



HEADTEACHER: Mr A.G. Neenan

Cross Lane, Great Barr, Birmingham, B43 6LN
Tel: 0121 357 3216 Fax: 0121 358 5523

email: headteacher@holynamesandwell.sch.uk
website: www.holynamesprimary.co.uk

"With Jesus as our guide; we love, live and learn together."

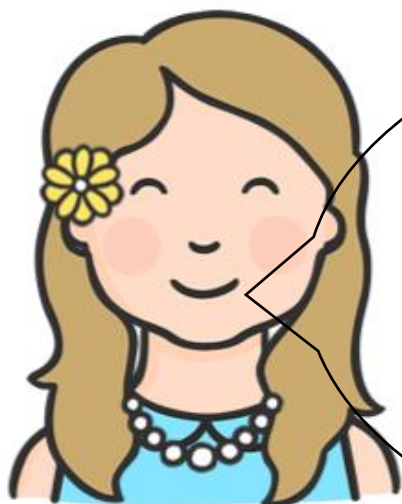
WEEKLY HOMEWORK LETTER

| | | | | | |
|------------|-----|-----|---|-------|----------|
| YEAR GROUP | One | NO. | 6 | DATE: | 11.05.20 |
|------------|-----|-----|---|-------|----------|

| FOCUS | TASK(S) | GUIDANCE |
|----------------|--|---|
| | This week there are 5 English Tasks, a spelling task, 5 maths tasks, an R.E task and a science-based task. Aim to complete one English and maths daily. | |
| Reading | I have added some extra reading onto Purple Mash if you're looking for some different books to explore! | |
| ENGLISH TASK 1 | Phonics Mapping and Sorting Phase 5: ir/er: ear/or E.g – 'ir' as in skirt - 'er' as in verse - 'ear' as in early - 'or' as in worm - 'ur' as in return Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – The world is not purple. - There is a worm in the garden. | 1. Please start each phonics task by saying the sound and showing your child the grapheme (letters that make the sound). 2. Ask your child to repeat the sound back to you. 3. Get your child to write the different graphemes down (can they remember them without being shown first?). 4. Show your child each version of the sound and repeat together. 5. Sound out the first word using 'flashy fingers' e.g – v er se 6. Discuss how many sounds are in the word – get your child to add rainbows, beans and sausages to the word. 7. Questions why it might be a sausage (2 letters making 1 sound). 8. Let your child decide which grapheme it is and add to the correct side of the table. |
| TASK 2 | Phonics play – Select phase 5 and then ir. Buried Treasure | |
| TASK 3 | Questions and question marks. How do we know when we read a question? What does a question mark look like? Remind your child that a question is when we ask something and usually expect a reply. Answer the questions to show you can spot and make questions. | Questions often but not always start with the words: who/what/when/where/why/how If your child is struggling to recognise questions, read them the sentence using a different voice/hand gestures/facial expression to really hint that you want an answer, so they can see a differentiation to a normal sentence. |
| TASK 4 | Cracking Comprehension: My Big Band Answers are provided (find them attached after the question sheet). | Strategy to support understanding and answering Cracking Comprehension questions: <ul style="list-style-type: none"> • read the poem carefully. Think about what it tells you. • read the question carefully. |

