



Year 6 Maths and English Home Learning | Summer Term



W.C. 8th June 2020

English

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

After watching the videos and having a go at the practise activities, have a go at these activities..

Extensions – You may wish to deepen your learning by looking at the suggested worksheets (work from them not on them)

In addition, there is also work on Purple Mash

Purple Mash spelling quiz: words ending in -ance, Alien simile poem and write a postcard about your space travels.

Spelling activities



Statutory Spelling Word Activity Mat: competition

①

Use a dictionary to define the word **competition**.

Which word class does the word **competition** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **competition** to these sentences.



I won a prize in the poetry _____.

Will you enter the fancy dress _____?

Greta always wins the singing _____.

_____ can be fun – the taking part is more important than winning.

Write the syllables of the word **competition** inside the hands.



Which letter from the word **competition** is missing below?

e	p	m	t	c	
i	o	n	t	i	

Trace the word **competition**.

competition

How many smaller words can you make using the letters from the word **competition**?

Complete the word **competition**.

compe_____

_____ ition

_____ et

com_____ it

Write your own statement containing the word **competition** as a noun.

Edit and improve these words so that they correctly spell the word **competition**.

compertision

compatition

competishun

Statutory Spelling Word Activity Mat: conscience

②

Use a dictionary to define the word **conscience**.

Which word class does the word **conscience** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **conscience** to these sentences.

Why do you have a guilty _____?

Will has a clear _____.

Your _____ is your sense of right and wrong.

I don't want that on my _____.

Write the syllables of the word **conscience** inside the hands.



Which letter from the word **conscience** is missing below?

e	c	e	o	c	
i	n	s	n		

Trace the word **conscience**.

conscience

Write a synonym and an antonym for the word **conscience**.

Synonym: _____

Antonym: _____

Complete the word **conscience**.

con_____

_____ ence

_____ ci

con_____ en

Write your own statement containing the word **conscience** as a noun.

Edit and improve these words so that they correctly spell the word **conscience**.

consunce

consiance

consience

Statutory Spelling Word Activity Mat: conscious

3

Use a dictionary to define the word **conscious**.

Which word class does the word **conscious** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **conscious**.

conscious

Write a synonym and an antonym for the word **conscious**.

Synonym: _____

Antonym: _____

Add the word **conscious** to these sentences.



Mrs Strawn is _____ of the problem.

The boxer was hurt but still _____.

Were you _____ of anyone watching you?

I felt self-_____ during the performance.

Write the syllables of the word **conscious** inside the hands.



Which letter from the word **conscious** is missing below?

n o o c
i c s u

Complete the word **conscious**.

con_____

_____ous

_____sc_____

co_____io_____

Write your own statement containing the word **conscious** as an adjective.

Edit and improve these words so that they correctly spell the word **conscious**.

conshus

consious

contsious

Statutory Spelling Word Activity Mat: controversy

4

Use a dictionary to define the word **controversy**.

Which word class does the word **controversy** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **controversy**.

controversy

Write a synonym and an antonym for the word **controversy**.

Synonym: _____

Antonym: _____

Add the word **controversy** to these sentences.



The government tries to avoid _____.

There was _____ about the new shop.

_____ is often reported in the local news.

Will there be _____ about our decision?

Write the syllables of the word **controversy** inside the hands.



Which letter from the word **controversy** is missing below?

y v e o s
c r r t n

Complete the word **controversy**.

contro_____

_____versy

_____rov_____

con_____er_____

Write your own statement containing the word **controversy** as a noun.

Edit and improve these words so that they correctly spell the word **controversy**.

controversy

contraversie

contraversy

Statutory Spelling Word Activity Mat: convenience

5

Use a dictionary to define the word **convenience**.

Which word class does the word **convenience** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **convenience**.

convenience

Write a synonym and an antonym for the word **convenience**.

Synonym: _____

Antonym: _____

Add the word **convenience** to these sentences.



Daffyd bought milk at the _____ store.

Please come to my office at your earliest _____.

The telephone is a _____.

Do you know where the local _____ shop is?

Write the syllables of the word **convenience** inside the hands.



Which letter from the word **convenience** is missing below?

o n e v c
l n e e c

Complete the word **convenience**.

conven_____

_____ience

_____eni_____

con_____ie_____

Write your own statement containing the word **convenience** as a noun.

Edit and improve these words so that they correctly spell the word **convenience**.

convenience

convenience

convenience

Monday

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To use Apostrophes

Why do we use apostrophes?

! THE APOSTROPHE !

Apostrophes are used either to show ownership or to show a letter is missing.

OWNERSHIP

In speech we add an **s** to show **possession** or **ownership**.
In written English, however, we also add an **apostrophe**.



The **cat's** tail is black.



The **man's** hat is yellow.

Two different rules apply when showing ownership by more than one person or subject.

When a word already ends in **s**, only add an **apostrophe**.



The **cats'** tails are black.

When a word does not end in **s**, an **apostrophe** and an **s** are added.



The **men's** hats are yellow.

You do not need to add an apostrophe to pronouns such as:

his **hers** **ours** **theirs**

MISSING LETTERS

The **apostrophe** can be used to indicate **letters** that have been missed out.

Do **not** get dirty.



Don't get dirty.



Where **is** the map?



Where's the map?



You **will** have to wear your coat.



You'll have to wear your coat.



I **am** taller than my brother.



I'm taller than my brother.



