



**Work for Year 6 (20.04.20 to 03.05.20): Willow Class (Mr Wilmot)**

All work should be completed in your homework books or the green book I gave you before we closed.

See also [www.crowmoorschool.co.uk](http://www.crowmoorschool.co.uk) (Willow Class Page, School Newsletter and Homework Page) for regular updates...

I will continue to update homework tasks such as this each fortnightly until further notice.

Reading	Spellings	Writing	Grammar and Punctuation
<p>1. You have, no doubt, read the books you took home so I now recommend you access new books virtually through the kindle app (many books are free) or by accessing and setting up a free account on the following link: <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a></p> <p>2. Don't forget to continue recording your reading in your reading diary.</p> <p>3. I will also continue to send the weekly comprehension, usually on a Wednesday. Answers to the comprehension will follow a couple of days later.</p>	<p>Of you scroll down you'll see a copy of the Year 5 and 6 spellings List:</p> <p>1. Select 10 spellings to learn each week.</p> <p>Use the 'Look, Say, Cover, Write and Check' method to learn them.</p> <p>2. Write a sentence using each word in context.</p> <p>3. Write a definition for each of your 10 words (in a similar way to that in class each Tuesday morning).</p> <p>I may start adding more spellings should the need arise and if you are off for longer than we anticipate.</p>	<p>Please continue with your diaries, they will be of interest when you are older and you reflect back on this time.</p> <p>You may want to dip in and out of the time capsule work too – a copy of which will be added to our class homework page.</p> <p>We were due to learn about Ancient Greece, if in school; I think we can still study it remotely. The Ancient Greeks were famous for their myths and mythical characters (Hercules etc). I suggest you design a character and set that character within an Ancient Greek setting. Your myth should involve a quest and Gods. Perhaps initially plan on a storyboard/cartoon format then develop into a full-blown story. Hercules was involved in many quests; your character could be too - create a sequel!</p>	<p>In your quest try and include dialogue, both direct and indirect. Obviously also practise the grammar and punctuation we revised recently.</p> <p>Continue with your English CPG Booster Homework books – I will continue to add pages that you need to complete to the 'homework' page of the website. I will, where possible, set topics that we have covered then the work will act as revision. I am mindful that some struggle to access the internet so I can leave a hardcopy with the office. If you require a hard copy, call or email the office and they will leave it outside on the table for you to collect. If you need any paper, pencils, books just mention it in your call.</p> <p>If the work I set is new, try it initially; if you struggle use the BBC 'Bitesize' Primary website – go on there to practice grammar exercises online too. See below for a Y3-6 grammar reminder.</p> <p>I'll set the weekly Punctuation Activity too, on a Wednesday, and post the answers a couple of days later.</p>

Maths	Theme: Greek Myths	Art	Note to parents:
<p>1. Continue to learn your tables – you know which ones you need to practise. Use the ‘100 Times Table Challenge’ sheets – you’ll find a copy on the homework page – remember you have 5 mins.</p> <p>2. I will continue to set maths homework from your SAT CPG Booster books – I’ll add the pages to the website each Friday together with answers for the previous week – you can then see how you got on.</p> <p>3. Mathletics: I have remotely assigned you work.</p> <p>4. I’ll set the Multiplication, Division and Maths Activities like the end of last term on a Wednesday and then post the answers that Friday.</p> <p>5. Go on ‘Numbergym’ – enter web address, click on ‘online access’ tab and then add ‘Crowmoor’ and ‘maths4me’ then select your game and your password.</p> <p>6. Use BBC Bitesize Primary <a href="https://www.bbc.co.uk/bitesize/levels/zbr9wmn">https://www.bbc.co.uk/bitesize/levels/zbr9wmn</a> to practise your maths.</p> <p>As always, please ensure you are supervised when on internet-enabled devices.</p>	<p>1. Create a puppet show theatre production that retells a myth – it could be the myth you wrote.</p> <p>2. Create a 2D labyrinth on paper or a 3D version using cardboard. Tell the story of ‘Theseus and the Minotaur’. If you have the technology use ‘clips’ or ‘stop animation’ to film it. Use lego figures to represent the characters. For inspiration watch <a href="https://www.youtube.com/watch?v=xQuAUBX5x-Bw">https://www.youtube.com/watch?v=xQuAUBX5x-Bw</a></p> <p>3. From what you have learnt about Ancient Greece create a ‘Similarity and Difference’ activity that compares the life of an Ancient Greek and us. Would you have liked to have lived there? If so, why? If not, why not?</p>	<p>You could draw, colour, paint or use collage to make your own Greek mythical character!</p> <p>You could make your character – use clay, playdo, pasta or anything to hand. Perhaps film it in your maze/labyrinth?</p>  <p>Alternatively, you could create a small stage to help retell your story. Use paper cut outs on sticks and create a puppet show.</p>  <p>Use whatever mediums you have; I appreciate resources maybe scarce and hard to replenish.</p>	<p>In the event of needing to contact me please do so through the school admin email <a href="mailto:admin@crowmoorschool.co.uk">admin@crowmoorschool.co.uk</a> address with my name in the subject title.</p> <p>I will utilise the school website ‘homework’ page – please keep an eye out for developments.</p> <p>I am conscious that some children will be displaying anxiety and will be scared. If this is the case then I would suggest it is more important that they remain in a good place emotionally. I believe that this homework can be accessed by all and I would recommend they dip into the parts that interest and motivate. Please ensure they continue to read each day though.</p> <p>In the meantime, keep safe. Thank you for reading this and ensuring your child read the updates and carry out the work – your support is invaluable.</p> <p><b>If you require hardcopies of any of the set homework please contact the office (by email); they will inform me and I’ll support you by producing packs that you can collect from the table outside the office each week.</b></p> <p><b>Take care.</b></p>

