

Year 6 Home Learning Pack (w/b 06.07.2020)

Good Morning Year 6!

Hello! Well...this is your last home learning pack and your penultimate (last but one) week of year 6 and at primary school. This week, the Maths, English and Reading activities follow the usual format. However, those of us in school will be focusing on transition to secondary school during our afternoon lessons. Therefore, we have uploaded a transition booklet for you to have a look at underneath this pack. We hope to see you all at some point next week to celebrate your time with us here at St James's. However, if you are unable to join us then we wish you all the best for your new adventures at secondary school. Thank you for your hard work this year. Make sure that you come back and visit us (when you are allowed to). We hope you have a wonderful summer holiday. Keep safe and keep smiling 😊

St James's
Church of England
Primary School



**Faith
Friendship
Fulfilment**

Contents

Maths

Maths Hammer and answers

Writing task 1 – ‘Going Under’ Illustration

Writing task 2 – ‘Going Under’ Description

Writing task 3 – ‘Going Under’ Diary Entry

Reading task 1 – Reading with the Pawsome Gang

Reading task 2 – 60 Second Read on ‘Rollercoasters’

Reading task 3 – Reading Comprehension on ‘Celebrating the NHS’

Grammar Hammer and answers

Spelling list and activities

Transition Activities – Please download the ‘Transition Booklet’ available underneath this pack on the home learning page.

Staying Active

Additional Learning Activities

Maths

You can continue to complete your Power Maths book. Remember that you have your revision guides to help you too.

Make sure that you are logging on to:

- SumDog
- TT Rockstars
- Education City

Year 6 staff are logging on to each of these sites regularly to see who is completing revision.

Make sure that you are focusing on the areas of maths that you know you need to revise. Remember that it is about how many questions you answer correctly, not how quickly you answer them. If you answer the questions carefully then the websites will ensure that the revision pathway and learning is appropriate for your level.

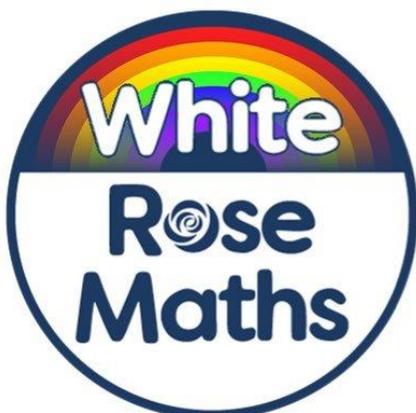
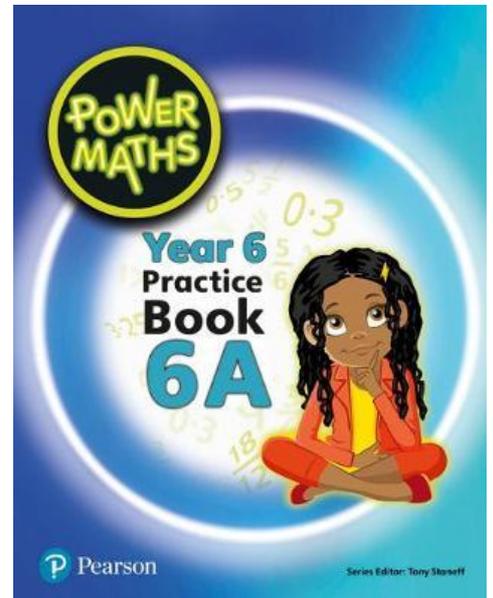
White Rose Online Lessons

St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the Summer term maths topics that your child would be learning at school. You don't have to do one a day or complete the lesson on the date shown, but it is important that you complete them in order as the learning builds on the previous lessons. So whenever you start, start at **Summer term - week 1, (w/c 20 April)** for the special 12 week course (the previous tabs labelled simply week 1, week 2 can be ignored).