Remember: You **shouldn't** use apostrophes anywhere else.

daydream

Apostrophes

Possessive Nouns



Singular Nouns

The boy's pencil
(The pencil belonging to the boy)

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Apostrophes

Possessive Nouns

Singular Nouns

Katy's picture
(The picture belonging to Katy)



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Apostrophes

Possessive Nouns



Singular Nouns

Christos's car
(Add 's to the word even though it ends in s)

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Apostrophes

Missing out letters

I'm
(I am)

in words

would've
(would have)

they're
(they are)

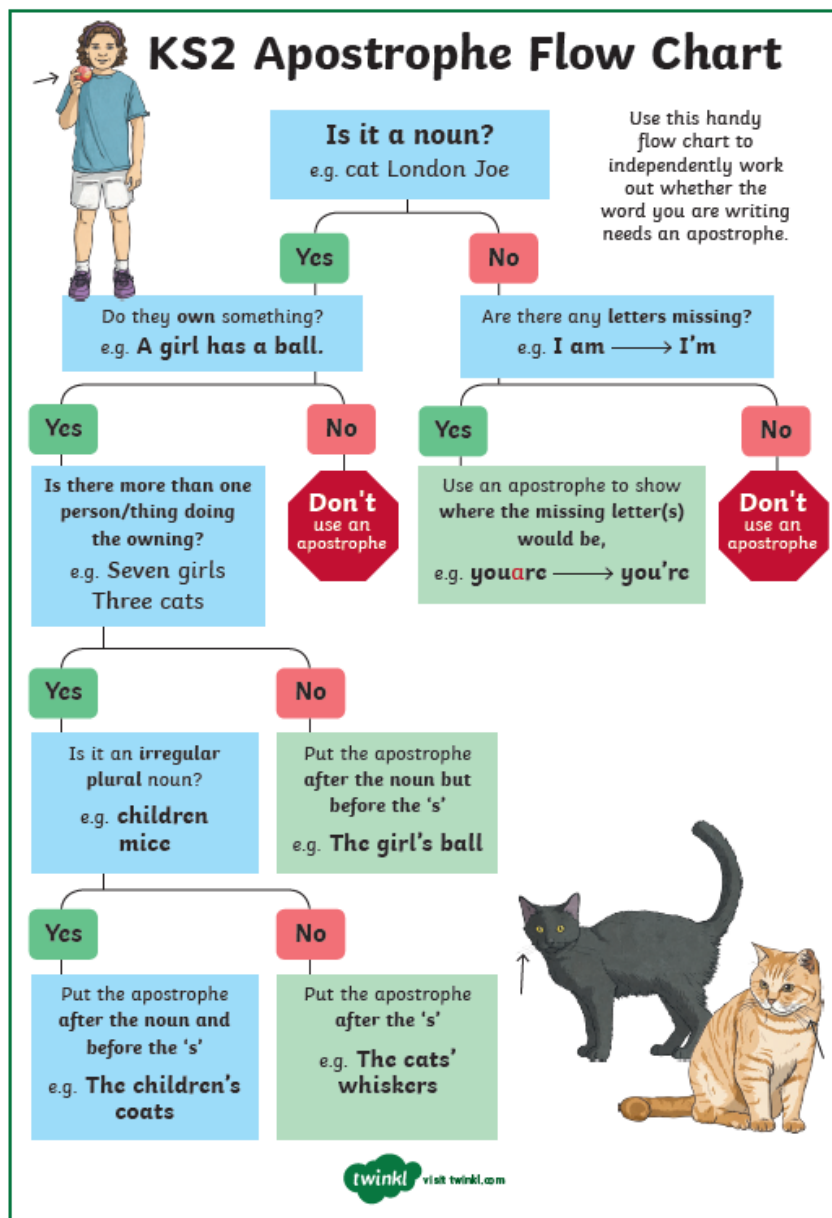
she'll
(she will)

I'd
(I would)

can't
(can not)

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A guide to using apostrophes correctly



Mild

Apostrophes for Contraction and Possession

Read these sentences from the story 'Cole's Kingdom'. The words containing an apostrophe have been underlined.

1. "It's a bit like a journey to another world, isn't it?" said Cole, craning over his sister, Mara, to catch a glimpse of Grandma Jenny's house through the trees. "It's like a window through time..."
2. "I'm trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.
3. "She doesn't have a proper TV, either – just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! It's like she lives in a museum."
4. Cole told Grandma Jenny about his friend, Leo, and his birthday party at the trampoline centre that had ended with a trip to A&E and Leo's arm in plaster.
5. "Cole," said Mum, "we're dying of thirst out here." She brought in another armload of empty boxes from the car, her face beaded with sweat. "Stop talking Grandma's ear off. Could you get us something to drink, please?"

Write the words containing an apostrophe in the correct column of the table. If the word is a contraction, write the longer form in the last column. One has been done for you.



Possession	Contraction	Longer Form
	It's	It is

Challenge:

Write the missing contraction words into the sentence below to replace the longer forms.

"Well, [do not] tell Grandma that, for goodness' sake," said Mum. "[You will] hurt her feelings."

Medium

Apostrophes for Contraction and Possession

Read the extract from the story 'Cole's Kingdom'.

"It's a bit like a journey to another world, isn't it?" said Cole, craning over his sister, Mara, to catch a glimpse of Grandma Jenny's house through the trees. "It's like a window through time..."

"I'm trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.

Cole ignored his brother. "I mean, Grandma Jenny's house must be a hundred years old at least. It's so crumbly."

