their own verb or verb group. Conjunctions join simple sentences to form complex sentences. The words 'who' and 'which' are conjunctions. We use 'who' for people and 'which' for things.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. The boy was running on the concrete <u>becomes</u>: The boy WHO was running on the concrete was hurt badly. 2. The girl had to choose a book. The book had to give information about ships <u>becomes</u>: The girl had to choose a book WHICH gave information about ships. <p>Write a sentence using the following connective:</p> <p style="text-align: center;">With 'which' joining two ideas.</p>																														
Writing	<p>Write a sizzling start and backfill based on the following picture:</p> <div style="display: flex; align-items: flex-start;">  <div style="border: 1px solid black; padding: 5px; width: 350px;"> <p>A sizzling start should be 1-2 sentences long and hook your reader in straight away it may be a:</p> <ul style="list-style-type: none"> sound hook rhetorical question action hook </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: 350px;"> <p>Backfill is where we 'go back' and orientate our reader. it includes the:</p> <ul style="list-style-type: none"> who when where what </div>																														

Reading	Read for at least 20 mins a book of your choice																																																																																																																																																																									
Comprehension	Watch your favourite TV show and write a summary of the episode. Include characters, setting and storyline. Summary must be 2 paragraphs in length.																																																																																																																																																																									
Maths TOWN	<p>Multiplication.</p> <p>Draw the multiplication grid in your book and complete.</p> <table border="1" data-bbox="865 331 1402 645"> <thead> <tr> <th>X</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	X	1	2	3	4	5	6	7	8	9	10	11	12	1													2													3													4													5													6													7													8													9													10													11													12												
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Problem Solving	<p>John read a quarter of the time that Tom read.</p> <p>Tom read only two fifths of the time that Sasha read.</p> <p>Sasha read twice as long as Mike.</p> <p>If Mike read 5 hours, how long did John read?</p>																																																																																																																																																																									
Maths	<p>In your workbook write the heading 'Revising Shapes' and answer the questions.</p> 																																																																																																																																																																									



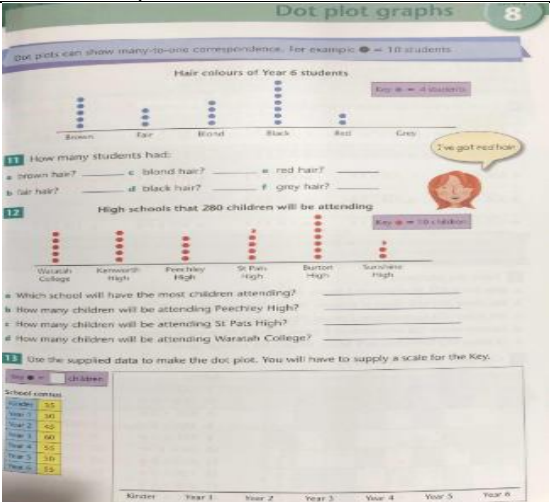
Tuesday

Spelling	Write 3-5 spelling words in a sentence in your book.
Sentence of the day	<p>Write a sentence using the following connective:</p> <p style="text-align: center;">With 'who' joining two ideas.</p>
Writing	<p>Reread your sizzling start and backfill from yesterday. Today we are going to add the problems in your story. To make your problems interesting for a reader we are going to add <i>three problems that get bigger and bigger and bigger</i>. Can you brainstorm ideas for your pebble, rock and boulder? Once you've picked your problems add them to your writing from yesterday.</p> <div style="text-align: center;">  </div>
Reading	Read for at least 20 mins a book of your choice
Comprehension	Create a comic strip using the summary from yesterday's lesson. Comic strip must be 6 boxes long.
Maths TOWN	Draw the multiplication grid in your book from Monday and complete.
Problem Solving	<p>Kim can walk 4 kilometres in one hour.</p> <p>How long does it take Kim to walk 18 kilometres?</p>
Maths	<p>In your workbook write the heading 'Picture Graphs' and answer the questions.</p> <div style="text-align: right;">  </div>
Other	<p>Do some cooking with an adult</p> <p style="text-align: center;">OR</p> <p>Fold a basket of clothes</p>

Wednesday

Spelling	Break your spelling words into syllables.
Sentence of the day	Write a sentence using the following connective: Beginning with a time or place phrase and using 'who' in the middle to join two ideas about a person.
Writing	Write an exciting ending for your story from this week. An ending should wrap up your story with an action ending and a character resolution. 
Reading	Read for at least 20 mins a book of your choice
Comprehension	Create 5 'fact or fiction' questions from your TV show. For example: Peppa Pig 1. Peppa pig has 1 brother called George (fact). 2. Peppa pig is blue (fiction)
Maths TOWN	Draw the multiplication grid in your book from Monday and complete.
Problem Solving	A factory produced 2300 TV sets in its first year, 4500 in its second year and 500 in its third. How many TV sets were produced in three years?
Maths	In your workbook print the heading 'Side by side column graphs' and answer the questions. 
Other	Make an acrostic poem for the word HEALTH OR make a song/rap about HEALTH

