



Year 6 Homework Passport Spring Term Second Half

Guidelines

- Below are ten tasks and as there are four homework weeks you will need to complete four tasks. If you wish to do more then of course you can do so.
- You must complete the first two tasks as they are compulsory.
- You can then choose another two tasks to complete.
- The tasks can be completed in any order unless specified below.
- Please write the date next to the task number when you have completed it.

Your class teacher will collect in your completed piece of homework every Tuesday to see how you are getting along with these tasks. You can earn Homework Passport Values Buttons (HPVB) for successfully completing these tasks and recording what you have done in your Learning Journal. In addition to the tasks listed below, you should also be:

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- Reading (approximately 5 - 10 minutes per week day night) and
- Practising your times tables (approximately 2 - 5 minutes per weekday night)
- Learning your spellings that are in your Learning Journal or practising spellings from the high frequency word list.

You should record which task and any reading/times tables/spelling you have done in your Learning Journal please.

Name.....

Class.....

Task 1 - Compulsory – Completed

Visit the website:

http://www.teachingtreasures.com.au/spelling_mistake.htm

Can you correct all the spelling mistakes? If you have time, write five sentences including some of these words.

Task 2 – Compulsory - Completed

Time yourself:

How long does it take you to do different things in a day? Keep a record of the time you spend on each activity and present the information in the most appropriate format. You may watch TV at different times of the day, e.g. 10 minutes in the morning and 1 hour in the evening, so how many minutes would this be in total? Can you identify how you spend your day in fractions or percentages? For example, if you spend two hours at a club, this would be $\frac{2}{24}$ or $\frac{1}{12}$ of your day.

Task 3 – Completed

The time has come again to exchange food labels with our pen pals in Spain, so that we can continue to learn from each other about the different foods we eat, the packaging that food comes in, and whether any new foods that are available to us, are also available in Spain.

Mild: Bring in one food label for your own pen pal. I won't be able to send any boxes, but if you can carefully cut out parts of a box I will be able to send it. Write your partner's full name somewhere on the label, or sellotape a post it note to it with their name on. (Ask me for their name if you can't remember it all).

Medium: Check you are allowed to use the computer. Investigate the different foods available to buy from one of Spain's large supermarkets, 'Mercadona'. Google '**Mercadona online**', go down to and click on '**Mercadona – Compra online – Deliberry**'. Look through all the different foods available to buy and their prices. Click on 'Ver más' to see more.

Spicy: As you browse, see what vocabulary you recognise. Which of these foods can we buy here? Which can't we? See if you recognise any foods when the labels arrive from Spain.

Task 4 – Completed

We would like you to bring in something that represents our value of sharing.

This could be a poem that you have written that explains sharing, what it means to you or a symbol you have created for the value of sharing or a recipe about sharing e.g. a spoonful of listening.

Task 5 – Completed

The company GAMES-R-US have just brought out a new computer game called Action World! You bought the game and you think it is terrible!

Your task is to write a letter to the company to complain about the game.

Mild: Lay out your letter correctly (addresses, Dear and sign off)

Medium: Structure your letter into organised paragraphs

Spicy: Ensure each paragraph has a clear focus and link ideas between paragraphs

Task 6 – Completed

Think about the mindfulness knowledge you have acquired from school. How can you help your friends or family who are not as knowledgeable learn about mindfulness? An idea being going a walk and guide them on how to be more mindful (mindful seeing, mindful smelling, mindful listening, being in the moment etc.). You might want to talk them through the brain break, what it involves, and why this is beneficial. Once you have done this, write a few sentences about what you did and how this helped your friend or family member.

Task 7– Completed

How many new words can you make from a single root word? Use at least five words from the Year 3 to the Year 6 spelling lists at the back of your Learning Journal and write all the new words into your homework book. Use a dictionary to make sure your spellings are correct. See below for an example.



Task 8 – Completed

In computing earlier this term we learned to create a basic 'platformer' game. Your challenge is to create a similar type of game or program at home. Can you make it more advanced than the ones we did in class? You may want to use a PC or laptop for this, although, you can get the Scratch app for iPads which works, too.

Creativity is key here – how adventurous can you be with your coding? Remember, all games we use today are constructed in programming languages! Once you are happy with your iteration, save it or email it to your teacher and we will have a go in class.

Task 9– Completed

You'll need to watch a small amount of television (or flick through some magazines) to do this homework!

There are lots of adverts on TV and in magazines. Companies fight for your attention in an effort to sell you their products. What adverts can you remember seeing recently on TV? Sometimes the most memorable adverts are the ones where something funny happens in them or the ones that have a catchy theme tune. Often though, you remember the products featured in the advert because of the phrase they use at the end, which is called a slogan.

Create a page of advertising slogans. You could ask members of your family about any they can remember.

Task 10 – Completed

The weather plays an important part on the environment. Animals and plants need rain to grow and stay healthy.

How can you measure and record the amount of rain that falls? The link below shows you how to make a rain gauge – you can use this and adapt it. Take a photo of your gauge, record and share your results with your class and the Eco Warriors.

<http://www.metoffice.gov.uk/learning/weather-for-kids/weather-station/rain-gauge>