"Nearly three hundred," Mum corrected.

"She doesn't have a proper TV, either – just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! It's like she lives in a museum."

"Well, don't tell Grandma that, for goodness' sake," said Mum. "You'll hurt her feelings."

Cole told Grandma Jenny about his friend, Leo, and his birthday party at the trampoline centre that had ended with a trip to A&E and Leo's arm in plaster.

"Cole," said Mum, "we're dying of thirst out here." She brought in another armload of empty boxes from the car, her face beaded with sweat. "Stop talking Grandma's ear off. Could you get us something to drink, please?"

Write the words containing an apostrophe in the correct column of the table. You only need to write each word once, even if it appears in the text again. If the word is a contraction, write the longer form in the last column. One has been done for you.

[illegible]

Challenge:

Write the missing contraction words into these sentences to replace the longer forms.

1. "Please [do not] tell me that I have to listen to any more of your 'music'," Mara moaned.

2. "[You are] welcome, Cole." She smiled in the least friendly way possible.

3. "[I have] got to practise, you know."

Spicy

Apostrophes for Contraction and Possession

Read this extract from the story 'Cole's Kingdom'. Use one of the words from the box below to fill in the gaps. Colour-code the word with apostrophes for possession and the words with apostrophes for contraction. You will need to use some words more than once.

"[] a bit like a journey to another world, [] it?" said Cole, craning over his sister, Mara, to catch a glimpse of Grandma [] house through the trees. "[] like a window through time..."

"[] trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.

Cole ignored his brother. "I mean, Grandma [] house must be a hundred years old at least. [] so crumbly."

"Nearly three hundred," Mum corrected.

"She [] have a proper TV, either – just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! [] like she lives in a museum."

"Well, [] tell Grandma that, for [] sake," said Mum. "[] hurt her feelings."

*

Cole told Grandma Jenny about his friend, Leo, and his birthday party at the trampoline centre that had ended with a trip to A&E and [] arm in plaster.

"Cole," said Mum, "[] dying of thirst out here." She brought in another armload of empty boxes from the car, her face beaded with sweat. "Stop talking [] ear off. Could you get us something to drink, please?"

Jenny's	You'll	goodness'	isn't	Leo's	Grandma's
we're	It's	don't	doesn't	I'm	

Underneath each word in the table, write the longer form for the words that use an apostrophe for contraction.

Challenge:

Rewrite these sentences, replacing the longer phrases with contractions.

1. "Please do not tell me that I have to listen to any more of your 'music'," Mara moaned.

2. "You are welcome, Cole." She smiled in the least friendly way possible.

3. "I have got to practise, you know."

4. "That is more like it!" Mara grabbed her bag and sprang up the steps to the front door.

5. For someone who loved books, she could not stand it when Cole came up with his own unique brand of story.

Extension

Write a paragraph comparing the physical appearance of different animals. Use apostrophes to show ownership.

e.g. The lion's legs are longer than the monkey's legs, but the giraffe's legs are the longest.

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

To use commas for clearer meaning

Watch

<https://www.youtube.com/watch?v=mjv5Vp7tHsU>

Read the information about using commas to make the meaning clearer, then answer some questions.

Commas are very useful punctuation marks because we can use them to make the meaning of a sentence clear. They show a small break between words, phrases or clauses.

Read these two sentences and think about the information they give:

✓ After we ate the picnic, my brother and I played hide and seek.

✗ After we ate, the picnic, my brother and I played hide and seek.

The first sentence makes much more sense because of the position of the comma.

We also use commas to separate items in a list if the comma can be replaced by **and** or **or**. We don't usually need a comma after the last item and before **and** or **or**. For example:

Starter

4 Which one of these sentences is punctuated correctly?

- ☐ a) 'Matilda' by Roald Dahl which is my favourite book is about a little girl the same age as me.
- ☐ b) 'Matilda' by Roald Dahl, which is my favourite book, is about a little girl the same age as me.
- ☐ c) 'Matilda' by Roald Dahl, which is my favourite book is about a little girl, the same age as me.
- ☐ d) 'Matilda,' by Roald Dahl which is my favourite book, is about a little girl the same age as me.
- ☐ e) 'Matilda' by Roald Dahl which is my favourite book ,is about a little girl ,the same age, as me.

5 Which one of these sentences is punctuated correctly?

- ☐ a) The sea as blue as a sailor's trousers stretched out in front of me.
- ☐ b) The sea as blue as a sailor's trousers, stretched out in front of me.
- ☐ c) The sea, as blue as a sailor's trousers, stretched out in front of me.
- ☐ d) The sea as blue as a sailor's trousers stretched, out in front of me.
- ☐ e) The sea as blue as, a sailor's trousers stretched out ,in front of me.

Mild

Read the sentences and decide whether they use commas correctly

Sorting Commas in Sentences

Check the commas in each sentence and then put the letter of the sentence in the right column in the table.