| | | |
|---------------------|---|---|
| | | <ul style="list-style-type: none"> • think about the information you will need to find. • think about where in the poem you will look for it. • look for the word in the poem. • reread the text to check you are right. |
| TASK 5 | <p>Write a letter to one of your friends to let them know what you have been getting up to whilst you have been at home.</p> <p>You could tell them things you have done with your families, how you are feeling, what you really want to do when you can see each other again.</p> | <ul style="list-style-type: none"> • Start with 'Dear...' • Use capital letters for the start of sentences and names of any people. • Use a range of punctuation (!/?/.) • Don't forget to tell them who the letter is from. |
| SPELLINGS | <p>Spellings.</p> <p>EXTRA CHALLENGE – can you add these new words your own mini-dictionary? Write the word down and try to explain what the word is/means. You could even draw a picture next to your sentence to help the reader understand!</p> | <ul style="list-style-type: none"> • Say the word and say what you hear. Look at the sounds you recognise. • Say out loud again with 'flashy fingers'. • Add beans and sausages to help. • Practise the word until it is fixed in your memory. • Use your knowledge of spelling rules and patterns. • Cover the word and write it. Does it look right when you write it down? |
| MATHS TASK 1 | <p>Go online to Numbots and see if you can get enough coins today to buy a new part for your robot!</p> | |
| TASK 2 | <p>Where on the farm? Position words.</p> <p>Look at the picture of the farm. Can you follow the instructions to draw the missing items in the correct place?</p> <p>EXTRA TASK: can you play a game at home where you give instructions to put a teddy in a different part of your house using key words such as 'above/below/next to/around/underneath)?</p> | <p>For the second section of work (2 pictures together) your child needs to match the picture set that best describes their position in relation to each other. (E.g. the tree and tent would match to the word around).</p> |
| TASK 3 | <p>Pirate Treasure.</p> <p>Read the questions carefully. Get your child to use something as the 'pirate' (a coin/small toy etc – or they could pretend to be the pirate and take small steps next to the map).</p> | <p>See below a sheet to help your child understand some key terms. They can use their hands to help them know which way to go when given left/right instructions.</p> |
| TASK 4 | <p>Gingerbread man turns.</p> <p>Look at what the gingerbread man is facing at the start – what does he face after his turn/how far did he turn to end up looking at his new view?</p> <p>EXTRA ACTIVITY: my maths position and direction.</p> | <p>You could support your child here by getting them to pretend to be the gingerbread man. They can then imagine that there is a circle around them that is split up into quarters/ How many quarters do they have to turn through in their circle to get to the answer? You child could even draw the landmarks around them and a circle as they turn to visually see the turn.</p> |

| | | |
|-----------------|--|---|
| TASK 5 | <p>Hidden treasure.</p> <p>Choose some 'treasure' to hide around your house or garden. Then draw a map for your mummy or daddy to find it and add some clues to it. Your key words will be:</p> <ul style="list-style-type: none"> • Next to • Behind • Opposite • In front of • To the left of • To the right of • Do a half/quarter turn <p>Don't forget to check with an adult before you take anything to hide!</p> | |
| R.E. | <p>Look at the Easter candle poster attached below. What do you notice about the candle? Does it look like the candles we have on our classroom altar? Where might you have seen this candle before?</p> <p>Your task is to draw, make or paint an Easter Candle.</p> <p>There are some examples attached for you to look at.</p> | <p>Remind your child that Easter is a special celebration in the Church.</p> <p>Explain the Easter Candle is a special sign of celebration and reminds us that Jesus is alive.</p> <p>You could also do a mini quiz of what the different parts of the candle show and represent (see image below).</p> |
| RESEARCH | <p><u>Science Task</u></p> <p>As we move through Spring towards Summer the weather is starting to become sunnier and drier. Think about what changes this means? What does it feel like when your outside? Will we only have sunny days or might we get some rain too?</p> <p>Can you pack a suitcase with the clothes you would need now?</p> | <p>We have completed this task in school for both autumn and winter so your child should know what to do.</p> <p>Remind them that although it is sunny and warmer outside that it may still rain as we are not into Summer just yet and so may need a jacket and not a swimsuit etc.</p> |



Dear Year One,
 Well done for working so hard on all of your work!
 I hope you enjoyed getting creative for VE day!
 Me and Miss McNally are still missing you all.
 Remember to keep smiling and enjoy your time at home with your family. This week your special challenge is to ask your mummy or daddy if you can help make a meal for your family!
 Miss Rackham

Question marks

Remember

A sentence that asks something is called a question.
A question ends with a question mark.

Where have you been?

What did you see?

Who did you meet?

Try it

1 Read each question. Put a **question mark** at the end of it.

Where did you go _____

Who did you meet _____

How did you feel _____

Why did you go out _____

When did you get back _____

Did you feel sad _____



2 Put the words in order so they make a **question**. Write each question with a **question mark** at the end.

hid box the Who

is Where hat my

the bus come When will

can What you see

the ship How sink did

Remember

All sentences start with a capital letter. Most sentences end with a full stop. Questions end with a question mark.

