

Lostwithiel Primary

School

Conkers Class

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**Home Learning Booklet**

**Year 6**

Spring 1 2022

Home Learning Expectations

In year 6, you are expected to read at least 4 times per week at home. This does not have to be a reading book, any and all reading counts so pick something you enjoy!

You will be given weekly spellings to learn and encouraged to practise your times tables. You will have a weekly spelling test on a Friday.

Then, you will need to pick one ‘task’ (or more) from the list below to do each week. There are more activities than weeks in the term and therefore you are able to pick the ones you enjoy most to do, allowing you to have some independence and choice over your home learning. You will receive the number of dojos in the column heading. The more you do the more dojos you will receive!

You can use your purple homework book to practise in and to write up your ‘tasks’. However, if you need other resources then please talk to me and I will endeavour to help. You do not have to use your purple book each week for your tasks, some tasks are more practical or you may wish to present them in a different way (photographs, PowerPoint, drama, art etc). The pieces of homework will be shared with the class and some pieces will be displayed in the classroom.

Please hand in your homework books/tasks by Monday each week. I will hand your books back to you on the following Tuesday.

Have fun with your home learning, I look forward to seeing everything you do!

Mrs Faircloth

**Parents: there are a number of resources in here to help you support your child’s home learning. However, if there is anything else you need, or anything you would like clarification on, please do not hesitate to contact me. If you have any other ideas for tasks linked to our topics, then please feel comfortable to deviate from the tasks provided. It is important that your child engages in the activities, that you feel able to interpret them in your own way and most of all that you have fun doing them!**

**Thank you for your support.**

|  |  |  |
| --- | --- | --- |
| 2 Dojos | 3 Dojos | 5 Dojos |
| Make a model creature using only recycled materials. Take a photo and bring into school. | Design a poster to explain the importance of recycling. Create a new logo and explain it. | Draw a map of the USA. How many key landmarks can you label? Choose one to find out more about. |
| Carry out a survey with family and friends. What is the most popular pet? Record your findings in a table and / or a bar chart. | How is North America different to South America? Choose two different locations to compare. | Should ANY animal be kept as a pet? Write a discussion, including and introduction, ideas for both sides of the argument and ending with a summary of the main ideas. What is your personal opinion? |
| Where have you been on holiday? Use a map of the UK and / or a world map and label with places you have visited. | Find out as much as you can about the Galapagos Islands. Where are they? How could you travel there? What wildlife would you expect to see? Create a fact file, information booklet, power point – your choice. | We will be learning about Charles Darwin in our science lessons. Research as much as you can about him and write a biography. |
| What foods are typically associated with America? Design a new meal. What would it contain? Why? | Find out about the population of different cities and counties in the UK. Which has the highest / lowest population? Can you suggest reasons for these? | Where would you like to visit in the world? Why? How would you get there? Investigate how long it would take you, how you would travel there, how far away it is and what you would see whilst you were there. |
| We will be finding out about Carl Linneas and his classification system. Identify examples of mammals, amphibians, birds, reptiles and fish – be as creative as possible. | Imagine you are suddenly taken away on a surprise holiday. Make a list of 10 items you would take with you and give reasons for each. | Find out what are the most common products exported from the USA. How much of each product is exported each year? Record your ideas in tables / graphs. |

NB: Dojos will be given weekly when homework is seen ☺

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Sh sound –si -ssi | |  | Silent Letters | | Spelling ei / ie | |  |
| compulsion  vision  occasion  confusion  invasion  revision  decision  division  conclusion  confusion | explosion  erosion  supervision  version  television  supervision  cohesion  inclusion  persuasion  transfusion | | subtle  whistle  bustle  whisper  column  solemn  autumn  muscle  wrist  wrestle | knowledge  mortgage  government  environment  rhyme  rhythm  symbol  castle  often  doubt | siege  niece  grief  chief  fiend  shriek  believe  achieve  convenience  mischievous | deceive  conceive  receive  perceive  ceiling  receipt  protein  caffeine  seize  neither | available  category  existence  controversy  explanation  identity  ancient  parliament  soldier  variety |