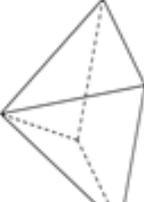
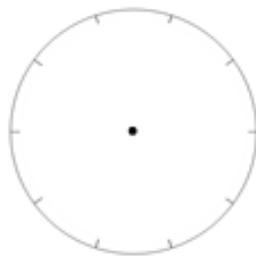
Here is a link to the White Rose home learning page <https://whiterosemaths.com/homelearning/>
Before each lesson, make sure your child has something to write on and with, and you may want to have printed the lesson worksheets out in advance. These worksheets and answers are available to download from the St James's school website using this link <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>. If you don't have a printer don't worry, pupils can still have a go at the worksheets, just display them on a screen and the children can answer most questions on blank paper.

On the White Rose site, there is a video for pupils to watch which begins with a Flashback 4. This first slide recaps previous learning. Each video then goes on to introduce new learning. After the video pupils can have a go at the worksheets. The worksheets and answers are available to download from the St James's website at <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

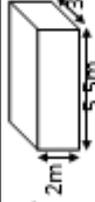
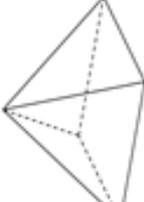
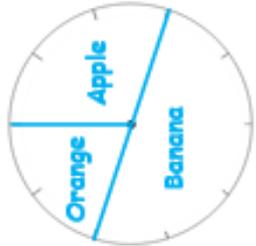
If you have any questions about the White Rose website and lessons on offer please direct them to info@st-james.dudley.sch.uk and we will get back to you as soon as possible.



Maths Hammer

A: Place Value, Add, Subtract, Multiply and Divide	B: Fractions, Ratio, Proportion and Algebra	C: Measure, Geometry and Statistics								
6:1 1. Write one million, six hundred and sixteen thousand, and ten in digits.	6:7 11. Which is the smallest fraction ? $\frac{1}{6}$, $\frac{3}{12}$ or $\frac{5}{24}$	6:21 21. Calculate the area of this triangle. 								
6:1 2. What is the value of the 4 in this number? 3,954,682	6:8 12. $\frac{7}{12} + \frac{3}{8} =$	6:22 22. Find the volume of this cuboid. 								
6:1 3. Round 4.953 to 1 decimal place.	6:9 13. Simplify your answer . $\frac{6}{7} \times \frac{3}{8} =$	6:23 23. Complete the information for this shape:  Faces = <input type="text"/> Edges = <input type="text"/> Vertices = <input type="text"/>								
6:2 4. Write the smallest possible length. Length: 9.15cm (to 2 decimal places)	6:10 14. 8.373×100									
6:3 5. $1,914 \times 33$	6:11 15. 7.88×4	6:29 24. Use this table to complete the pie chart to show fruits sold by a shop. <table border="1" data-bbox="694 369 901 616"> <thead> <tr> <th>Fruit</th> <th>No. sold</th> </tr> </thead> <tbody> <tr> <td>Apple</td> <td>15</td> </tr> <tr> <td>Banana</td> <td>25</td> </tr> <tr> <td>Orange</td> <td>10</td> </tr> </tbody> </table> 	Fruit	No. sold	Apple	15	Banana	25	Orange	10
Fruit	No. sold									
Apple	15									
Banana	25									
Orange	10									
6:3 6. Give the answer as a mixed number : $3,396 \div 16$	6:12 16. Write this decimal as a fraction and a percentage . 0.75									
6:4 7. Which is a common multiple of 9 and 15? 30 45 54 60 75	6:13 17. Find 55% of 520.									
6:4 8. Circle all the prime numbers : 61 63 64 67	6:14 18. Share £55 in the ratio 3:2.									
6:5 9. $25 - (12 + 8)$	6:15 19. How much will a 6 mile trip cost? <div style="border: 1px solid black; padding: 5px; display: inline-block;">Taxi charge: £3 + 35p per mile.</div>									
6:6 10. Give two numbers that have a difference of 7 and add to make -1.	6:16 20. The rule for this sequence is multiply by 3 then add 2: 1, 5, 17, <input type="text"/>	6:30 25. Find the mean of these numbers: 14 23 17 18								
Total (A)	Total (B)	Total (C)								
Test Total (A+B+C)	R (0-9)	Y (10-19) G (20-25)								