More practice

- 1 Read each sentence. Put a **full stop** or a **question mark** at the end.

Why did that happen _____

It was cold in the garden _____

We went to the coast _____

Can you swim _____

What did you do at school _____

There is a frog in the pond _____

- 2 Write **four questions** to ask the man in the picture.



What _____

Why _____

Where _____

Sentence practice

There is a new child in your class. Write a **question** to ask him or her.

My Big Band By Tony Mitton



'Ting' went the triangle.

'Foo' went the flute.

'Whee' went the whistle.

The horn went 'Toot'.

'Crash' went the cymbal.

'Boom' went the drum.

'Ta-ra' went the trumpet.

'Quiet!' yelled Mum.

ENGLISH – TASK 4 (QUESTIONS)

1 Choose one.

The triangle went:

tring.

ting.

toot.

tara.

2 Find the word that completes this sentence.

'Whee' went the _____.

3 Find the word that completes this sentence.

' _____ ' went the cymbal.

4 Which instruments were in the band?

Choose two.

piano shaker

violin trumpet

drum guitar

5 What did Mum say?

6 Write one word or phrase to show how Mum felt.

1b

1b

1b

1b

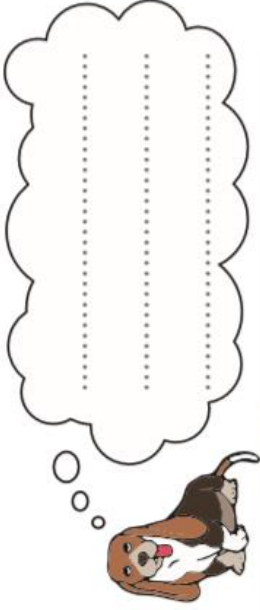
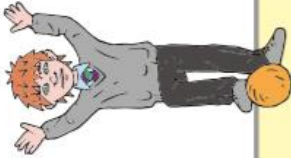
1b

1d

| Question | Answer | Focus | Strategy |
|---|--------------------------------|-------|---|
| 1. Choose one. The triangle went <input type="checkbox"/> ting. <input type="checkbox"/> ting. <input type="checkbox"/> toot. <input type="checkbox"/> tara. | ting. ✓ | 1b | Question focus: identify key aspects of fiction texts, such as characters, events. Tell the children to: • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the word in the poem. • tick the word you find in the poem. |
| 2. Find the word that completes this sentence. 'Whee' went the _____. | whistle | 1b | Question focus: identify key aspects of fiction texts, such as characters, events. Tell the children to: • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. Fill in the gap using a word from the poem. |
| 3. Find the word that completes this sentence. ' _____' went the cymbal. | crash | 1b | Question focus: identify key aspects of fiction texts, such as characters, events. Tell the children to: • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. Fill in the gap using a word from the poem. |
| 4. Which instruments were in the band? Choose two. <input type="checkbox"/> piano <input type="checkbox"/> violin <input type="checkbox"/> drum <input type="checkbox"/> shaker <input type="checkbox"/> trumpet <input type="checkbox"/> guitar | drum ✓ trumpet ✓ | 1b | Question focus: identify key aspects of fiction texts, such as characters, events. Tell the children to: • read the question carefully. • think about the information you will need to find. • read the poem. Think about what it tells you. • tick the information that matches the text. • remember to tick two. |
| 5. What did Mum say? | "Quiet" | 1b | Question focus: identify key aspects of fiction texts, such as characters, events. Tell the children to: • read the question carefully. • think about the information you will need to find. Think about where in the poem you will look for it. • look for the sentence in the poem. • write your answer. |
| 6. Write one word or phrase to show how Mum felt. | Accept: • fed up • angry | 1d | Question focus: make inferences from the text. Tell the children to: • read the question carefully. • think about what their mum/dad/carer would say and feel if all this noise was in their house. • read the poem again, thinking about Mum. |

Spelling patterns igh, or, ore, common exception words

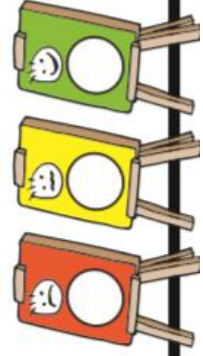
Football is a good sport.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| light | | | | |
| might | | | | |
| fork | | | | |
| sport | | | | |
| wore | | | | |
| into | | | | |
| | | | Total | /6 |



I wore my Superman cape to school.



