



Kettering Buccleuch Academy

The best in everyone™

Part of United Learning

Home Learning pack

Y6

Name: _____

Class: _____

Draw your own Avatar here:

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Guide to Survive!

Dear Parents/ Carers and (of course) Children of Year 6,

This pack here is to continue your child's learning from home, while we are away from school. This will be collected in and checked by your teacher.

Please ensure your child completes the activities in number order, starting from Activity 1 in Reading, Maths etc.

There will also be daily work online to complete, which Mr Pate and Miss Loasby will access to check if children are finding elements difficult. The sites you will need to use are:

- SATS Companion
- Purple Mash

If you are unsure of your child's logins, please email:

ashleyloasby@kba.uk or josephpate@kba.uk

It is imperative, that the children continue working at home to ensure their learning journey is not disrupted any further,

If you are unsure, or need support please email the above,

Thank you for your continued support,

Miss Loasby and Mr Pate

Key Websites and information:

The websites, which we will be setting work from, are the following:

www.satscompanion.com/login



you will need to use Google Chrome to access this site. Below is your log in details:

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For our foundation subjects, we will be setting tasks on Purple Mash. Below is your login details:



www.purplemash.com/login

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Day 1 Activities:

Read a book of your choice for 20 minutes. Answer the following questions:

1. *Why did you choose to read this book?*

2. *Pick out your favourite word used by the author. Write it below in the box:*

3. *What other words could have been used (synonyms)? Write a list below:*

- ---
- ---
- ---
- ---

4. *What is going to happen next? Why do you think that? Use evidence from the text to support your answer.*

Day 1 Activities:

Complete this reading activity and complete the sentences at the end:

BIRD MIGRATION



Migration is when birds fly to warmer countries to escape cold winters.

Each autumn birds tend to practise flying together in flocks – and this is a sign that Winter is on its way. These birds then fly south to warmer countries so that they can breed and feed as during the winter, food can become hard to find in the cold winters.

How do they keep going?

They sometimes stop along the way, but many stock up on food before they leave and fly in formation, making the journey in one very long flight.

Do all birds migrate?

No. Some birds stay all winter and others leave, the robin, for example – does both. The male bird stays to mind the nest, but the female migrates south and returns in the spring to mate and lay eggs in the nest that her mate has carefully kept safe from other male robins.

How do they know the way?

Many people think that they use the earth's magnetic field as a compass, but they could also use a mixture of sight and smell.

Fill in the missing words:

Birds _ _ _ _ _ in the Autumn and _ _ _ South for the winter.

They go to _ _ _ _ _ countries because there is not so much _ _ _ _ in the Winter.

They often fly all the way there without making a _ _ _ _ .

Not all birds migrate. The male _ _ _ _ _ stays at home to take care of the nest.

Some people think that the birds use magnetism as a _ _ _ _ _ to find the way.

Day 1 Activities:

Complete these SPAG activities:

Q1. Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.

Q2. Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals
he has read many books about exotic
creatures jellyfish interest him the most and he
would like to study them when he is older

Q3. Add one **comma** to the sentence below in the correct place.

The museum shop sells posters mugs and badges.

Q4. Insert a **comma** in the correct place in the sentence below.

Although he was the youngest Tom was one of the tallest.

Q5. Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**. Remember to punctuate your answer correctly.

We have time to play a game. We will have to finish it before dinner.

Q6. Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

<i>Spelling</i>	<i>Look</i>	<i>Say</i>	<i>Cover</i>	<i>Write</i>	<i>Check</i>
official					
special					
social					
racial					
crucial					
facial					
beneficial					
superficial					
antisocial					
artificial					

Day 1 Activities:

Complete the arithmetic below, the squared paper is for working out:

Q1.

$$\frac{9}{11} - \frac{4}{11} =$$

Q2. $7,064 - 502 =$

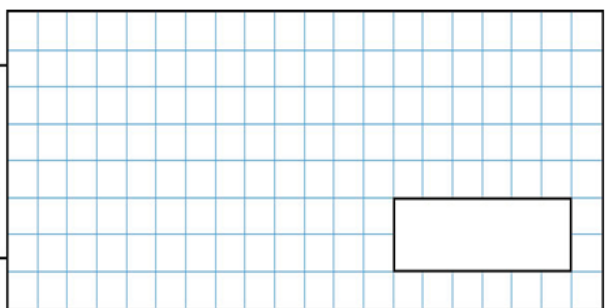
Q3. $6^2 + 10 =$

Q4. $56.38 + 24.7 =$

Q5.