- | | | | |
|---|---|---|--|
| A | Generally, the children in Mrs Gibson's class handed their homework in on time. | G | The black car which, was parked outside the neighbour's house, had never been cleaned. |
| B | Carefully I glued the separate parts of my model boat, together. | H | The judge, who had eaten pizza for lunch, started to feel unwell in court. |
| C | My family, who my friends think are strange are the best people I know. | I | Amelia tasted the delicious hot, meat pies that her mother had just baked. |
| D | Before decorating, Adele ordered wallpaper, paint and fabric. | J | The blackbird pulled the fat, juicy worm from the ground. |
| E | The postman, who always turns up late, delivered the letters on time today. | K | Unfortunately, Taj had forgotten his homework for the fourth week in a row. |
| F | Excitedly, Eddie picked up his brand, new shiny car. | L | Suddenly a huge, meteor came hurtling to Earth. |

Correct	Not Correct

Medium

Sorting Commas in Sentences

Check the commas in each sentence and then put the letter of the sentence in the right column in the table.

- | | | | |
|---|---|---|--|
| A | Clean up that dirty, disgusting mess, Ben, if you want to keep your job here. | G | Gently, the young girl, who was about the age of six or seven, with long brown hair and piercing blue eyes, lifted the lid of the toy box and looked inside. |
| B | The old church hall, which hadn't been used in, years was in a bad state of repair, with paint peeling off the walls and a draft blowing through several smashed windows. | H | The new hospital, which stands proudly at the top of Genesis Hill, next to the magistrates court, was declared open this morning by the mayor. |
| C | The dog squeezed through the tiny hole in the fence, struggling to get away. | I | You must sit here with us now George then you may play, but only after you have eaten your dinner. |
| D | After a moment, Jemima reached out for the gnarled, twisted branch, in the hope that it would bring her some answers. | J | Just then, a giant butterfly flew through the open door and headed straight for a terrified, pale Sophie as she scrambled frantically, to get away. |
| E | Thoughtfully, Amanda placed the flowers carefully, one by one into the antique glass vase that she had found in the cupboard, hoping to please her mother. | K | Danyal, a long standing member of the flower committee, had recently given notice to leave due to disagreements with other members of the committee. |
| F | Usually, Mrs Hussain caught the bus at three minutes past four, but on this occasion she needed to be in town early, so she caught the bus twenty minutes earlier. | L | Grandad dug two large holes in the garden, for the fence, one was bigger than the other. |

Correct	Not Correct

Commas To Clarify Meaning

Learning Outcome: To use the comma correctly in writing to avoid ambiguity and confusion.

You will be put in detention
for not doing your homework.



Task: Rewrite the sentence adding commas to change the meaning.

The pupil said the teacher was to be put in detention
for not doing his homework.

How did adding the commas change the meaning?

Task: Rewrite the sentence adding a comma to change the meaning.

Help a burglar.



Spicy

Using Commas to Clarify Meaning Mini Test

1. Tick the sentences with meanings which could be changed with the addition of a comma.

- a) She found a mouse trap and cheese all in the bucket as planned. ☐
- b) David had said he didn't care. ☐
- c) The weather was horrible all day so they stayed in. ☐
- d) He asked for money and Lego for his birthday. ☐
- e) Don't risk it Grandma. ☐

2. How do commas affect the meaning of these sentences? Explain briefly for each pair.

a) As the sun shone orange, people looked desperately for shade.

As the sun shone, orange people looked desperately for shade.

b) When he saw the pirate ship on the horizon, the captain sounded the alarm.

When he saw the pirate ship, on the horizon the captain sounded the alarm.

3. Add or remove commas to give these sentences the required meaning.

a) Writing, clearly, isn't easy.

Can you add or remove commas in that sentence to make it mean that 'writing so everyone can understand isn't easy'?

b) Jess likes baking cats and doing ballet.

Can you add commas in the sentence so it shows that Jess has three hobbies.

c) Debbie's heroes are her parents, Spiderman, and Catwoman.

Can you add or remove commas so that the sentence suggests that Debbie's parents *are* Spiderman and Catwoman.

.....

==END OF TEST==

Wednesday

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To use direct and indirect speech

Using Speech within Writing

Within writing, there are two ways to narrate the words spoken by a character. These are called:

- direct speech
- indirect (or reported) speech



I bid you
farewell
Earthlings!

In a direct speech sentence, we would narrate Iggy's spoken words like this:

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

If we were writing an indirect speech sentence, we would narrate Iggy's spoken words like this:

From his spaceship, Iggy bid farewell to the Earthlings.

Using Direct Speech

Let's look carefully at the direct speech sentence.

What do you notice?



I bid you
farewell
Earthlings!

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

The exact words of the speaker are enclosed in inverted commas (speech marks).

In direct speech, the exact words of the speaker are quoted with no change to their content or order.

The correct punctuation is used before the inverted commas close.

There is often a reporting clause to explain who said the speech. Sometimes the reporting clause can be extended with an adverb, subordinate clause or prepositional phrase to explain more about how, where or when the speech was said. The reporting clause can appear before or after the spoken words themselves.

Using Indirect Speech

Now, let's take a look at the indirect (reported) speech sentence.

How is it different to the direct speech sentence?

I bid you
farewell
Earthlings!



From his spaceship, Iggy bid farewell to the Earthlings.

In indirect
speech, no
inverted
commas
(speech marks)
are used.

The actual words of the
speaker are often changed.
The spoken words need to
be in the correct tense,
extra words may need to be
added and pronouns may
need to be changed (e.g. I
→ Iggy).

There are no reporting
clauses within indirect
(reported) speech. However,
an adverb or prepositional
phrase to explain more
about how, where or when
the speech was said can be
added if needed.

Mild

The Differences between Direct and Indirect Speech

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted.	
Dad said that the children should stop arguing.	
Kylie mentioned that the swings were free.	
"I love the park," squealed Emir.	
Mum told the children that it was time to go home.	