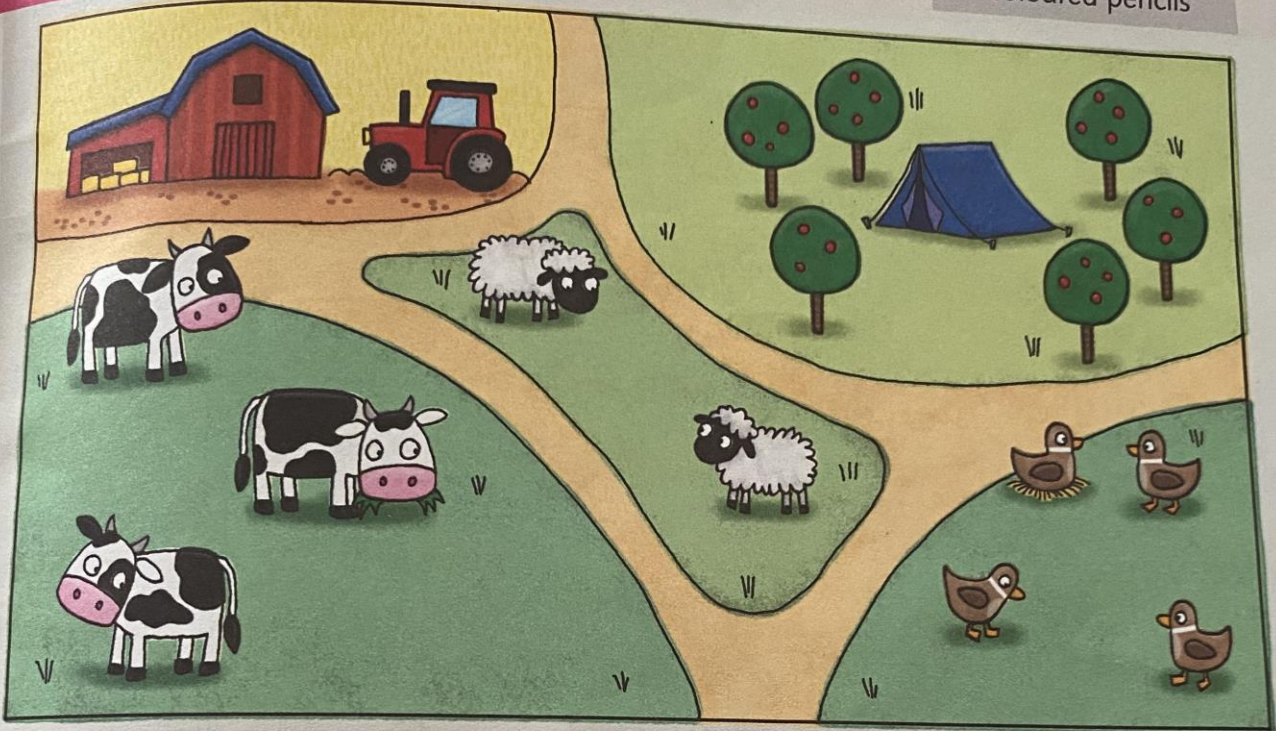
Date: _____

Where on the farm?

Understand position words



You will need:
• coloured pencils



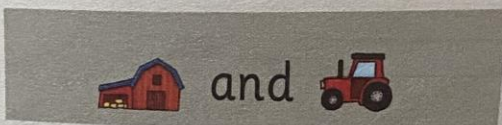
Draw:

near to .

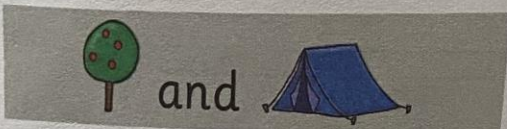
far from .

around .

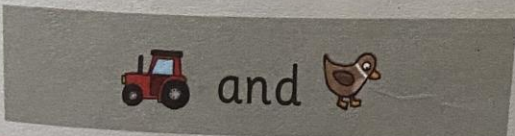
close to .



far



near



around

Teacher's notes

Children follow the instructions to draw animals and objects in correct positions on the farm. They then identify pairs of objects on the farm and draw a line to the best position word for each pair.

