



Work for Year 6 (04.05.20 to 17.05.20): 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 (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: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>2. Don't forget to continue recording your reading in your reading diary.</p> <p>3. BBC Audio Books are free to listen to at the moment – access the resources through https://www.bbc.co.uk/sounds/category/audiobooks?page=3&sort=latest</p>	<p>If you scroll down you'll see a copy of the Year 5 and 6 spellings List:</p> <ol style="list-style-type: none"> 1. Select 10 spellings to learn each week. <p>Use the 'Look, Say, Cover, Write and Check' method to learn them.</p> <ol style="list-style-type: none"> 2. Write a sentence using each word in context. 3. Write a definition for each of your 10 words (in a similar way to that in class each Tuesday morning). <p>In the next fortnight unit, covering 18th May onwards, I will send spellings that relate to Greece or the Ancient Greeks.</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>We are going to continue learning about Greece. Last fortnight's homework related to the Ancient Greek Myths and Characters this fortnightly topic relates to Greek Geography.</p> <p>Please use the following website to find out about the geography of Greece.: http://www.primaryhomeworkhelp.co.uk/greece/today.html</p> <p>Then create a report about Greece. This should be a non-fiction piece of writing and your writing needs to include sub-headings and detail.</p> <p>Remember to plan your writing by using the following questions:</p> <ol style="list-style-type: none"> 1. Who? 2. Where? 3. When? 4. What? 5. Why? 6. How? 7. Fascinating facts: <p>If you want to you could make it into an information pamphlet.</p>	<p>In your non-fiction report try and engage your reader. Think about the cohesion/links between sections and ensure you practise the grammar and punctuation we revised when we were together.</p> <p>Continue with your English CPG Booster Homework books – I 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. The glossary in your Grammar CPG book is also superb – try and learn all the definitions.</p>

Maths	Theme: Greek Geography	Art	Note to parents:
<p>1. Continue to learn your tables – you know which ones you need to practise. Use the ‘Times Table Challenge’s 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. 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>5. Use BBC Bitesize Primary https://www.bbc.co.uk/bitesize/levels/zbr9wmn to practise your maths.</p> <p>As always, please ensure you are supervised when on internet-enabled devices.</p>	<p>Use a World map to find out where Greece is.</p> <p>Describe which countries border Greece.</p> <p>What are the physical features of Greece?</p> <ol style="list-style-type: none"> 1. Land 2. Mountains 3. Rivers 4. Seas <p>What is the climate like and do Greece have similar seasons to the UK?</p> <p>What are the human features of Greece?</p> <ol style="list-style-type: none"> 1. Where is the Capital? 2. Locate the main towns 3. Country and City populations 4. What is the main economic source - how are people employed? <p>This website will help you to answer most of the above questions: https://www.packmoreintolife.com/global-citizens-club-for-kids-virtual-trip-to-greece-greek-activities-for-kids/</p>	<p>You could either colour or paint a post card of a Greek scene:</p>  <p>There are lots of suggestions on this website: https://www.packmoreintolife.com/global-citizens-club-for-kids-virtual-trip-to-greece-greek-activities-for-kids/</p> <p>For the ambitious try making a model of a traditional Greek house or church.</p> <p>I am really interested in your outputs. Please send photos of your paintings, sculptures or models to the school admin email address: admin@crowmoorschool.co.uk.</p>	<p>In the event of needing to contact me please do so through the school admin email address (admin@crowmoorschool.co.uk) 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>If you require hardcopies of any of the set homework please contact the office (by email); they will support you by producing packs that you can collect from the table outside the office.</p> <p>Take care.</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



Modal Verbs (indicating possibility)	Active Voice	Passive Voice	Simple Past	Simple Present	Past Progressive
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.
Present Progressive	Past Perfect	Subjunctive	Adverbs (indicating possibility)	Present Perfect	Punctuating Bullet Points
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"> • make lollies • play football with Paul The plan for this lesson is: <ul style="list-style-type: none"> • We will learn more about SPaG. • The class will have fun.
Relative Clause	Expanded Noun Phrase	Commas (to clarify meaning)	Colons	Colons (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.	
Hyphens (to avoid ambiguity)	Brackets, Dashes and Commas (for parenthesis)	Dashes	Semi-Colons	Relative Pronouns used at the beginning of a relative clause	
a man eating snake a man-eating snake	<ul style="list-style-type: none"> • Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind. 	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]

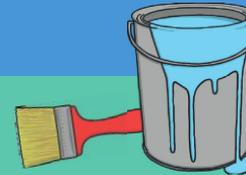
Year 6

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



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.

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?