$$\begin{array}{r} 785 \\ \times 23 \\ \hline \end{array}$$

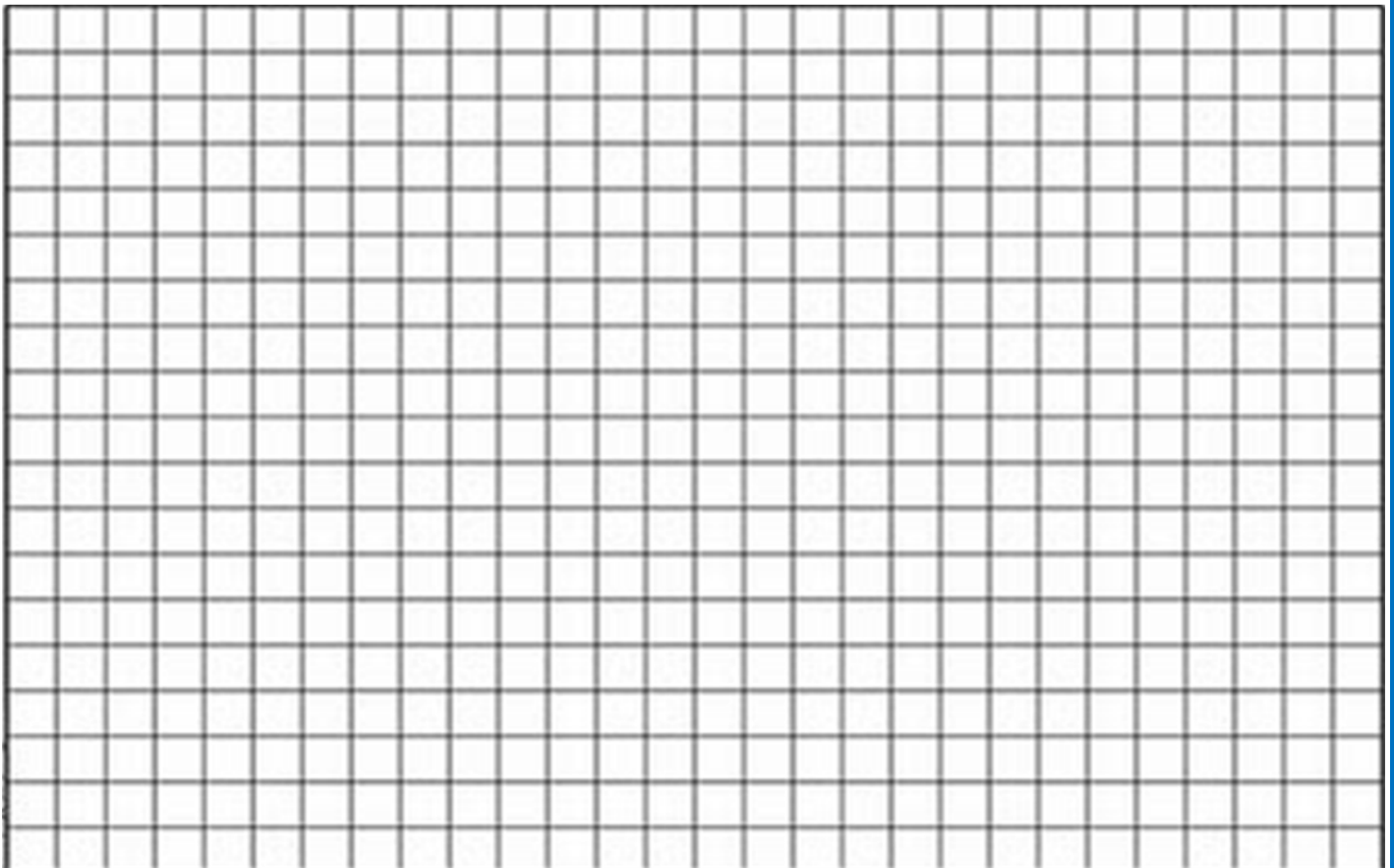
Show your method



Q6.

$$3,050,020 = 3,000,000 + \boxed{} + 20$$

Q7. $0.5 \times 28 =$



Day 1 Activities:

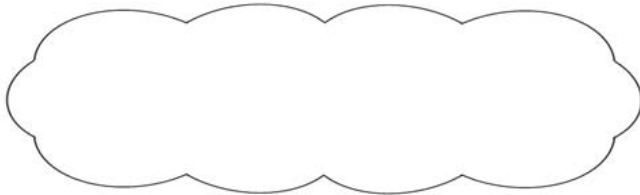
Complete the reasoning questions below, the squared paper is for working out:

Q1. Two of the angles in a triangle are 70° and 40° . Jack says,

The triangle is equilateral.



Explain why Jack is **not** correct.



Q2. This table shows the areas of the United Kingdom and Jamaica.

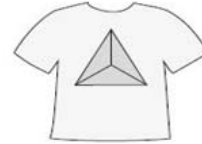
Country	Area (square kilometres)
United Kingdom	240,000
Jamaica	10,000

The area of the United Kingdom is larger than the area of Jamaica.

How many times larger is the United Kingdom?

times larger

Q3. a) A shop prints designs on T-shirts.



They use this formula to work out the price for printing a design.

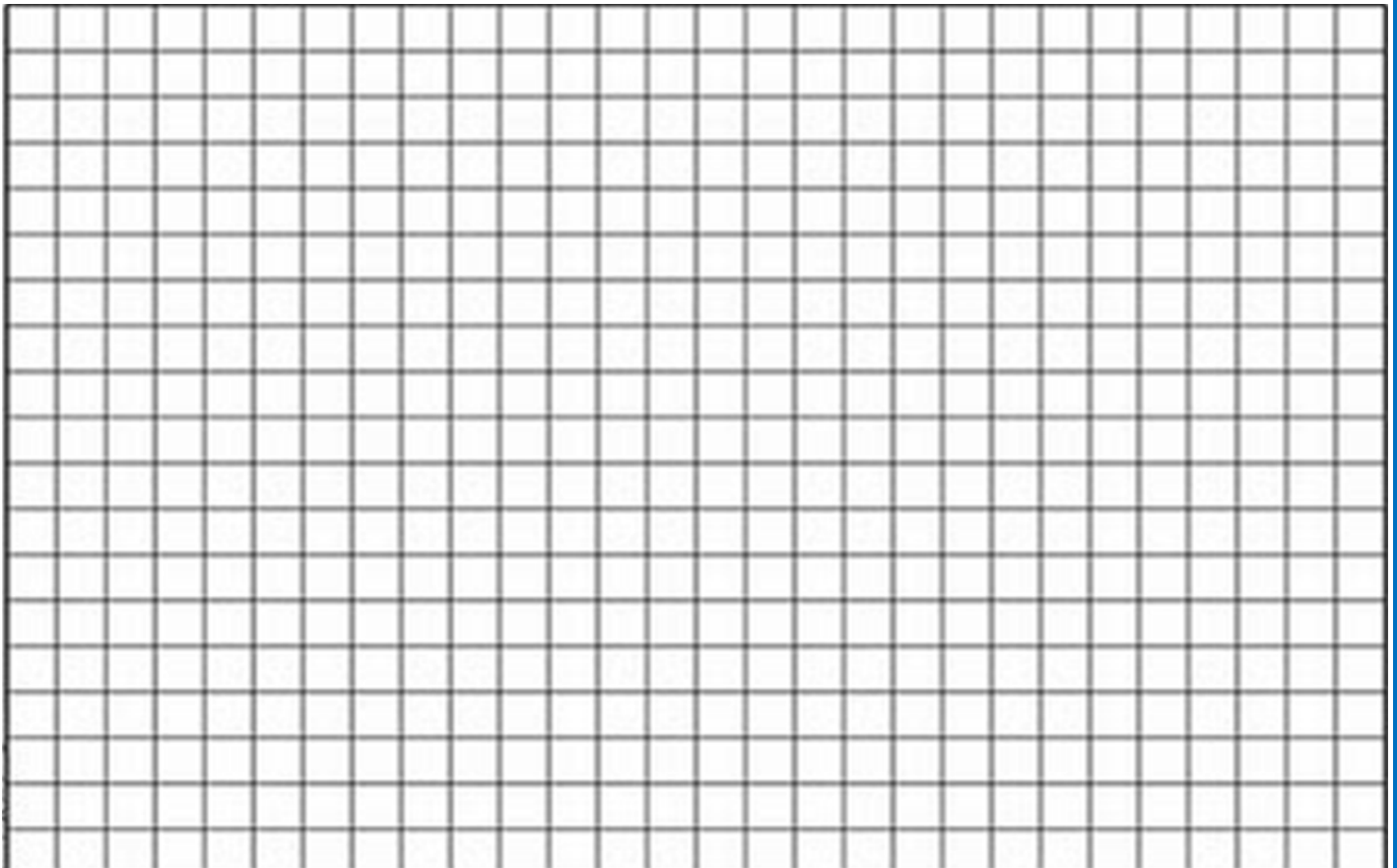
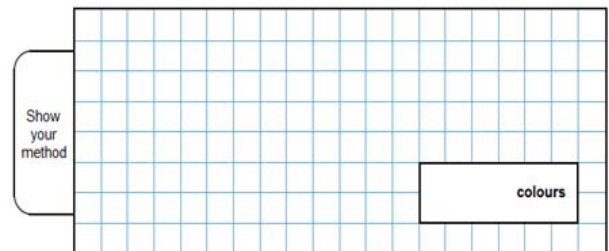
$$\text{price} = 60\text{p} \times \text{number of colours} + \text{£}1.25$$