Recognise and make whole, half, quarter and three-quarter turns

You will need:
• coloured pencils



sees



turns



sees

| | | |
|--|---------------|--|
| | quarter | |
| | | |
| | three-quarter | |
| | | |
| | half | |
| | | |

Teacher's notes

Children draw what the person on the hill will see when they make a turn to the right (clockwise), or write how far the person on the hill needs to turn to the right (clockwise) to see the second feature.

Pirate Paraphernalia

Following Directions



This very messy pirate has left his stuff everywhere! Can you follow the directions and help him gather it all up?



Pirate Paraphernalia

Following Directions

For each set of directions, start facing north from the dark blue square.

1. Forward 2, left 2, back 1 = _____
2. Right 2, forward 2, left 1, forward 1, right 1 = _____
3. Left 1, forward 2, left 1, forward 2, right 3 = _____
4. Left 2, forward 3, right 1, down 2 = _____
5. Forward 4, right 2, down 3, left 1 = _____
6. Forward 2, right 2, back 1, right 1, back 1 = _____
7. Left 1, forward 2, right 2, forward 1, right 2, back 1 = _____
8. Right 2, forward 2, left 4, forward 2 = _____
9. Right 2, forward 3, right 1, forward 1, left 2, back 1, left 2 = _____



Position and Direction

Knowledge Organiser

Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

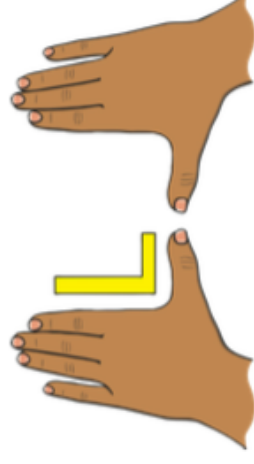
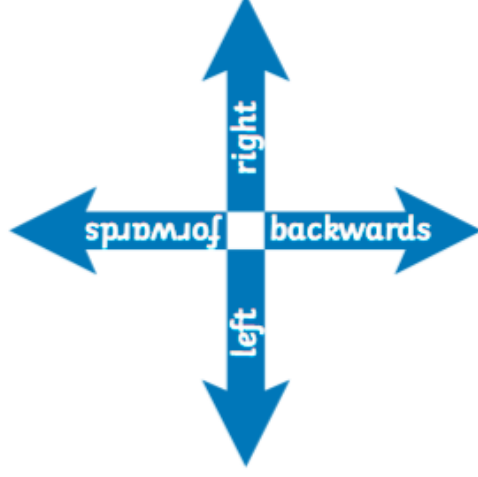
clockwise

anticlockwise

pattern

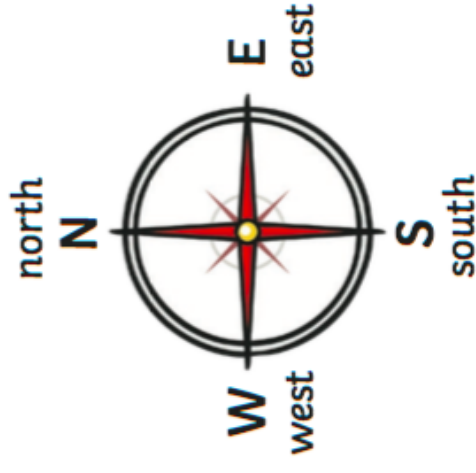
sequence

Describing Straight-Line Movement



Left and Right

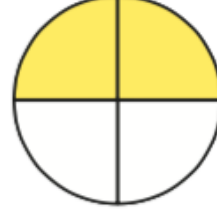
The hand that makes an L shape is the **left hand**.



