Year 6 Home Learning (Autumn 1)

	Week 1	Week 2	Week 3	Week 4	Week 5
English	**Quick fire comprehension – week 1**	**Night of the Gargoyles** Look at the attached illustrations. What is a gargoyle? What adjectives could you use to describe gargoyles? List or Spider gram them. Create a poem inspired by the illustrations. Use similes and metaphors to bring the gargoyles to life. See the attached exemplar for support.	**Quick fire comprehension – week 3**	**Night of the Gargoyles** Write from the perspective of the watchman. How do you think he feels? What does he experience when he takes his nightly walk?	**Quick fire comprehension – week 5**
Maths	Recap and revise your understanding of place value from Year 5. https://www.bbc.co.uk/bitesize/topics/zkvxb7h Have a go at questions Set A) Put these in order from smallest to largest: 65,321, 56,213, 62,351. Which is greater: 456,789 or 465,789? Explain why. Order these numbers from largest to smallest: 720,015, 715,050, 702,150. In resources [table]	Recap and revise your understanding of estimating numbers on a number line from Year 5. https://www.bbc.co.uk/bitesize/topics/zkvxb7h/articles/zkwjvj6 Have a go at the questions below A number line runs from 0 to 100, marked with five equal spaces. What number does each space represent, and where would you place 35? A number line goes from 200 to 800 with eight equal intervals. What is the value at each mark, and where should 500 go? If a line is labelled 0 to 1,000 with ten equal gaps, how much does each gap represent? Show where you'd place 750. 4 less than 1 = 2 more than −8 = 3 − 7 = 3- - 6 = -3+10 =	Revise and recap your understanding of comparing decimal numbers from Year 5. https://www.bbc.co.uk/bitesize/topics/zkvxb7h/articles/zgn7wnb Have a go at the questions below 1) Order from smallest to largest: 0.12, 0.102, 0.120. 2) Put in descending order: 1.034, 1.340, 1.304. 3) Order these three: 0.999, 0.9, 0.99. Which is greater: 0.45 or 0.405? Explain why. Is 1.206 greater than 1.2? Compare them digit by digit. From 2.03 and 2.3, which one is larger? Show your reasoning. Answer questions on Resource page for week 3	Recap your understanding of Roman Numerals. https://www.bbc.co.uk/bitesize/topics/zkvxb7h/articles/z8trxg8 Have a go at the questions below 1) Write 29 in Roman numerals. 2) Write 146 using Roman numerals. 3) Write 2025 in Roman numerals 4) Which is larger: LXX or XLIX? Explain. 5) Arrange these from smallest to largest: XC, LX, LXXV. 6) Which is greater: D or CD? Explain your answer. Answer questions on resource sheet week 4	Apply your learning of place value to problem solve these word problems. 1) The Library's New Books The school library has 24,368 books. A new delivery brings 5,000 more books. How many books does the library have now? Which digit in the answer shows the number of thousands? 2) Population of the Town A small town has 47,562 people. Another nearby town has 39,845 people. Which town has the larger population? How many more people live there? Round both populations to the nearest 10,000 and compare again. 3) The Football Stadium A stadium holds 82,450 spectators. During one match, 79,972 people attend. About how many seats were empty? Round both numbers to the nearest 1,000 to estimate the difference. Answer questions on resource sheet week 5

	to the nearest 1000	to the nearest 100	to the nearest
37521			
774503			
7630918			
9875			
452			

Science	**Components and Symbols** Task: Make a table of at least 5 electrical components. Include: Name of the component (e.g., battery, bulb, motor, buzzer, switch) Its function (what job does it do?) The symbol used in a circuit diagram.	**Draw a Circuit Diagram** Task: Draw a simple series circuit diagram using the symbols for: • Battery • Bulb • Wires • Switch Label each component. Show what happens when the switch is open (OFF) and closed (ON).	**Series and Parallel Circuits** Task: Draw two circuits: one series circuit and one parallel circuit. Questions to answer: How many paths does the current flow along in each? Which circuit would keep a bulb lit if one bulb went out? Why?	**Insulators/Conductors** Look at the objects around your home (like a metal spoon, wooden spoon, plastic ruler, rubber band, coin). Decide whether each is **a conductor or an insulator**. Put this information in a table.	**Electricity** Make a mini quiz or fact sheet about electricity. Include at least 5 questions or 5 interesting facts. Example prompts: What is a series circuit? Name 2 electrical components. What is the purpose of a switch?
History	**Your Local Area and WW2** Find out if any places in your town or village were bombed. Choose one place and write a short paragraph explaining what happened. Add a drawing, photo, or story if you can. **Think about:** What happened at this place during the war? Who lived or worked there, and how were they affected? How do you think people felt during or after the bombing? Can you include a picture, drawing, or story to show what happened?	**Child Evacuees** Imagine leaving home and going to a new place during the war. Write about your feelings, what you saw, and what your day was like. **Think about:** • How did you feel when you had to leave home? • What was your journey to the new place like? • How was life different in your new home? • Did you make new friends or face challenges?	**Rationing** Find out what foods or goods were rationed. Write a short paragraph comparing life before and during rationing. **Think about** • What things were rationed during the war? • How did people cope with rationing? • What was different about meals or shopping compared to today? • Can you find a recipe or meal from the war to show how people adapted?	**Wartime Factories** Think about a local factory, farm, or workshop. Imagine what they might have made or done to help during the war. Write 3–4 sentences describing it. **Think about:** • What kind of place did you imagine helping the war effort? • What could they have made or done to help soldiers or families? • How might their work have helped people in your town? • Can you draw a picture of your imagined factory or workshop?	**Everyday Hero's** Imagine a local hero from your town during World War II. Think of one person who could have helped the war effort. Write 3–4 sentences about what they did and how it helped others. Think about: • Who is your imagined hero? • What did they do to help during the war? • How did they make life better or safer for people in your town? • Can you draw a picture of your hero or something they did?
PSHE	**My Year Ahead:** What personal goals will you set this year? What academic goals will you set this year? What wellbeing goals will you set this year? Reflect and create a spider gram of each. Use 'SMART' to make sure your targets are specific, measurable, attainable, and relevant and time based. You may want to discuss your goals with your parents/carers.	**Responsibilities:** List a set of responsibilities you have at home. Then, list a set of responsibilities you have at school. Think back to last year. Answer the two following questions in a paragraph. Have your responsibilities changed now that you are in Year 6? Will they change as you grow older? Why?	**My Behaviour:** 'Behaviour is a reflection of how a person is feeling.' Write a paragraph, which either agrees or disagrees with this statement. Use the sentence starters to help you.	**Being Part of a Team:** Team—find 5 synonyms for this word. What does 'Team' mean? Write your own definition. What characteristics should we have to be a part of a team? Spider gram these. Then, create a poster about what a 'TEAM' means to you (ensuring you incorporate all of the above information).	**Celebrating Achievements:** What are your strengths? What are your weaknesses? Can your weakness be turned into your strength?