Add any missing punctuation to the sentences containing direct speech.

1. I want sweets! shouted the little girl.
2. As I was walking away, my friend called Don't forget your bag!
3. Please can you help me with my maths work? asked Reuben quietly.

Change the direct speech in the sentences to indirect speech.

1. "We must work together!" declared Alexander.

2. "If we are late, we might miss the show," stated my sister anxiously.

3. "My mum said, "Don't worry, there is plenty of time to get there."

Medium

The Differences between Direct and Indirect Speech

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide as his sister played in the sandpit.	
"It's my turn next," Shiya shouted as she pushed roughly past William.	
Dad called out that the children should stop arguing and just enjoy playing together.	
Kylie mentioned that the swings were free so maybe they should go on them instead of arguing about the slide.	
"I love the park," squealed Emir as he toddled towards the swings happily.	

Add any missing punctuation to the sentences containing direct speech.

1. As the little girl ran into the shop she was shouting I want sweets
2. Don't forget your bag my friend called as I was walking away from the park
3. Please can you help me with my maths work asked Reuben quietly I'm finding it quite tricky
4. Will we ever get there whined the young child during the long car journey I'm hungry

Rewrite the sentences. Change the direct speech to indirect speech, and the indirect speech to direct speech.

1. My sister anxiously stated that if we were late, we might miss the show.

2. My mum reassured her not to worry because there was plenty of time to get there.

3. "Can we have ice creams, mum?" pleaded Sophia as soon as she heard the ice cream van coming.

4. "I will gently check Fudge's ears," the vet said when we took my poorly dog to see her.

5. The head teacher commented that the children looked smart as they filed into the hall.

Spicy



Write a paragraph about this image, including both direct and indirect speech.

Thursday

Features of writing

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Grammar challenges

Mild

Year 6 Summer Term 2 SPaG Mat

1

Section 1

Can you rewrite this active sentence as a passive sentence?

This girl was climbing the rope.



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Cathy stared into the bakery window and gazed at the delicious cakes.

Section 5

Tick the word that is a noun made by adding a suffix to the word 'excite'.

excited

excitable

excitement

Section 2

Look at the pairs of words within the brackets. Circle the correct word to fit the sentence:

Because of the storm outside, Brenda went to (close/clothes) the window.

Nick spent most of his birthday money on some new (close/clothes).

Section 4

Mr Whoops has accidentally jumbled up an adjective that he used to describe his latest clumsy accident. Can you help him to unjumble it?

DWKWAAR



Section 6

Add a semicolon to this sentence to mark the two independent clauses:

The train rushed past the station platform no passengers wanted to get on.



1. Underline the suffix that turns the noun into a verb.			2. Underline the suffix that turns the noun into a verb.		
pollen	ate	en	class	ise	ify
3-4. Underline any silent letters in these words.					
sheep	lamb	knife	fork		
5. Underline the correct word to use in this sentence.			6. Underline the correct word to use in this sentence.		
I had (cereal / serial) for breakfast.			Have you (heard / herd) the news?		
7. Use a dictionary to find the meaning of this word.					
predator					
8-9. Number these words to show their alphabetical order .					
frightful		fantastic		dangerous	fragment
10-11. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and').					
furthermore	however	afterwards	as well as	suddenly	
12-13. Underline two sentence openers that might help structure a piece of persuasive writing .					
First of all...	Once we arrived...	Most would agree...	Later that day...		
14-15. Underline the correct verb tenses to complete the sentences.					
I (send / sent) you a text last night.			Please (send / sent) me one back.		
16. Underline the correct verb to agree with the subject .			17. Underline the correct verb to agree with the subject .		
He and his friends (is / are) at the fair.			Mum or dad (is / are) there.		
18-19. Underline the correct verb to make these sentences correct.					
He has (did / done) his homework.			He (did / done) his homework last night.		
20-21. Cross out any words which are redundant in this sentence to convey the information concisely .					
There was absolutely no need what so ever to kill the huge giant.					
22. Underline the correct modal verb to complete the sentence.					
He swims really well. He (can / should / must) practice a lot.					
23. Underline the relative clause in this sentence.					
The injured policeman, who was bleeding badly, staggered to the van.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
While I was eating the cat scratched the door.					
25. Punctuate this sentence with brackets () to show parenthesis .					
The pyramids of Ancient Egypt are enormous.					

Medium

Year 6 Summer Term 2 SPaG Mat

1

Section 1

Can you write a passive sentence about the picture?



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

Section 5

Add a suffix to the word 'excite' to create a noun:

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The school council (disgust/ discussed) their ideas for the new playground equipment.

Not being a lover of vegetables, Aaron looked at the sprouts on his plate with (disgust/ discussed).