# New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

# Year 6

## Vocabulary, Grammar and Punctuation

### Word

I can

- recognise the difference between the vocabulary of informal and formal speech and writing
- identify how words are related by meaning as synonyms and antonyms

### Sentence

I can

- use the passive voice to present information
- recognise the difference between the structures of informal and formal speech and writing, including question tags and subjunctive forms

### Text

I can

- link ideas across paragraphs using repetition, adverbials and ellipsis
- use appropriate layout devices to structure a text (headings, sub-headings, columns, bullets, tables)

### Punctuation

I can

- use a semi-colon, colon and dash to mark independent clauses
- use a colon to introduce a list
- use a semi-colon within lists
- punctuate bullet points of information
- recognise how hyphens can be used to avoid ambiguity

### I can talk about my work using these words

subject                      colon                      object  
active                      passive                      antonym  
synonym                      ellipsis  
hyphen                      bullet points                      semi-colon



<b>Modal Verbs</b> (indicating possibility)	<b>Active Voice</b>	<b>Passive Voice</b>	<b>Simple Past</b>	<b>Simple Present</b>	<b>Past Progressive</b>
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Lily licked the lolly.	Paul kicks the ball.	Paul was kicking the ball. Eva was licking the lolly.
<b>Present Progressive</b>	<b>Past Perfect</b>	<b>Subjunctive</b>	<b>Adverbs</b> (indicating possibility)	<b>Present Perfect</b>	<b>Punctuating Bullet Points</b>
Paul is kicking the ball. Eva is licking the lolly.	Paul had kicked the ball past the goalkeeper.	If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Eva is hoping to: <ul style="list-style-type: none"> <li>• make lollies</li> <li>• play football with Paul</li> </ul> The plan for this lesson is: <ul style="list-style-type: none"> <li>• We will learn more about SPaG.</li> <li>• The class will have fun.</li> </ul>
<b>Relative Clause</b>	<b>Expanded Noun Phrase</b>	<b>Commas</b> (to clarify meaning)	<b>Colons</b>	<b>Colons</b> (to introduce a list)	
Paul, who enjoyed football, played every week.	The dark haired girl with a taste for frozen lollies.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!?' Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading	The children will need several items: lollies, footballs and books.	
<b>Hyphens</b> (to avoid ambiguity)	<b>Brackets, Dashes and Commas</b> (for parenthesis)	<b>Dashes</b>	<b>Semi-Colons</b>	<b>Relative Pronouns</b> used at the beginning of a relative clause	
a man eating snake a man-eating snake	<ul style="list-style-type: none"> <li>• Eva (the lolly fan) is ten.</li> <li>• Paul - the football fan - plays in goal.</li> <li>• Eva and Paul, my friends, are kind.</li> </ul>	Eva and Paul are friends - they have known each other for years.	Eva loves lollies; strawberry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.	

## Year 3

### Vocabulary, Grammar and Punctuation Terminology

#### Clause

A clause is a phrase of two or more words. It has a verb as the key word.

- It's raining.
- Samira has four pets because she likes animals.

#### Direct Speech

Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.

#### Consonant letter

A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these:

- The sounds /p/ and /b/ are made when you close your lips then open them quickly.
- The sound /t/ is made when you press your tongue behind your top teeth.