Answers

A: Place Value, Add, Subtract, Multiply and Divide	B: Fractions, Ratio, Proportion and Algebra	C: Measure, Geometry and Statistics								
<p>6:1 1. Write one million, six hundred and sixteen thousand, and ten in digits. 1,616,010</p> <p>6:1 2. What is the value of the 4 in this number? 3,954,682 4,000</p> <p>6:1 3. Round 4.953 to 1 decimal place. 5(0)</p> <p>6:2 4. Write the smallest possible length. Length: 9.15cm (to 2 decimal places) 9.145</p> <p>6:3 5. $1,914 \times 33$ 63,162</p> <p>6:3 6. Give the answer as a mixed number: $3,396 \div 16$ $212\frac{1}{4}$</p> <p>6:4 7. Which is a common multiple of 9 and 15? 30 45 54 60 75 45</p> <p>6:4 8. Circle all the prime numbers: 61 63 64 67 61 67</p> <p>6:5 9. $25 - (12 + 8)$ 5</p> <p>6:6 10. Give two numbers that have a difference of 7 and add to make -1. -4, 3</p>	<p>6:7 11. Which is the smallest fraction? $\frac{1}{6}$, $\frac{3}{12}$, $\frac{5}{24}$ or $\frac{5}{24}$</p> <p>6:8 12. $\frac{7}{12} + \frac{3}{8} =$ $\frac{23}{24}$</p> <p>6:9 13. Simplify your answer. $\frac{6}{7} \times \frac{3}{8} =$ $\frac{9}{28}$</p> <p>6:10 14. 8.373×100 837.3</p> <p>6:11 15. 7.88×4 31.52</p> <p>6:12 16. Write this decimal as a fraction and a percentage. 0.75 $\frac{3}{4}$, 75%</p> <p>6:13 17. Find 55% of 520. 286</p> <p>6:14 18. Share £55 in the ratio 3:2. £33:£22</p> <p>6:15 19. How much will a 6 mile trip cost? Taxi charge: £3 + 35p per mile. £5.10</p> <p>6:16 20. The rule for this sequence is multiply by 3 then add 2: 1, 5, 17, <input type="text"/> 53</p>	<p>6:21 21. Calculate the area of this triangle.  27cm²</p> <p>6:22 22. Find the volume of this cuboid.  33cm³</p> <p>6:23 23. Complete the information for this shape:  Faces = <input type="text"/> 5 Edges = <input type="text"/> 8 Vertices = <input type="text"/> 5</p> <p>6:29 24. Use this table to complete the pie chart to show fruits sold by a shop. <table border="1" data-bbox="646 369 853 616"> <thead> <tr> <th>Fruit</th> <th>No. sold</th> </tr> </thead> <tbody> <tr> <td>Apple</td> <td>15</td> </tr> <tr> <td>Banana</td> <td>25</td> </tr> <tr> <td>Orange</td> <td>10</td> </tr> </tbody> </table>  Pie chart drawn</p> <p>6:30 25. Find the mean of these numbers: 14 23 17 18 18</p>	Fruit	No. sold	Apple	15	Banana	25	Orange	10
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Total (A)	Total (B)	Total (C)								
Test Total (A+B+C)	R (0-9)	Y (10-19)								
		G (20-25)								

Writing – ‘Going Under’



It was a beautiful, clear day, and the three divers plunged into the water...

Think carefully about these questions:

- What are the three people diving in from?
- Why are they diving into the water?
- Is it a sea, river or lake? What is the different between each of these things?
- What equipment are the people using? Why are they using it?
- What other equipment might they have worn?
- What might they see underwater?
- Are humans good at swimming?
- Which other animals are good at swimming?
- What makes certain animals better swimmers than others?

Task 1 – ‘Going Under’ Illustration

Imagine that you are one of these divers plunging into the water. As you approach the sea bed, you begin to see shapes emerging from the darkness. You’ve discovered an underwater city! Your task is to draw a picture of the underwater city that you’ve discovered.

- What does it look like?
- What is it made from?
- What types of buildings are there?
- What different underwater creatures can you see?
- Is the city complete or is it in ruins?

Once you’ve drawn your underwater city, use the 5 senses grid below to think of some words or phrases you would use to describe it.