Spelling Homework

It is important to bear in mind that apart from the ‘common exception words’ children are learning the letter string, sound or spelling rule, not the specific word. For example, when learning words with the -ay letter string (and they are given day, play, say, way, stay) we might also test to see if can they also spell may and bay!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

* **Flash Cards**
* **‘Pairs’**[**Memory**](https://teachmama.com/2009/12/sight-word-memory.html) **Game:** Create a double set of word cards and play a game of ‘Pairs’ by spreading out the cards face down and then taking turns flipping two cards at a time to find a pair!
* **Flip 4 Steps**: Flip over a word card, look at the word, say it out loud, say the letters, then flip it back over, and write the word on paper.
* [**Trace, Copy, Recall**](https://teachmama.com/2010/11/trace-copy-recall-learn-those-spelling-words.html): Fold three columns on a piece of paper, and label one column ‘trace’, the next ‘copy’ and the last ‘recall’. Ask an adult to the word in the first column. Then trace over it; copy the word in the second column and finally, fold (and hide) the first two columns and write the spelling in the recall column. Then check!
* **Spelling Word Race:** Create two teams, with a player from each team taking the ‘pen’ at a time. An adult calls out a word from the list, and players race to write the word.
* **Spelling Puzzle**: Make a home-made puzzle by writing each word in large letters on an index card and then cut each card apart. The fun is in putting the puzzle back together!
* **Stairsteps:**Write the words as if they are stairs, adding one letter at a time.

S

Sp

Spe

* **Flip and Rainbow Write:** Write each letter of the word in a different colour. Try writing the syllables of the word in different colours too.
* [**Water Paint**](https://teachmama.com/2009/04/water-painting.html)**:**Use water and a paintbrush to water paint the spelling words on a wall or floor.
* **Type it Out:** Open up a Word document and type the spelling words on the screen as an adult calls them out.
* **Spelling Word Hunt**: Look for those spelling list words in the newspaper or in another book, magazine, or text! Circle them or use a highlighter to highlight them.
* [**Crazy Words:**](https://teachmama.com/2009/07/sticky-finger-writing.html) Ask a grown up to put something ‘crazy’ (like jelly, shaving cream, sand, or rice) on a baking tray, then use your finger to ‘write’ spelling words on the tray.
* [**Stamp It**](https://teachmama.com/2011/02/word-building-letter-writing-stamping)**:**Use alphabet letter stamps to ‘stamp’ the spelling words, first by looking at the words and then on your own!
* **Word Scramble:** Scramble up the letters of each word and then put them in the correct order. (Don’t forget to look out patterns and families with an adult)
* **Examine the Word**: Really *look*at the words, talking about the tough parts and analyzing patterns. Make up silly ways of remembering the ‘tough’ parts: ‘president’ has an ‘I’ in the middle because one day I’ll be president, OR ‘setting’ has two t’s in the middle just like two tall trees in a fairyland

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. The ‘feel’ of a word can help when learning to spell.

Getting ready to write

Seating and posture:

• A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing

• Chair and table should be at a comfortable height

• Sit up straight and not slouch

• Left hand should be used to steady the paper for right handers

• Tables free of clutter

• Room well lit

• The paper should be placed to the right, slightly tilted to the left

Left handers:

• Paper should be tilted to the right

• Right hand should be used to steady the paper

Lower case

a b c d e f g h I j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

Upper Case

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

0 1 2 3 4 5 6 7 8 9

Times Tables

It is crucial that you know multiplication and division facts to 12 x 12. They help not only with multiplication and division calculations but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum.

You must have rapid recall of multiplication and division facts for all times tables up to 12 x 12.

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

* Practise every day
* Find a regular time to do it – perhaps walking to and from school or during the drive
* Keep a steady rhythm – it makes learning and recall easier
* When starting to learn times tables, it’s often the starting number that is difficult - use your fingers as you recite to keep track of where you are
* Help yourself and your friends by quizzing each other
* Multiplication can be done in any order – so if you know 2x5 you also know 5x2 (see the grid on the next page and shade in the ones you can recall)
* There are lots of ICT games to help you learn them and test yourself

**Remember that everything gets easier the more you practise**

**Persevere and don’t give up. If you are finding it very challenging, let your teacher know**

**Set yourself a goal and go for it!**