#### Word family

Words in a word family are related by meaning, grammar or spelling.

- Teach, teacher, teaching.
- Child, children, childish(ly).

#### Conjunction

A conjunction links two words, phrases or clauses together as part of a sentence. There are two main types of conjunction:  
Words such as **and**, **but** and **so** link two words or phrases which are equally important.  
• Words such as **because**, **if** or **when** introduce a subordinate clause.  
• I got a bike and a football for my birthday.  
• If you like, we can have chips for tea.  
• There's no tennis today because it's raining.

#### Vowel letter

A vowel letter is one that you make by just changing the shape of your open mouth. You don't use your teeth, tongue or lips.  
• The letters **a**, **e**, **i**, **o** and **u** are vowels. They can be spoken or written.  
• Letter **y** can also be used to represent a vowel sound.

#### Preposition

A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links.  
• Please put your pens in the tub.  
• We went to the USA on holiday.  
• I haven't seen her since playtime.

#### Subordinate clause

A subordinate clause adds to another clause. It can't be a sentence by itself.  
• Here's the book that I promised you.  
• When I grow up, I want to be a pilot.

#### Prefix

A prefix is added to the beginning of a word to turn it into a different word.  
• submerge, disappear, return

#### Inverted commas

Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.  
• "Why didn't anyone tell me I had my underpants on the outside?" asked Flashman.

#### Speech marks

See **inverted commas**



## Year 4

### Vocabulary, Grammar and Punctuation Terminology

#### Adverbial

Adverbials are words or phrases that we use to add information to a verb or clause. They act like adverbs.

- She laughed like a hyena.
- Please hang up your coats over there.
- We had a sleepover last night.



#### Possessive Pronoun

Possessive pronouns take the place of a noun + apostrophe + s to show who something belongs to.

It is Rachel's birthday.  
It is her birthday.

#### Determiner

Determiners are words which specify which noun we mean. They come before any adjectives or other describing phrases.

- a, an and the are common determiners. They are called **articles**.
- that small book, his own name, some flowers.

#### Pronoun

A pronoun takes the place of a noun which is already known, perhaps from a previous sentence.

- I like cheese.
- They come from London.
- These socks are smelly!



## Year 5

### Vocabulary, Grammar and Punctuation Terminology

#### Relative Pronoun

Relative pronouns (who, which, where, that, when) introduce a **relative clause**. They refer back to a noun or clause that we already know.

#### Parenthesis

We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.

- Mrs Jones (my teacher) works in Year 5.
- The product of four and nine – 36 – is a square number.
- Michael, who sits next to me, is brilliant at Art.



#### Ambiguity / Ambiguous

If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.

- I rode my horse wearing red pyjamas. Is it the horse that's wearing pyjamas? Try... Wearing red pyjamas, I rode my horse.



#### Modal Verb

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Some common modal verbs are:

- Will, shall, should, can, could, must.

#### Relative Clause

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.

- James, who never does his homework, is very lazy. [the extra clause tells us more about James]
- All the chocolate pudding was gone by the time I got in to lunch, which really annoyed me. [this refers to the whole previous clause about chocolate pudding]

#### Cohesion

A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use **cohesive devices**, such as connective phrases and determiners, to achieve cohesion.

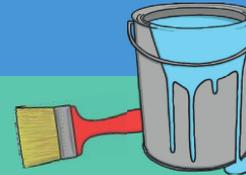
## Year 6

### Vocabulary, Grammar and Punctuation Terminology

#### Passive

When a sentence is in the passive voice, the verb is being done to the subject rather than the subject doing the verb.

- The window has been broken.
- The playground was painted (by the PTA).



#### Active

When a sentence is in the active voice, the pattern is subject-verb-object. The **subject** of the verb is more important.

- James broke the window.
- The PTA painted the playground.

#### Synonym

A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a **thesaurus**.

- talk = speak = mention
- sleep = doze = kip

#### Antonym

Antonyms are words with opposite meanings.

- young – old
- straight – bendy
- full – empty



#### Subject

The subject is the person, noun phrase, pronoun or thing which does the verb in a clause.

- Wednesday is my favourite day.
- Cheryl's mum is picking me up today.
- Are you coming to the sleepover?

#### Object

The object is the person, noun phrase, pronoun or thing which usually comes directly after the verb. It shows what the verb is acting on.

- Wednesday is my favourite day
- Cheryl's mum is picking me up today.
- Are you coming to the sleepover?