Task 2 – ‘Going Under’ Description

Use the ideas that you have come up with to write a paragraph of amazing description describing the scene as it is now. Try to use at least one example of each of these techniques:

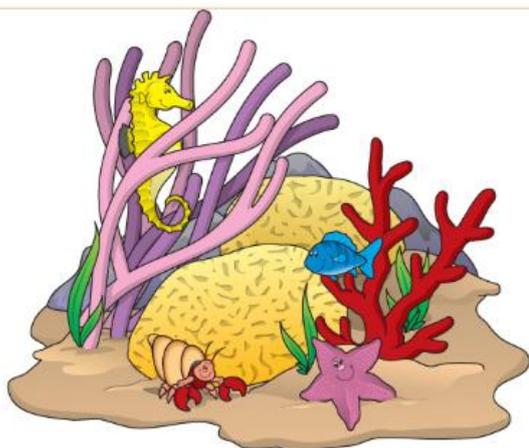
	Fronted adverbials (how, when, where)		Expanded noun phrase
	Alliteration		Semi-colon
	Personification		Parenthesis () ,, - -
	Simile		Relative clause (which, who)
	Metaphor		Colon and commas in a list
	Onomatopoeia		Interesting sentence openers
	Joined handwriting		Ambitious vocabulary

Make sure you edit and improve your work in purple pen. Then, you could write your final version of your description on the bordered paper on the next page.

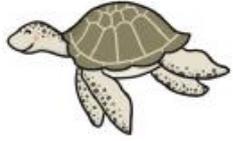
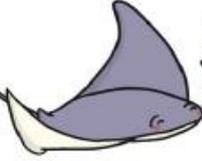
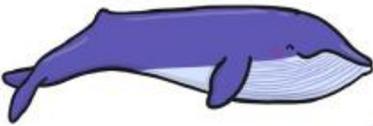
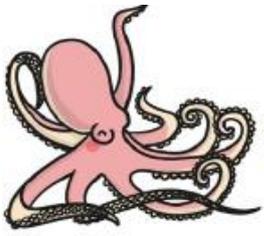
Task 3 – ‘Going Under’ Diary Entry

Imagine that you are writing a diary entry on the evening of the day that you plunged into the water and found the underwater city. Write a diary entry all about your experience.

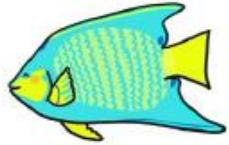
- How did you feel?
- What did you see?
- Why were you diving in the first place?
- What did you do about it?

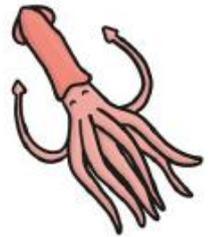


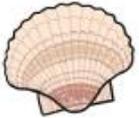
Maybe you could draw a picture to accompany your diary entry. You could use the template on the next page, or you could design your own.





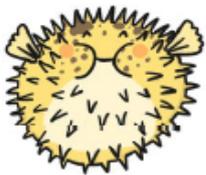
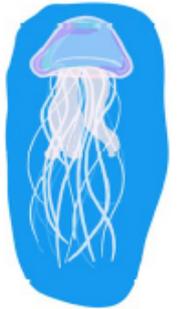






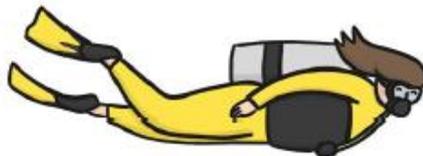
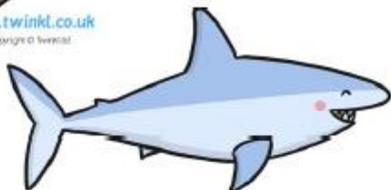