What is the price for printing a design that has **3** colours in it?

£

b) Amina has **£5** to spend on printing a design.

What is the greatest number of **colours** she can have in the design?



Day 1 Activities:

Write a short diary entry, as if you were a soldier in the war. Think about sounds, smells, feelings.

<i>I have used:</i>	<i>Tick</i>
• <i>Emotive language (metaphor, similie, personification)</i>	
• <i>A semi-colon list (:_____ ; _____ and _____)</i>	
• <i>Subjunctive mood (I strongly recommend that.... If I were you,)</i>	

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 1 Activities:

Take a photo of you Easter Biscuits once you have made them, send a photo to either Mr Pate or Miss loasby and we will judge the winner!



Easter Egg Biscuits

Ingredients

225g unsalted butter
(room temperature)
225g caster sugar
1 tsp vanilla extract
1 egg
330g plain flour
2 tps baking powder
A pinch of salt
400g icing sugar
3-4 tbsps warm water
Food colouring
Sprinkles

Equipment

Baking trays
Baking paper
Mixing bowls
Wooden spoon
Rolling pin
Egg-shaped cookie cutters
Cooling rack
Sieve
Small bowls
Small spoons or blunt knives

Method

1. First, wash your hands and put on an apron.
2. Preheat the oven to 180°C and line baking trays with baking paper.
3. In a large mixing bowl, cream together the butter and sugar until light and fluffy.
4. Next, beat in the vanilla extract and the egg.
5. In a separate bowl, mix together the flour, salt and baking powder.
6. Gradually mix the dry ingredients into the wet ingredients – adding a little of the flour mixture at a time, to make a stiff dough.
7. Use your hands to lightly knead the mixture into a dough.
8. Divide the dough into small portions and roll out on a lightly floured surface.
9. Use cookie cutters to cut the dough into egg shapes and place onto the lined baking trays.



Easter Egg Biscuits

10. Bake for 8 to 10 minutes.
11. Leave to cool on the baking tray until firm enough to transfer to a cooling rack.
12. Once cool, the cookies can be decorated! Sift the icing sugar into a bowl and gradually stir in enough water to create a smooth mixture. You could add a couple of drops of food colouring too if desired.
13. Use a small spoon or knife to gently spread the icing over the cooled biscuits.
14. Carefully, sprinkle over some sprinkles! Try different shapes, sizes and colours to create different effects.



Evaluate your biscuits:

What went well:

What would you change? Why?

Day 2 Activities:

Read a book of your choice for 20 minutes. Answer the following questions:

1. Why did you choose to read this book?

2. Pick out your favourite word used by the author. Write it below in the box:

3. What other words could have been used (synonyms)? Write a list below:

- ---
- ---
- ---
- ---

4. What is the author's message (theme) in your book? Use evidence to explain your answer

Day 2 Activities:

Read the story and complete the questions:

The forest was on fire and all the animals swam across the river to escape the fire.

The scorpion could not swim and begged the fox to help him.

"Please take me across the river on your back – or I will die."

"I am not a fool" said the fox "you will sting me and I will drown"

"No" replied the scorpion "I promise that if you help me – I will not sting you – after all, if you drown then so will I"

"Okay" the fox agreed, and the scorpion climbed on his back.

Halfway across the river, at the deepest part – the scorpion stung the fox.

"Why did you do that" the fox shouted.

"I just couldn't help it" cried the fox as they both drowned. *"It's just my nature!"*

1. Why were the animals swimming across the river?

2. Why did the scorpion ask for help?

3. Why was the fox worried?

4. How did the scorpion get the fox to help him?

Challenge! What is the real meaning of this story?

Day 2 Activities:

Complete these SPAG activities:

Q1. Rewrite the sentence below as **direct speech**.
Remember to punctuate your sentence correctly.

I asked her if she needed any help.

I asked, _____

Q2. Which sentence is punctuated correctly?

	Tick one .
Abdul called out, "will you come and help me?"	<input type="checkbox"/>
Abdul called out "Will you come and help me"	<input type="checkbox"/>
Abdul called out, "Will you come and help me"?	<input type="checkbox"/>
Abdul called out, "Will you come and help me?"	<input type="checkbox"/>

Q3. Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bed room door.

Q4. Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

☐
☐
☐
☐

Q5. Which sentence is written in **Standard English**?