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR SRIASTUODS



Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform _____



1. Underline the <i>suffix</i> that can change this verb into an <i>adjective</i> .					
delight	ly	ous	ful	al	
2. Underline the correct word to use in this sentence. Use a dictionary if it helps.					
<i>I made £24 (prophet / profit) at the car-boot sale.</i>					
3. Underline the <i>prefix</i> which means 'many'. Use a dictionary if it helps you.			4. Underline the <i>prefix</i> which means 'wrongly'. Use a dictionary if it helps you.		
dis	pre	multi	tele	mis	anti
5. Use a dictionary to find the meaning of this word.					
parallelogram					
6-7. Use a thesaurus to find three synonyms for this word as an <i>adjective</i> .					
giant					

8-9. Précis this sentence. Cross out any adjectives and adverbs.				
<i>The small, black dog noisily barked at the tall man.</i>				
10-11. Underline two connectives that can be used to try to persuade.				
suddenly	initially	obviously	undoubtedly	secretly
12. Underline the correct verb to agree with the subject.		13. Underline the object in this sentence.		
<i>He and his friends (is / are) at the fair.</i>		<i>The girl threw the stone into the river.</i>		

This sentence uses a formal style of writing.		14. Re-write it using an informal style.	
Conversation is prohibited.			
15. Underline the verb in this sentence.		16. Underline to show if it is active or passive.	
The candle was blown out by the wind.		active	passive
17-18. Use <u>hyphens</u> to <u>punctuate</u> these phrases and make the meaning clear.			
a hot water bottle		a ten year old boy	
19. Use a semicolon to punctuate this sentence.		20. Use a dash to punctuate this sentence.	
My brother loves dogs I like cats.		There's only one sport football!	
21-20. Use a colon and commas to punctuate this sentence.			
Henry was so hungry he ate the lot chips pizza hot dog and nuggets.			
23. Use an <u>ellipsis</u> to <u>punctuate</u> this sentence.			
Well, the thing is it was me.			
24-25. Underline the synonyms of the adjective in bold and circle the antonyms. Use a dictionary if it helps.			
brave	courageous	chicken	bold cowardly

Spicy

Year 6 Summer Term 2 SPaG Mat

①

Section 1

Can you write a passive sentence about the picture?



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Lisa sneakily added an extra item onto her Christmas wish list because she desperately wanted an additional present.

Section 5

Add a suffix to the word 'excite' to create a noun:

Now use the noun in your own sentence:

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

Footballers do hours of (practise/practice) each day.

You need to (practise/practice) playing the piano to get better at it.

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. All the letters from the two words are muddled together- can you help him to unjumble them?



SDDRKWAAWSRIASTUO

Section 6

Write a sentence about the picture with a semicolon used to mark two independent clauses.



1 & 2. Underline the determiner , which is acting as an article , in the sentences below.	
The <u>team</u> in yellow scored the first goal.	A <u>bus</u> turned up on time.
3&4. Is the article in the above sentences, specifying the team in Q1 and bus in Q2 as known or unknown ? Underline the correct answer below.	
(<u>the team</u>) known or unknown?	(<u>the bus</u>) known or unknown?
5. Underline the auxiliary verb in the sentence below.	6. Is the auxiliary verb in the last sentence used in the progressive or perfect ? Underline the correct answer.
Have you completed your story?	Progressive or perfect?

7&8. <i>he</i> is the subject in the first sentence and <i>me</i> is the subject in the second... underline the complement in each sentence.				
He is our coach.		Pulling funny faces makes me giggle.		
9. Underline the conjunction in the sentence below.				
We are going to the match before we go for a meal.				
10. Many words in English have their origins in French and in Latin or Greek. Underline the word below which describes the history of a word.				
chronology	etymology	morphology	sociology	trilogy
11. Underline the finite verb in the sentence below.		12. Underline the verb that combines with the finite verb		
Peter does his homework every night.		I will do them soon.		

13. Write a sentence showing how the word left can be used as a homonym	
14. Change the sentence below to create an inflection of the word bark.	
The dog's bark was very loud.	
15 + 16. Underline whether the statements below are true or false .	
Cats is an inflection of cat.	Went is in the same word family as go.
True or false?	True or False?
17. Is the verb in this sentence transitive or intransitive ? Underline which one.	
We all chuckled.	Transitive or intransitive.
18. The word cat has three letters. How many phonemes does it have?	
Answer =	
19. Use an apostrophe in the sentence below to create the possessive noun .	
The football team went straight into the boys changing room.	
20. Ravid goes to play hockey everyday. Is the verb in this sentence present or past tense . Underline the correct answer.	
Past or present	

Friday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

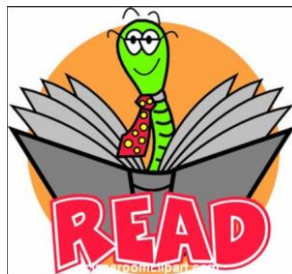
Reading lesson:

The wolves of willoughby chase

By Joan Aiken



As an extension, why not try the Comprehension activities below.



NASA and SpaceX Prepare for Mission to ISS

What are NASA and SpaceX doing?

- NASA is working with a company called SpaceX to send two astronauts to the International Space Station (ISS).
- NASA is working with businesses to investigate how new spacecraft can be launched into space.

Set the controls and get ready for lift-off! NASA and SpaceX are working together to send two astronauts into space.

The mission is set to launch on 27th May from the Kennedy Space Centre in Florida. A spacecraft with people on board has not left the USA since 2011. This mission, though, will be particularly significant for other reasons.

It will be the first time that SpaceX will have sent two astronauts into space. The company wants to be able to launch commercial flights into space in the future. On its website, it says it has the goal of 'enabling people to live on other planets'.

The company has done a series of tests to check that the mission will be safe. Last year, they launched Demo 1, a spacecraft without a crew, to check their spacecraft was safe to use.

This mission, Demo 2, will have astronauts on board. Bob Behnken and Doug Hurley will be heading to the International Space Station (ISS) on a rocket called Falcon 9.

The ISS is a spacecraft that orbits Earth. It's about 250 miles above Earth and is a place where scientists carry out research into our Solar System.