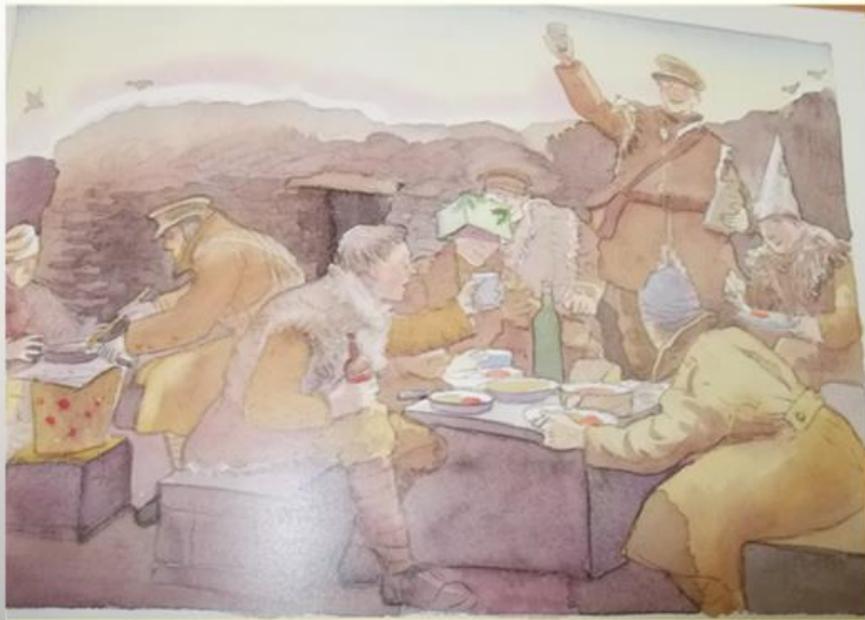


Reading

Remember that you have 2 home reader books as well as your library book. As well as completing these activities, you should be reading independently regularly and recording it in your reading record. Try to write an interesting and detailed comment about your opinion of what you have read. Don't forget that you can also write down any other books that you have been reading as well as your school books.

Task 1 – Reading with the Pawsome Gang

LO: To retrieve, infer and discuss author's choice.



What changes have been made to the trench to make it Christmassy?

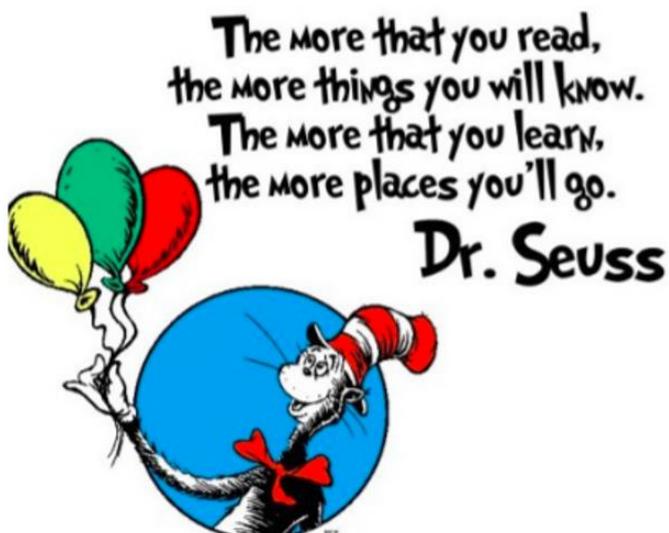


How are the soldiers' actions different to a normal day?



How has the illustrator shown enjoyment in this picture?

LO: To retrieve and infer from a text



Who has written this quote?



Why does Dr Seuss think that you should do lots of reading?



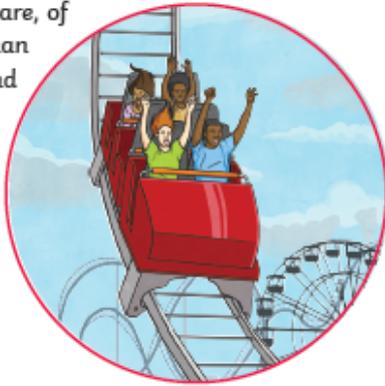
Why has Dr Seuss used 2 The more, the more sentences? How is this effective?

Task 2 – 60 Second Read on ‘Rollercoasters’

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian Mountains. The popularity of the coaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York, USA, with a runaway train style ride. The coaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle-track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.