	Tick one .
Two sports teams come to our school yesterday.	<input type="checkbox"/>
My friend was tidying the classroom.	<input type="checkbox"/>
Today the children done their school play.	<input type="checkbox"/>
The teachers was going to send a letter next week.	<input type="checkbox"/>

Spelling	Look	Say	Cover	Write	Check
<i>partial</i>					
<i>confidential</i>					
<i>essential</i>					
<i>substantial</i>					
<i>torrential</i>					
<i>sequential</i>					
<i>potential</i>					
<i>spatial</i>					
<i>martial</i>					
<i>influential</i>					

Day 2 Activities:

Complete the arithmetic below, the squared paper is for working out:

Q1. $1\frac{3}{4} + \frac{3}{4} =$

Q2. $6 - 5.738 =$

Q3. $1\frac{1}{2} \times 40 =$

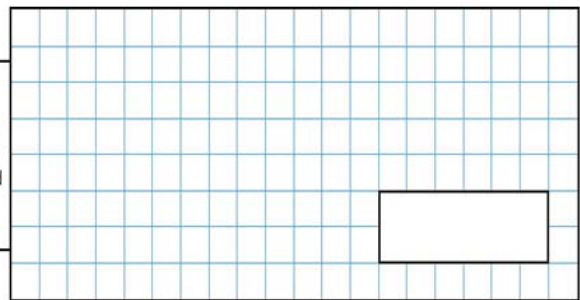
Q4. $3.9 \times 30 =$

Q5. 99% of 200 =

Q6.
$$\begin{array}{r} 5413 \\ \times \quad 86 \\ \hline \end{array}$$

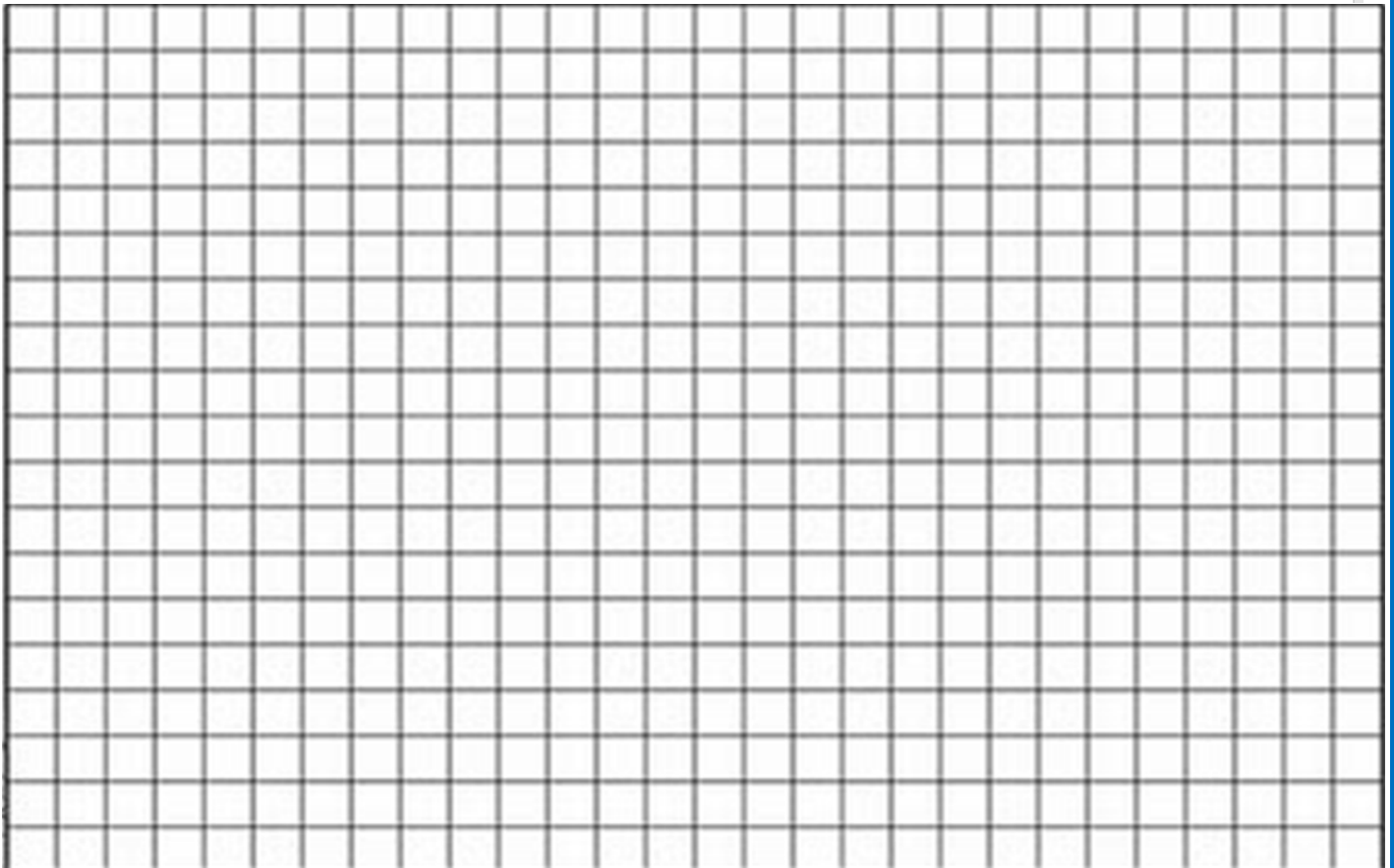
Q6.

Show
your
method



Q7.

$\frac{1}{4} \div 2 =$



Day 2 Activities:

Complete the reasoning questions below, the squared paper is for working out:

Q1. A book has 276 pages. Amina has read $\frac{1}{3}$ of the book.
How many pages are **left** for Amina to read?

Show
your
method

pages

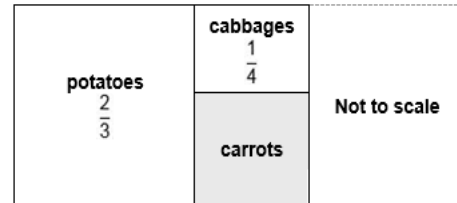
Q2. $33,630 = 354 \times 95$

Use this multiplication to complete the calculations below.

$354 \times 9.5 =$	
$3,540 \times 95 =$	
$3,363 \div 95 =$	

Q3. This is a diagram of a vegetable garden.