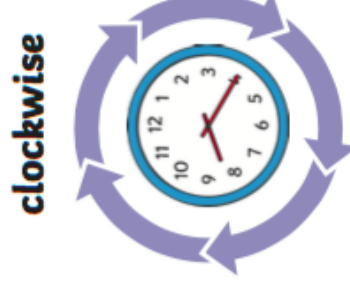
Describing Turns



quarter turn



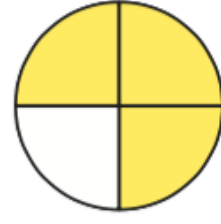
half turn



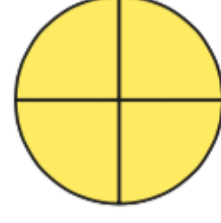
clockwise



anticlockwise



three-quarter turn



full turn

If the turn is in the same direction as the hands of a clock, it is **clockwise**.

If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.

Treasure

Challenge

Secretly hide some treasure in the classroom.
Draw a map to show where the treasure is hidden.
Now hide your map.
Make up some clues about where the map is hidden.



Using and applying mathematics in real-world contexts

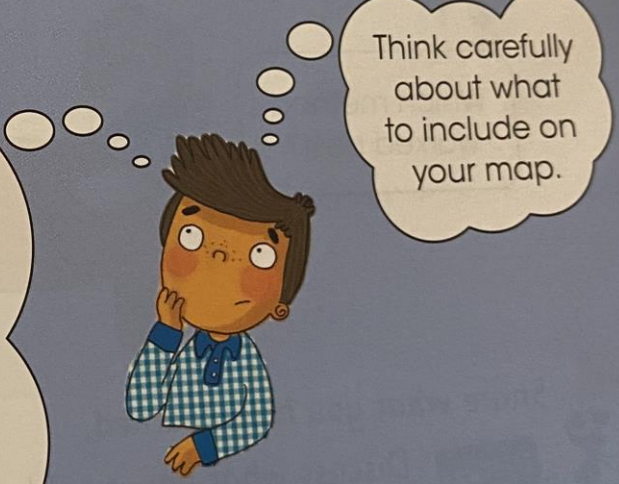
You will need:

- an object to use as treasure

Think about ...

You might want to use words and terms such as:

- next to
- behind
- between
- under
- below
- above
- over
- underneath
- opposite
- in front of
- to the left of
- to the right of



What if?

What if you hid the treasure and map somewhere else in the school – perhaps in another classroom or in the playground?

When you've finished, turn to page 80.

PASCHAL candle

▶▶▶ represents the Risen Christ

LIGHT
that illuminates
our path

FLAME
warming
our heart

NAIL
symbolizes
suffering of Christ

FIRE
that destroys
our sin

ALPHA AND OMEGA
God is the beginning
and the end.