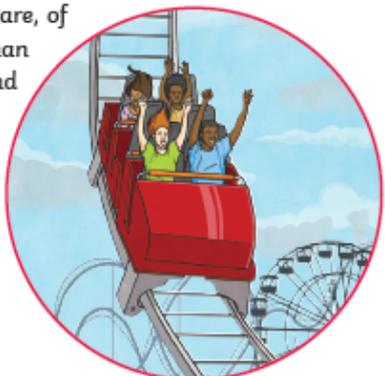


Answers

Rollercoasters

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Quick Questions



1. When did the first well-known rollercoaster open? Where?



2. Find and copy two words which tell you that rollercoasters are well-liked.



3. How do rollercoasters of the past compare with the modern day?



4. Summarise the information about the original rollercoasters in 20 words or less.

Answers



1. When did the first well-known rollercoaster open? Where?

Accept: '1884' and 'New York, USA'.



2. Find and copy two words which tell you that rollercoasters are well-liked.

Accept 'fashionable' and '(highly) admired'



3. How do rollercoasters of the past compare with the modern day?

Accept an explanation that rollercoasters are faster now, they don't all run on wooden tracks and they have higher safety standards. Also accept reference to the similarity that they still run on tracks and are popular.



4. Summarise the information about the original rollercoasters in 20 words or less.

Accept any reasonable summary written in 20 words or less.

Task 3 – Reading Comprehension on ‘Celebrating the NHS’

Celebrating the NHS

What Is the NHS?

NHS stands for National Health Service: a group of organisations that provide medical care for people living in the UK. They support those who are feeling unwell or are injured.

It is estimated that there are 1.5 million people working as part of the NHS carrying out a variety of roles. Every person and every role is crucial in creating a successful health system in the country.



When Was the NHS Founded?

Before the NHS was founded, only wealthy people could afford to go to a hospital or get medical help. Every visit to a doctor or dentist would cost the person money. If the person could not afford it, they did not receive the treatment that they needed.

Aneurin Bevan decided to change things. After the Second World War, Aneurin Bevan was chosen to be the Minister of Health in the government. He founded the National Health Service on 5th July 1948. The Health Minister wanted a system which provided medical care that was free for everyone who lived in the UK. He wanted all people to be treated equally.

Why Is Our NHS Special?

The NHS was designed so that every person who lived in the United Kingdom could receive free medical help, treatment and advice. However, running the NHS is expensive so every working adult pays **taxes** which fund the NHS and pay wages to NHS staff.

Many people consider themselves lucky to have the NHS in the UK. In some parts of the world, people without **health insurance** or who can't afford treatment would not be able to receive medical care. There are also places where the care that you receive when you are ill will be of a lesser quality if you have less money.

How Did the NHS Respond to the Coronavirus Pandemic?

During the global coronavirus (COVID-19) **pandemic**, NHS staff were praised for their bravery and self-sacrifice. Doctors, cleaners and other healthcare workers have risked their own lives to care for other people.

A total of 17 buildings around the UK were converted into hospital facilities to treat people with coronavirus. Many professionals (who had left or retired from the NHS) were asked to return to help.

It took only nine days to transform the Excel Centre in London (a place where events were usually held) into a specialist coronavirus hospital. The hospital was named The Nightingale Hospital and was equipped to deal with 4,000 patients.



How Have We Been Celebrating Our NHS?

During the coronavirus **pandemic**, the British people showed their gratitude for NHS staff in several ways:



Sir Captain Tom Moore achieved international fame when (to mark his 100th birthday) he walked 100 lengths of his garden using his walking frame. He raised an incredible £32m for NHS charities.



Celebrating the NHS



During lockdown, families stayed at home (except for in emergencies) to stop the spread of the **virus**. Children and their families displayed rainbows in their windows as a way of spreading hope and thanking the NHS for their amazing work.

Every Thursday evening at 8 p.m., people took to their doorsteps to clap and cheer for the NHS. This was to show their appreciation for the key workers who were going to work and keeping everyone safe.



Glossary

health insurance:

People pay money (called a premium) each month to an insurance company. If you become ill for any reason, the insurance company will pay for the cost of the treatment.

pandemic:

A disease which has spread across lots of countries or the whole world.

taxes:

Money collected by the government to pay for things that the country needs such as schools, roads and the NHS.

virus:

A tiny germ that can infect living creatures and cause disease.