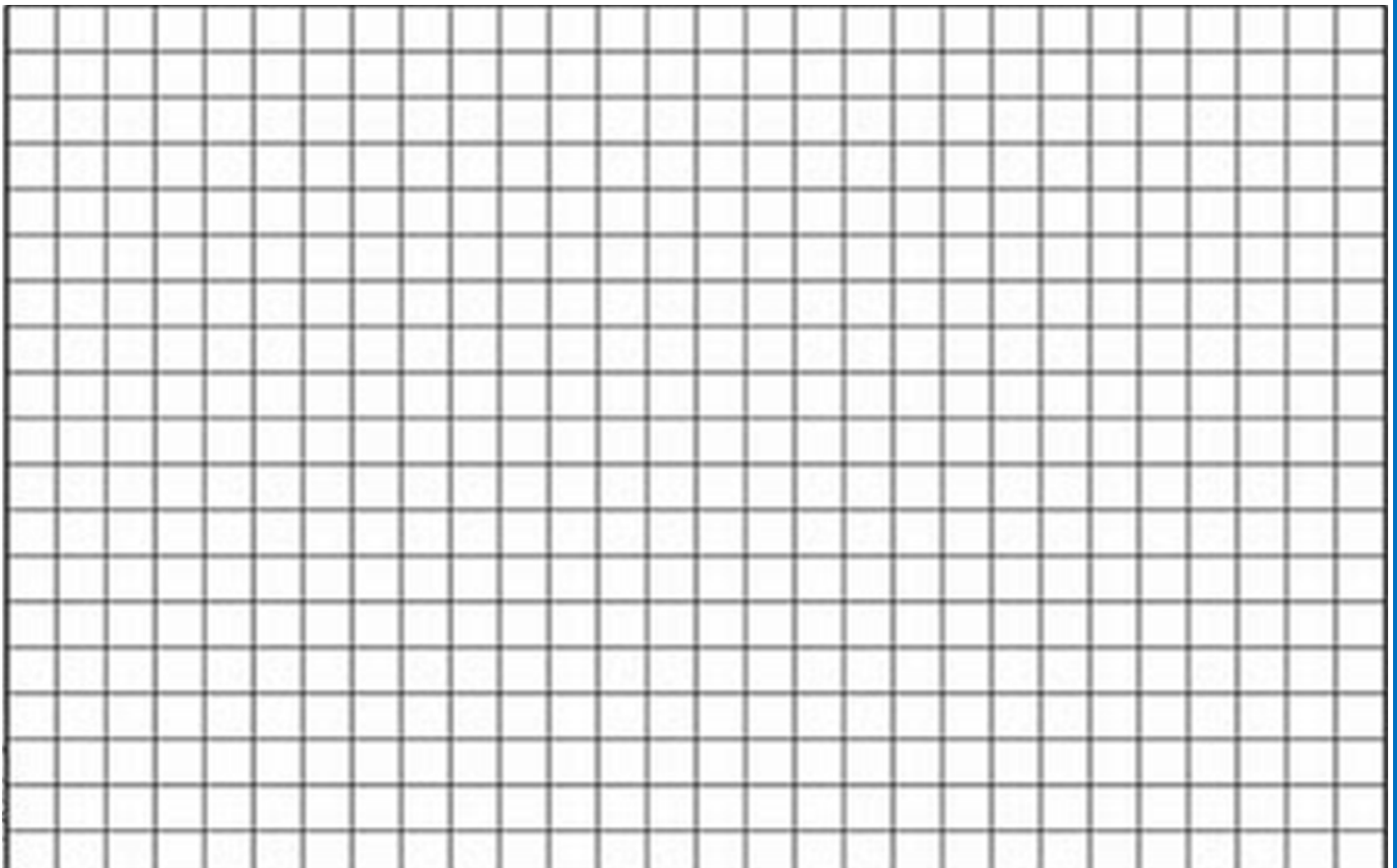
It shows the fractions of the garden planted with potatoes and cabbages.



The remaining area is planted with carrots.

What **fraction** of the garden is planted with carrots?

Show
your
method



Day 2 Activities:

Write an opening o a suspense story with a cliffhanger, you can pick the theme.
Think about sounds, smells, feelings.

<i>I have used:</i>	<i>Tick</i>
● <i>Short, snappy sentences</i>	
● <i>A relative clause (who, which, that)</i>	
● <i>An ellipsis at the end of my writing</i>	

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 2 Activities:

Science:

Classifying Organisms














Choose a habitat from the list below, or think of your own. Find out the names of 10 to 20 animals and plants that live in this habitat. Classify these organisms into the correct groups.

Habitats:

Amazon rainforest Great Barrier Reef Patagonia Galapagos Islands British woodland

Or your own choice: _____

List of plants and animals:

mammals: 	birds: 
amphibians: 	reptiles: 
fish: 	insects: 
arachnids: 	annelids: 
echinoderms: 	crustaceans: 
molluscs: 	flowering plants: 
non-flowering plants: 	

Day 3 Activities:

Read a book of your choice for 20 minutes. Answer the following questions:

1. *Why did you choose to read this book?*

2. *Pick out your favourite word used by the author. Write it below in the box:*

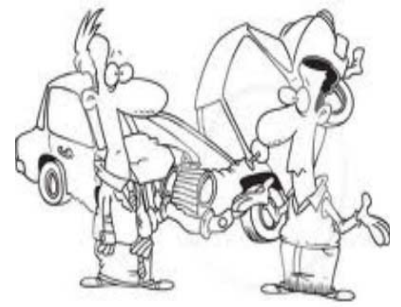
3. *What other words could have been used (synonyms)? Write a list below:*

- ---
- ---
- ---
- ---

4. *Have you read any other book similar to this one? Explain how they were similar/ different.*

Day 3 Activities:

Read the story and complete the questions:



Tom was late for work when the accident happened. He left his house at half past eight as he needed to start work at nine. John works in a shop. He saw the light turn amber and knew that he should stop, but he tried to drive faster so that he could get through the lights before they turned to red.

As he went through the lights another car came from a road to his left and hit him in the side. Crash! No one was hurt but the other driver was very angry.

"You idiot" he shouted at Tom "Why did you go through a red light?"