Thursday

Spelling	Create a find a word a find a word in your book. Use a 10cm by 10cm grid.																																										
Sentence of the day	Write a sentence using the following connective: Beginning and ending with a time or place phrase and 'which' in the middle to join two ideas about a thing.																																										
Writing	  <p>Write a descriptive sentence based on this picture, remember to include your five senses (see, hear, taste, touch, feel) to make your writing paint a picture.</p>																																										
Reading	Read for at least 20 mins a book of your choice																																										
Comprehension	Write an alternate ending for the TV show you watched this week.																																										
Maths TOWN	Draw the multiplication grid in your book from Monday and complete.																																										
Problem Solving	Jenny is exactly 3 years old. Her brother Ken is exactly 17 months old. How many months older than Ken is Jenny?																																										
Maths	<p>Write the heading 'Dot plot graphs' and complete the questions.</p>  <p>Dot plot graphs 8</p> <p>Dot plots can show many-to-one correspondence. For example ● = 10 students.</p> <p>Hair colours of Year 6 students</p> <p>● = 4 students</p> <table border="1"> <tr> <th>Colour</th> <th>Number of Students</th> </tr> <tr> <td>Brown</td> <td>10</td> </tr> <tr> <td>Fair</td> <td>4</td> </tr> <tr> <td>Blond</td> <td>8</td> </tr> <tr> <td>Black</td> <td>12</td> </tr> <tr> <td>Red</td> <td>2</td> </tr> <tr> <td>Grey</td> <td>0</td> </tr> </table> <p>11 How many students had:</p> <p>a brown hair? _____ c blond hair? _____ e red hair? _____</p> <p>b fair hair? _____ d black hair? _____ f grey hair? _____</p> <p><i>I've got red hair!</i></p> <p>High schools that 280 children will be attending</p> <p>● = 10 children</p> <table border="1"> <tr> <th>School</th> <th>Number of Children</th> </tr> <tr> <td>Waratah College</td> <td>100</td> </tr> <tr> <td>Kensworth High</td> <td>80</td> </tr> <tr> <td>Peachey High</td> <td>120</td> </tr> <tr> <td>St Pats High</td> <td>60</td> </tr> <tr> <td>Burton High</td> <td>40</td> </tr> <tr> <td>Sunshine High</td> <td>20</td> </tr> </table> <p>12</p> <p>a Which school will have the most children attending? _____</p> <p>b How many children will be attending Peachey High? _____</p> <p>c How many children will be attending St Pats High? _____</p> <p>d How many children will be attending Waratah College? _____</p> <p>13 Use the supplied data to make the dot plot. You will have to supply a scale for the Key.</p> <table border="1"> <tr> <th>Year</th> <th>Children</th> </tr> <tr> <td>Year 1</td> <td>35</td> </tr> <tr> <td>Year 2</td> <td>30</td> </tr> <tr> <td>Year 3</td> <td>25</td> </tr> <tr> <td>Year 4</td> <td>40</td> </tr> <tr> <td>Year 5</td> <td>55</td> </tr> <tr> <td>Year 6</td> <td>60</td> </tr> </table> <p>Kindy Year 1 Year 2 Year 3 Year 4 Year 5 Year 6</p>	Colour	Number of Students	Brown	10	Fair	4	Blond	8	Black	12	Red	2	Grey	0	School	Number of Children	Waratah College	100	Kensworth High	80	Peachey High	120	St Pats High	60	Burton High	40	Sunshine High	20	Year	Children	Year 1	35	Year 2	30	Year 3	25	Year 4	40	Year 5	55	Year 6	60
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Other	Listen to some music and relax OR Create an artwork of a calm peaceful subject																																										

Friday

Spelling	Get someone to test you on your spelling words, or do a look cover write check with them.
Sentence of the day	Write a sentence using the following connective: Beginning and ending with a time or place phrase and 'which' in the middle to join two ideas about a thing.
Reading	Read for at least 20 mins a book of your choice
Maths TOWN	Draw the multiplication grid in your book from Monday and complete and time yourself completing your times tables.
Other	Go outside and kick or bounce a ball, jump on the trampoline, run round the back yard OR take the dog for a walk Build a 3D object made out of recyclable materials

Websites

StudyLadder - free sign up - all subjects

Prodigy - free sign up - maths

BBC KS2 Bitesize - Literacy and maths

Khan Academy