Questions

1. How many people are estimated to work for the NHS? Tick one.

- 32 million
- 1.5 million
- 15 million
- 3 million

2. What does the word 'global' mean? Tick one.

- in the UK
- in Europe
- in London
- in the whole world

3. Explain why Aneurin Bevan founded the NHS.

4. Find and copy a phrase which shows that NHS staff were doing a dangerous job during the coronavirus pandemic.

5. Fill in the missing words.

A total of 17 buildings around the UK were _____ into hospital facilities to treat people with _____.

6. How might we celebrate the NHS in the future?

7. Why do you think that so many people helped Sir Captain Tom Moore to raise over £32m?

8. Which is the most important section in the text? Justify your choice.

9. Summarise what you have learnt about the NHS in 25 words or fewer.

Answers

Answers

1. How many people are estimated to work for the NHS? Tick one.

- 32 million
- 1.5 million**
- 15 million
- 3 million

2. What does the word 'global' mean? Tick one.

- in the UK
- in Europe
- in London
- in the whole world**

3. Explain why Aneurin Bevan founded the NHS.

Pupils own responses, such as: Aneurin Bevan founded the NHS because he wanted everyone in the UK to be treated fairly and have access to medical care.

4. Find and copy a phrase which shows that NHS staff were doing a dangerous job during the coronavirus pandemic.

Accept: 'bravery and self-sacrifice' or 'risked their own lives'.

5. Fill in the missing words.

A total of 17 buildings around the UK were **converted** into hospital facilities to treat people with **coronavirus**.

6. How might we celebrate the NHS in the future?

Pupils' own responses, such as: I think that in the future we should celebrate the NHS by being kinder and more positive when we get medical treatment. NHS staff should receive an award for their amazing work.

Grammar Hammer

1. Underline the suffix that can change this adjective into a noun .				
mad	ous	ness	ate	ize
2. Underline the correct word to use in this sentence. Use a dictionary if it helps.				
<i>The stunning wedding cake had seven (tears / tiers)</i>				
3. Underline the prefix which means 'not'. Use a dictionary if it helps you.			4. Underline the prefix which means 'through'. Use a dictionary if it helps you.	
sub	uni	an	non	tele
5. Use a dictionary to find the meaning of this word.				
peaky				
6-7. Use a thesaurus to find three synonyms for this word as an adjective .				
tan				

8-9. Précis this sentence. Cross out any adjectives and adverbs.				
<i>Unfortunately, the ink pen leaked into my new leather bag.</i>				
10-11. Underline two adverbials that can be used to signal time or sequence in a piece of writing.				
earlier	obviously	before long	most	it would appear
12. Underline the correct verb to agree with the subject .			13. Underline the object in this sentence.	
<i>All of the pizza (was / were) eaten.</i>			<i>David put the newt back in the pond.</i>	

This phrase uses a formal style of writing.		14. Re-write it using an informal style.		
<i>I regret to inform you...</i>				
15. Underline the verb in this sentence.			16. Underline to show if it is active or passive .	
<i>The secret code had been broken.</i>			active	passive
17-18. Use hyphens to punctuate these phrases and make the meaning clear.				
<i>the accident prone child</i>		<i>a custom built engine</i>		
19. Use a semicolon to punctuate this sentence.		20. Use a dash to punctuate this sentence.		
<i>The grass was long it needed cutting.</i>		<i>The jury reached their verdict guilty.</i>		
21-20. Use a colon and commas to punctuate this sentence.				
<i>I can't decide which ice-cream to have vanilla mint strawberry or chocolate.</i>				
23. Use an ellipsis to punctuate this sentence.				
<i>"I don't know I'm not sure I should" said Kate.</i>				
24-25. Underline the synonyms of the adjective in bold and circle the antonyms . Use a dictionary if it helps.				
outspoken	frank	guarded	diplomatic	blunt