Tom said that he hadn't and that the light had been amber – but he felt embarrassed. Perhaps the light had turned red and he thought it was probably his fault, but he wouldn't admit it. A lady who had been crossing the road said she had seen the whole thing. Oh dear – what a day?

1. What time did Tom leave the house?

2. Where was Tom going?

3. Where does Tom work?

4. Why did Tom speed up?

5. Why was Tom embarrassed?

6. Whose fault was the accident?

7. Why did Tom say 'Oh dear?'

Day 3 Activities:

Complete these SPAG activities

Q1. For each sentence, put a tick to show whether the main clause or subordinate clause is underlined.

Sentence	Main clause	Subordinate clause
I have <u>violin lessons</u> , although I have not been playing for very long.		
If you want to <u>improve</u> , you must practise a lot.		
I practise every weekend, <u>even</u> when it's in the school holidays.		

Q2. Insert a **semi-colon** in the correct place in the sentence below.

Come and see me tomorrow I will not have time to see you today.

Q3. Insert a **semi-colon** in the correct place in the sentence below.

There are Roman ruins near our village they are being excavated next week.

Q4. Which sentence is punctuated correctly?

	Tick one.
The town is ten miles (16 kilometres) away.	<input type="checkbox"/>
The town is ten miles (16 kilometres away.)	<input type="checkbox"/>
The town is ten miles (16) kilometres away.	<input type="checkbox"/>
The town is ten miles (16 kilometres away).	<input type="checkbox"/>

Q5. Which sentence must **not** end with an **exclamation mark**?

	Tick one.
What a hilarious film that was	<input type="checkbox"/>
I loved the opening scene	<input type="checkbox"/>
Was the ending funny	<input type="checkbox"/>
I have never laughed so much	<input type="checkbox"/>

Spelling	Look	Say	Cover	Write	Check
cemetery					
certificate					
celebrate					
necessary					
deceased					
December					
sacrifice					
hindrance					
nuisance					
prejudice					

Day 3 Activities:

Complete the arithmetic below, the squared paper is for working out:

Q1. $1\frac{1}{2} \times 40 =$

Q2. 28% of 650 =

Q3. $4\frac{2}{3} - 1\frac{6}{7} =$

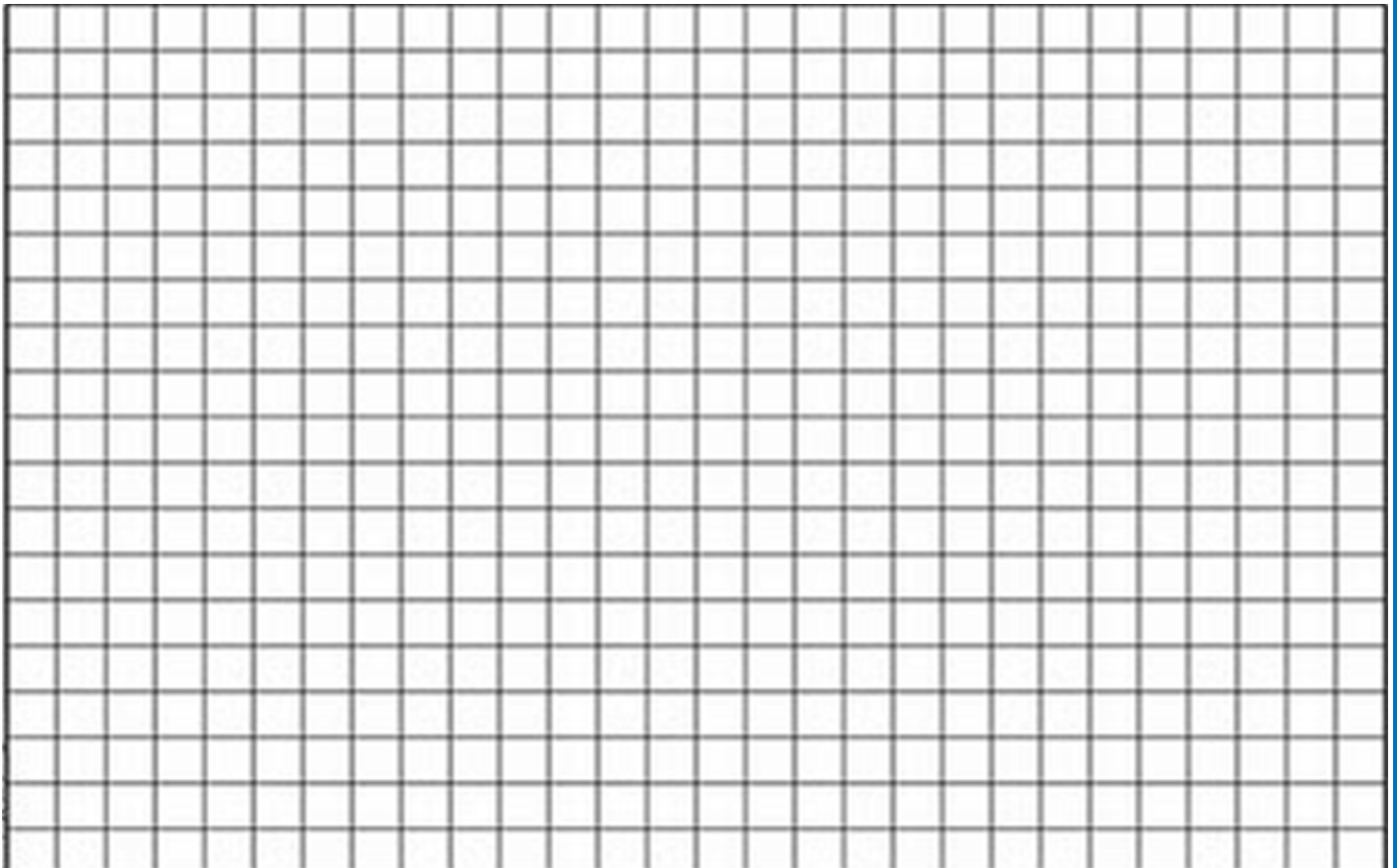
Q4. $2.7 + 3.014 =$

Q5. $97 \overline{)8827}$

Show
your
method

Q6. $\frac{4}{6} + \frac{3}{6} =$

Q7. $707 + 1,818 =$



Day 3 Activities:

Complete the reasoning questions below, the squared paper is for working out:

Q1. Jack finished a sponsored run in 53 minutes 25 seconds.