The two astronauts are expected to reach the ISS the day after their launch, on 28th May. It's not clear yet how long the astronauts will spend on the ISS.



Photo: A SpaceX rocket being prepared.

NASA plans to send more astronauts into space to learn more about our Solar System. As part of a program called Artemis, it wants to send astronauts to the Moon by 2024. It will be the first time an astronaut has been to the Moon since 1972.

During the Artemis Program, a woman will walk on the Moon for the first time. NASA says that the astronauts will then use what they find out on the Moon to help them when they travel to Mars for the first time.

For now, though, all eyes will be set on seeing how this mission fares.

Glossary

spacecraft	A vehicle that travels through space.
commercial	To sell something in order to make a profit.
orbit	To travel around another object in space.
fares	How something turns out over a period of time.

Questions

1. 'This mission, though, will be particularly significant.'

Tick the word that is closest in meaning to 'significant'.

- ☐ exciting
- ☐ important
- ☐ interesting
- ☐ unusual

2. What was the main difference between Demo 1 and Demo 2?

3. 'They want to be able to launch commercial flights into space in the future.'

This suggests that...

- ☐ Only astronauts will travel in space in the future.
- ☐ People may be able to buy tickets to travel into space.
- ☐ There are no plans for people to go into space after this mission.
- ☐ Space travel for ordinary people will be impossible.

4. Find and copy two reasons why the Artemis program could be an important moment in history.

1. _____

2. _____

5. Do you think space travel will be more common in the future? Explain your answer.

6. Explain what the story is about in 15 words or fewer.

THE TWINKL TIMES

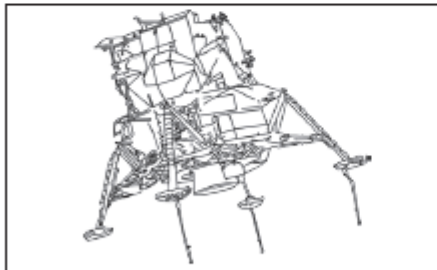
MEN ON THE MOON!

It's One Giant Leap...

21st July 1969

Yesterday, NASA astronauts Neil Armstrong and Edwin (Buzz) Aldrin made history when they became the first humans to walk on the Moon.

Following their three-day journey into space in the Saturn V rocket, the astronauts (alongside Michael Collins) reached the Moon's orbit on 19th July 1969. After a period of rest, Neil and Buzz entered the lunar module, nicknamed The Eagle, yesterday. Michael remained in the rocket to carry out vital experiments and take photographic records of the mission



The Eagle (lunar module)

Their mission (to reach the surface of the Moon) was met with some challenges. Initially, The Eagle was heading towards a large crater so Neil took manual control to direct it towards a safer landing position.

With fuel quickly depleting, the courageous space explorers skilfully landed on Earth's satellite. Neil immediately contacted the NASA headquarters to give them the good news and was heard uttering, "Tranquillity Base here. The Eagle has landed." An audible sigh of relief came back from NASA as the astronauts touched down at an area on the Moon's surface close to the Sea of Tranquillity, which they had named Tranquillity Base.



Neil Armstrong

Due to the complexity of the mission so far, NASA enforced a rest period. However, this was shortened when both of the astronauts struggled to sleep. After almost four hours waiting within the lunar module, Neil was the first to exit; he slowly descended the metal stairs towards the dusty surface of the Moon.

Having reached the final rung, he stretched his left foot down (there was a gap of about 50 centimetres) and proclaimed, "That's one small step for man, one giant leap for mankind."



After almost 20 minutes, Buzz joined him. Together, the intrepid space travellers spent approximately two and a half hours exploring the Moon. They spent time collecting samples of Moon dust and rock, moving up to 90 metres from the lunar module. The most exciting part of their mission, as watched by nearly 600 million fortunate television viewers around the world, was the moment they planted the American flag on the Moon.

This was another task that initially didn't go to plan; the metal pole used to hold the flag out horizontally (there is no wind on the Moon to waft a flag) wouldn't fully extend. With perseverance, Neil and Buzz managed to place the flag so that it could be clearly seen in a proud, fluttering position.

Moving on the Moon's surface, where gravity is less powerful than on Earth, appeared to give the astronauts enjoyment; they spent time jumping like kangaroos and leaping like gazelles! Neil reported that it was not at all difficult to move around in low gravity.

Their final task before re-entering the lunar module (which would then see the pair head back to the rocket where Michael was waiting patiently, while orbiting the Moon) was to unveil a metal plaque. Its inscription read:



Here men from the planet Earth
first set foot upon the Moon
July 1969, A.D.
We came in peace for all mankind

After another rest period of seven hours, Neil and Buzz were able to return to the rocket. This, however, did not happen without any issues; they realised that the ignition switch was broken (their bulky spacesuits had snapped it when they were leaving The Eagle). The pair's ingenuity meant that this issue was resolved quickly and the switch was fixed using part of a pen!

Despite facing complications during their mission, these valiant astronauts made history and will be remembered forever.

Questions

1. When did the astronauts walk on the moon? Tick **one**.

- ☐ 18th July 1969
☐ 19th July 1969
☐ 20th July 1969
☐ 21st July 1969

2. Number the boxes to show the order that these important things happened during the mission to the moon.

	The Eagle landed on the Moon's surface.
	Saturn V reached the Moon's orbit.
	Buzz Aldrin stepped onto the Moon.
	Neil and Buzz returned to Saturn V.
	Neil Armstrong stepped onto the Moon.