YEAR
Christ is the
Master and Lord
of all eternity

LAMB
Christ is the
perfect sacrifice

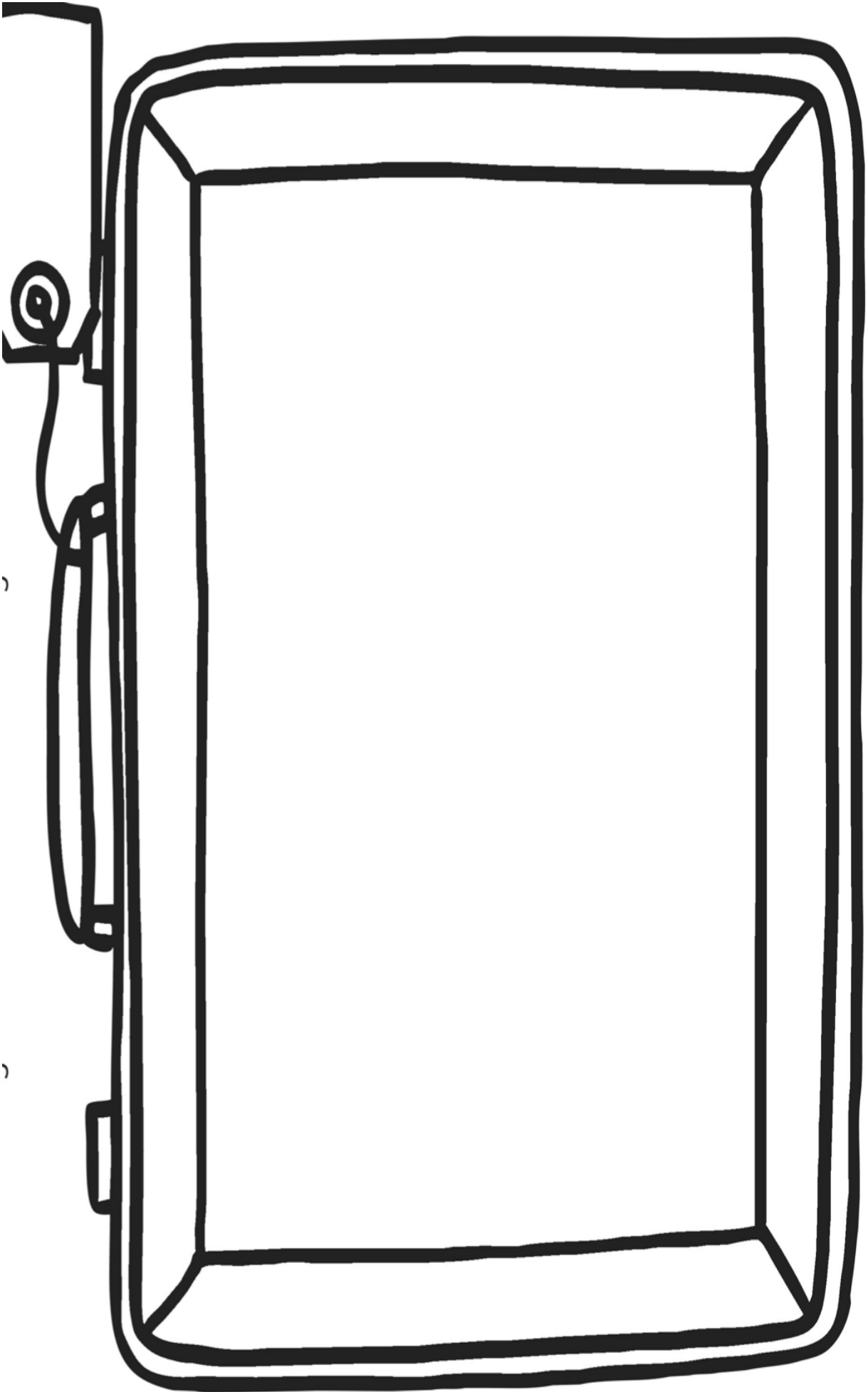
THE CROSS
The path we must
take to reach the
Father.



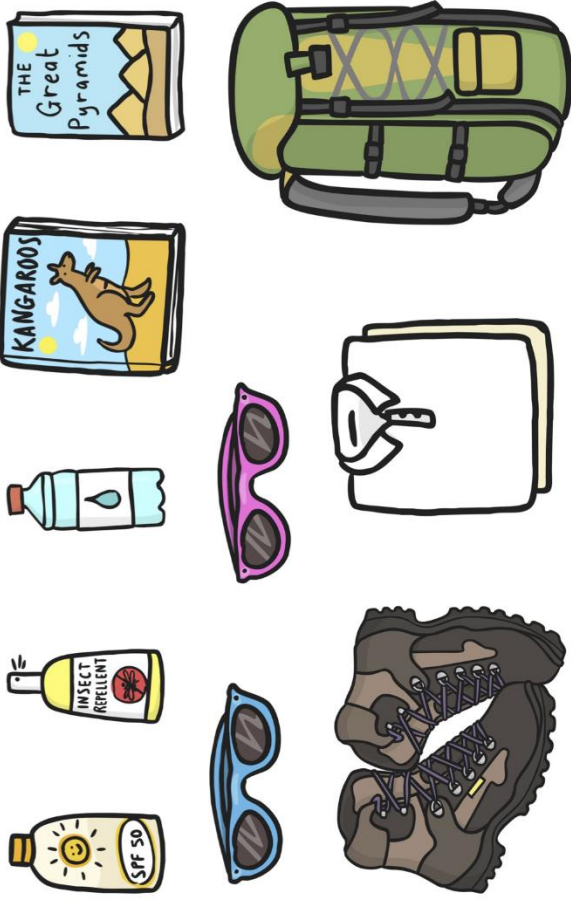
R.E – Candle Examples.



SCIENCE



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.