Ally finished 3 minutes 50 seconds **after** Jack.

How long did Ally take?

min	sec
-----	-----

Layla finished the run 8 minutes 45 seconds **before** Jack.

How long did Layla take?

min	sec
-----	-----

Q2. Circle the number that is **10 times** greater than nine hundred and seven.

9,700 907 9,007 970 9,070

Q3. In March, Ken collects 2, 3 or 4 eggs each day from his hens.

In the first 20 days, Ken collects 57 eggs altogether.

There are 31 days in March.

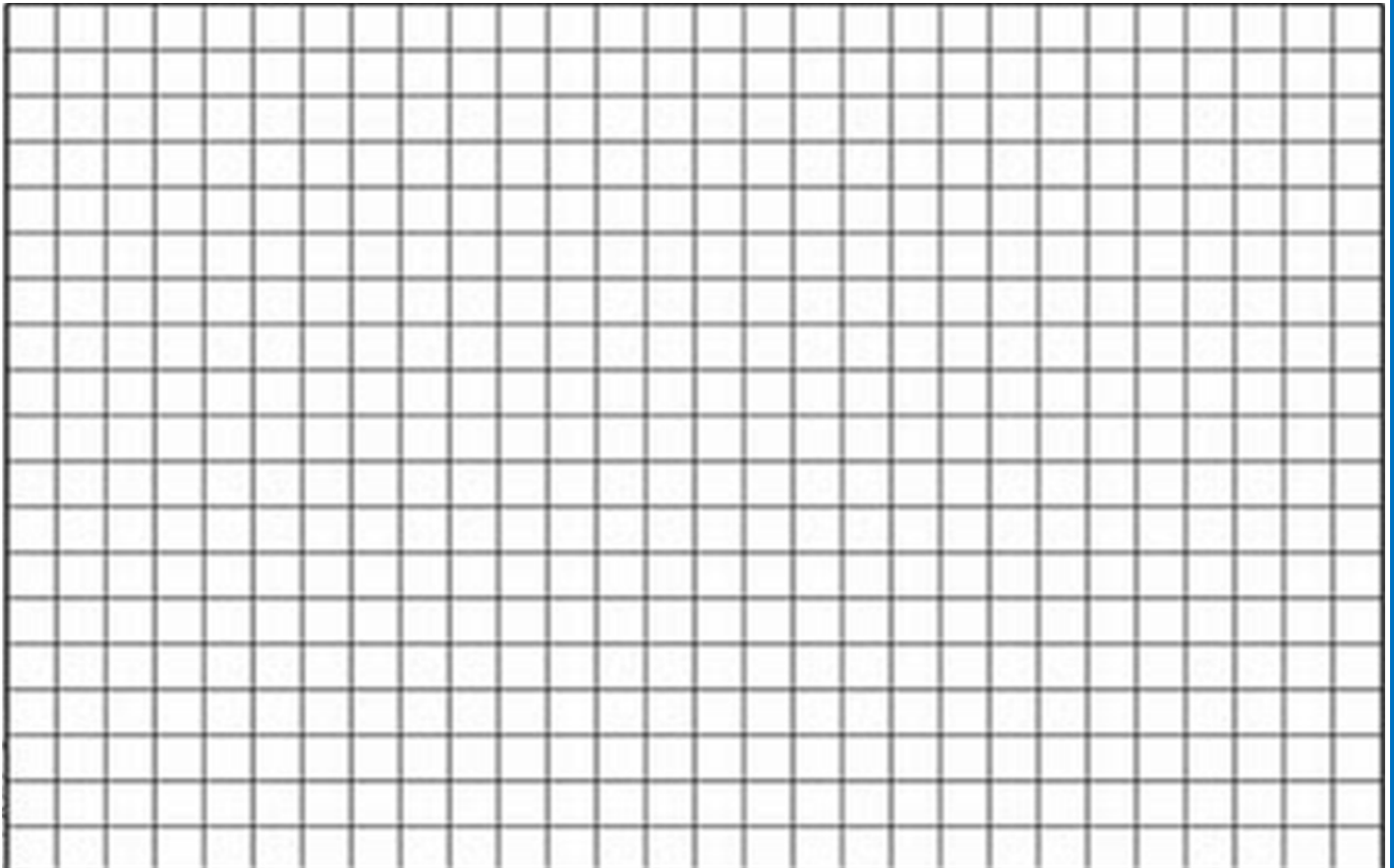
What is the **greatest** number of eggs Ken can collect in March?

Show your method

eggs																														
------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Q4. Write the missing numbers to make this **multiplication** grid correct.

×	<div></div>	<div></div>
9	63	54
<div></div>	56	48



Day 3 Activities:

Creative Writing Task: Advertising Your Town

You have 30 minutes to complete the following task. Use the checklist to help you.

Persuade your reader to take their next holiday to the place where you live.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.



Day 3 Activities:

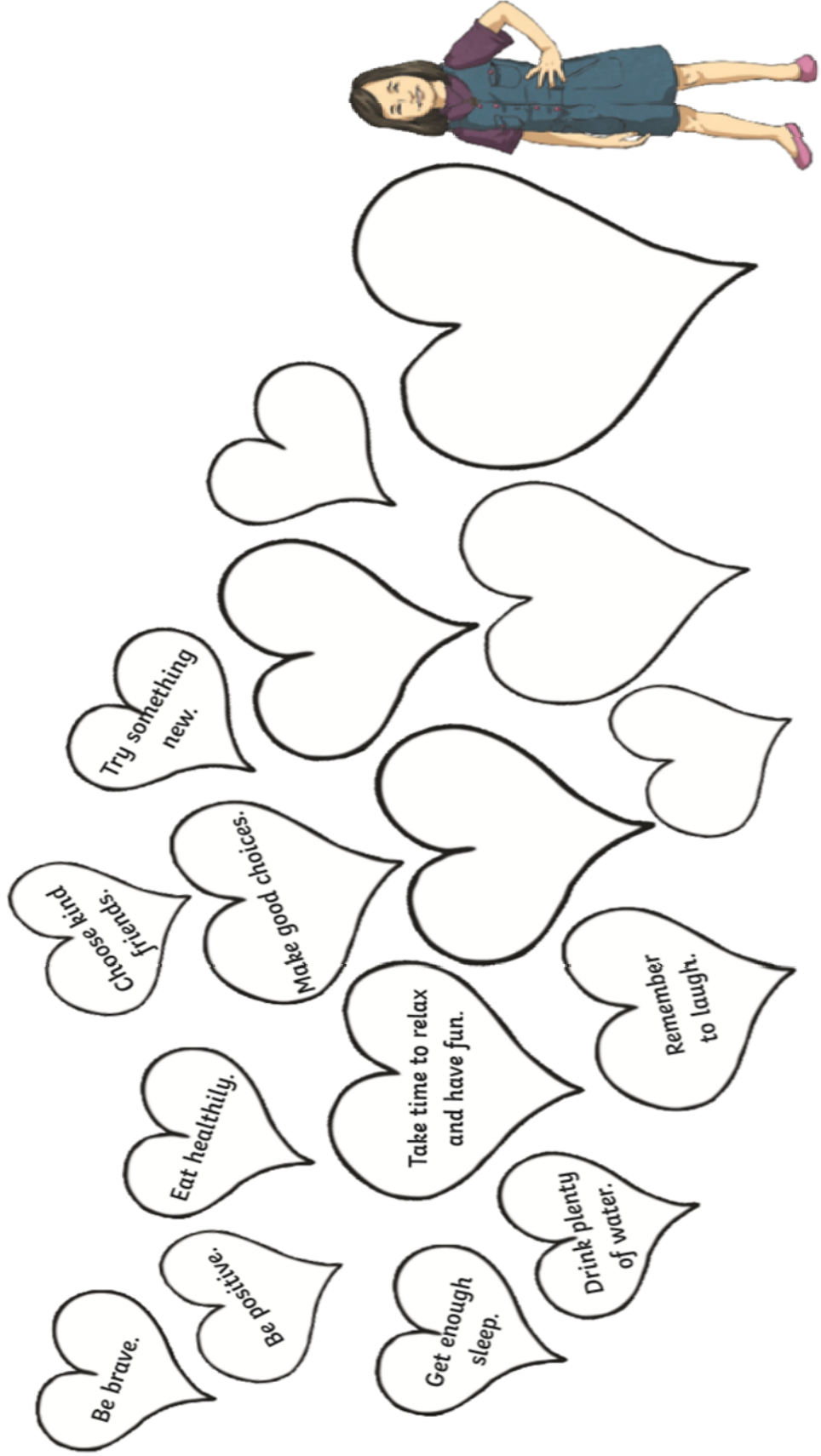
SMSC:

How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.



Day 3 Activities:

Complete this picture, we will be creating a star board in school!



Day 4 Activities:

Read a book of your choice for 20 minutes. Answer the following questions:

1. *Why did you choose to read this book?*

2. *Pick out your favourite word used by the author. Write it below in the box:*

3. *What other words could have been used (synonyms)? Write a list below:*

- ---
- ---
- ---
- ---

4. *What is going to happen next? Why do you think that? Use evidence from the text to support your answer.*



Day 4 Activities:

Bats are not blind, but no animal can see in complete darkness. Since many kinds of bats hunt insects at night, they have an additional trick called echolocation for finding their way in the dark. The bat uses its mouth to create sounds that bounce off nearby objects, such as a moth, as the sound comes back to the bat's ears it can tell where the object is. Using echolocation, the bat can find its prey and snatch it in

midair. Most are insectivorous and hunt their prey by chasing it down while flying. These insects are detected by the bats echolocation.

INSECTS : aerial hawkers Most bats eat insects which they hunt by chasing them down while flying. They find the insects in the dark by a form of radar, as they push sound out, it bounces off objects and back to the bat. They can then work out the direction of the prey and how far away it is.

INSECTS: ground feeders Some insect eating bats can land on the ground and chase insects that live in leaf litter or similar places. These can eat big insects like scorpions and seem to be immune from their sting.

NECTAR: Not only butterflies and bees drink nectar from flowers, some bats do too. These bats have long tongues which help them to lick the nectar deep inside the flowers.

POLLEN: It is not only bees which pollinate plants, some bats also do this. These bats have brushes on their tongue which brushes the pollen which they then take to another plant and are important for pollinating mangoes and bananas.

1. What does aerial hawker mean?

2. How does a bat's radar work?

3. Name four different types of food bats eat.

_____ / _____ / _____ / _____

4. Are bats blind?

5. How does a bat 'pollinate' a flower?

Day 4 Activities:

Complete these SPAG activities

Q1. Circle the **possessive pronoun** in the sentence below.

When Mum saw that I was wearing Oliver's gloves, she wanted to know where mine were.

Q2. Replace the underlined word or words in the sentence below with the correct **pronouns**.

For his ninth birthday, James visited his grandparents and his grandparents took James to the cinema.

Q3. Which sentence is the most **formal**?

	Tick one.
Watching too much television should be avoided.	<input type="checkbox"/>
You shouldn't watch too much TV.	<input type="checkbox"/>
Watching lots of TV isn't a good idea.	<input type="checkbox"/>
You really should try not to watch loads of telly.	<input type="checkbox"/>

Q4. There is an apostrophe missing from the sentence below.

I havent finished my project yet but I will do it by Monday.

Write the correct **contraction** in the box.

Q5. Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was/were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

Spelling	Look	Say	Cover	Write	Check
accommodate					
accompany					
access					
accuse					
accost					
accrue					
accuracy					
accomplish					
accumulate					
accentuate					

Day 4 Activities:

Complete the arithmetic below, the squared paper is for working out:

Q1.
○

$$\boxed{} = 4,500 + 600$$

Q2. $2.7 + 3.014 =$

Q3. $4,912 - 824 =$

Q4. $\frac{4}{6} \times \frac{3}{5} =$

Q5.

$$\boxed{} - 100 = 1,059$$

Q6. $50 + (36 \div 6) =$

Q7. $\frac{62}{100} - \frac{38}{100} =$

Q8.

$$30 \times 40 =$$