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Answers

1. (W6:1. Sp 6:12) A suffix can be added to a root word to change its meaning. Adding 'ness' to an adjective turns it into a noun.				
mad	ous	<u>ness</u>	ate	ize
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
<i>The stunning wedding cake had seven (tears / <u>tiers</u>).</i>				
3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary.			4. (W6:3. Sp 6:8) Recognising prefixes. The prefix 'trans' means 'across'. (W6:4) Using a dictionary	
sub	uni	<u>an</u>	non	tele
5. (W6:4) Check the definition with that in the dictionary available.				
peaky	<i>Looking pale and ill.</i>			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
tan	<i>light brown,</i>	<i>pale brown</i>	<i>tawny</i>	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.				
<i>Unfortunately, the ink pen leaked into my new leather bag.</i>				
10-11. (W6:13) Using a wider range of adverbials can help build cohesion within and across paragraphs.				
<u>earlier</u>	obviously	<u>before long</u>	most	it would appear
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The object is acted upon by the subject. i.e. The striker (subject) kicked (verb) the football (object). A direct object is usually a noun, pro noun or noun phrase.	
<i>All of the pizza (<u>was</u> / were) eaten.</i>			<i>David put <u>the newt</u> back in the pond.</i>	
14. (W6:18,24) Formal language is used for official, legal or professional writing such as job applications and letters of complaint. Informal writing is more like how we speak and is used for letters to friends, emails etc.				
<i>I regret to inform you...</i>		<i>(I'm) sorry to say or (I'm) sorry to tell you.</i>		
15-16. (W6:19) A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.				
<i>The secret code had been broken.</i>		active	<u>passive</u>	
17-18. (W6:10,20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.				
<i>the accident-prone child</i>		<i>a custom-built engine</i>		
19. (W6:10,21) A semicolon links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.		20. (W6:10,21) A dash shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
<i>The grass was long; it needed cutting.</i>		<i>The jury reached their verdict – guilty.</i>		
21-22. (W6:21) Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.				
<i>I can't decide which ice-cream to have: vanilla, mint, strawberry or chocolate.</i>				
23. (W6:23) An ellipsis is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.				
<i>"I don't know ... I'm not sure I should," said Kate.</i>				
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.				
outspoken	<u>frank</u>	guarded	diplomatic	<u>blunt</u>

Spellings

Use your spelling homework book to learn your spellings in the usual ways (look at the sheets at the front of your book to remind you!). Remember that you have the whole list of Year 6 spellings in the front of your spelling homework book and also some extras in the middle of your reading record if you want to practise additional words. Choose any of these spoodles to help you to learn these words. You may even design some of your own spoodles. Ask a member of your family to test you on Monday and then re-test you on Friday. How much have you improved by?

- 1 scenic
- 2 antique
- 3 unique
- 4 mosque
- 5 grotesque
- 6 science
- 7 scientific
- 8 disciplined
- 9 fascinated
- 10 individual

Pyramid Writing

"Pyramid write" your spelling words.
You must write neatly!

*Example: home h
ho
hom
home

Three Times!

Write each spelling word three times.
First, write each word in pencil.
Second write each word in coloured pencil.
Third, write each word in pens.
You **MUST** write neatly!

Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.

Ex.
hopmopestopdrop

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

*Examples- when four
h o
e u
n r

UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. **Second**, write each word in lowercase letters.

*Example- SLIDE slide

Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

Word Search

Make a word search puzzle using your spelling words.

Use the **Discovery School's online Puzzle Maker**

<http://www.puzzlemaker.com>.

Then find your words!

Consonant Circle

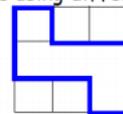
Write each of your spelling words.

Then go back and circle all of the consonants in your words!

Don't forget to write neatly!

Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box. Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



Remember...spoodles should be BRIGHT and COLOURFUL to help you to learn your spellings!

Transition Activities

This week, the children in school will be using the afternoon lessons to discuss our thoughts and feelings about moving to secondary school. Have a go at completing the transition booklet uploaded on the home learning page underneath this pack. You probably won't know all of the answers at the moment, but it will help you to identify questions that you need to research.

Staying Active

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

BBC super movers <https://www.bbc.co.uk/teach/supermovers>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

KidzBop <https://www.youtube.com/user/KidzBopKids>

Additional Learning Activities

Education City <https://www.educationcity.com/>

TTRockstars <https://trockstars.com/>

Numbots (same log-in as TTRockstars) <https://play.numbots.com/#/account/school-login-type>

Sumdog https://www.sumdog.com/user/sign_in

If you do not have your password for any of the websites listed please contact Miss Mason at info@st-james.dudley.sch.uk

The home learning page on the website also has links to a range of resources.