3. Find and copy one word from the first page which tells you that the astronauts were ordered to rest.

4. Fill in the missing words from this sentence:

_____ is less powerful on the _____ than on Earth so the astronauts found it _____ to jump like kangaroos and leap like gazelles.

5. Give **three** things the astronauts did on the Moon.

1. _____
2. _____
3. _____

6. Why do you think that the astronauts left a plaque on the Moon?

Moon Landing News Report

7. **The pair's ingenuity meant that this issue was resolved quickly...**

In your own words, explain what is meant by **ingenuity**.

8. Which of the three astronauts was the most important during the mission?

Explain your answer.

9. Why do you think the astronauts will be remembered forever?

THE TWINKL TIMES

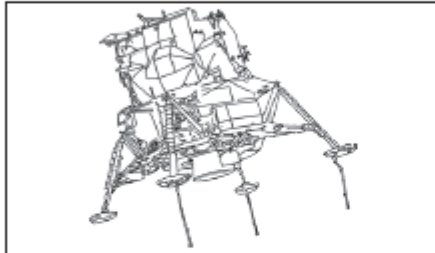
MEN ON THE MOON!

It's One Giant Leap...

21st July 1969

Almost 600 million people on Earth watched on as NASA astronauts (Mission Commander Neil Armstrong and Lunar Module Pilot Edwin (Buzz) Aldrin) made history yesterday when they became the first humans to walk on the Moon.

Spending three days travelling into space to orbit the Moon is the furthest man has travelled and, yesterday, we explored our universe a little bit more. Alongside Command Module Pilot Michael Collins in the Saturn V rocket, the intrepid astronauts reached the Moon's orbit on 19th July 1969.



The Eagle (lunar module)

Despite their enthusiasm, NASA enforced a period of rest before Neil and Buzz were able to enter the lunar module, nicknamed The Eagle. Importantly, Michael volunteered to remain inside the rocket to carry out

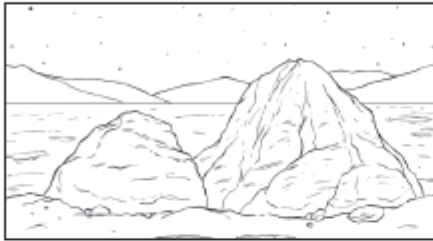
vital experiments and take photographic records of the mission. No amount of training could have prepared the travellers for the challenges ahead of them during their mission to reach the surface of the Moon. However, their composure and resilience meant that Neil and Buzz completed every task without panic.



Neil Armstrong

Initially, when The Eagle was heading towards a large crater during landing, Neil was forced to take manual control to direct it towards a safer landing position. With fuel quickly depleting, the courageous space explorers skilfully landed on Earth's satellite close to the Sea of Tranquillity. Neil immediately contacted the NASA headquarters to give them the good news and was heard uttering, "*Tranquillity Base here. The Eagle has landed.*" An audible sigh of relief came back from NASA before cheering was heard.

Due to the complexity of the mission so far, NASA imposed another rest period. However, this was shortened when both of the astronauts found sleeping in the cramped conditions of the lunar module difficult.

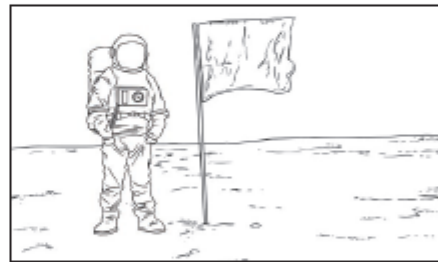


After almost four hours waiting within the lunar module, Neil was the first to exit. After a slight struggle to open the door, he slowly descended the metal stairs towards the dusty surface of the Moon. Having reached the final rung, Neil stretched his left foot down (there was a gap of about 50 centimetres) and proclaimed, "That's one small step for man, one giant leap for mankind."

After almost 20 minutes, Buzz joined him and the valiant space travellers then spent approximately two and a half hours exploring the Moon, moving up to 90 metres from the lunar module and collecting samples of Moon dust and rock.

Moving on the Moon's surface, where gravity is less than 20% of that on Earth, appeared to give the astronauts enjoyment as they spent time jumping like kangaroos and leaping like gazelles. Neil reported that it was not at all difficult to move around in low gravity.

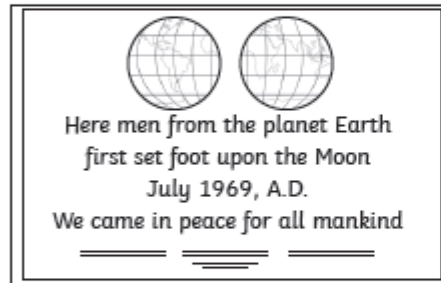
The most exciting part of their mission, as watched by many fortunate television viewers around the world, was the moment they planted the American flag on the Moon.



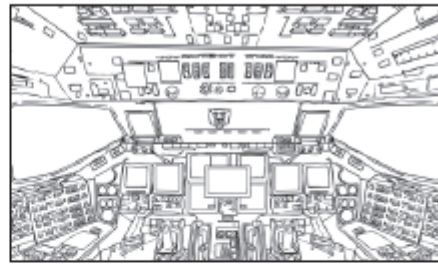
However, this was another task that initially didn't go to plan. The metal pole used to hold the flag out horizontally (there is no wind on the Moon to waft a flag) wouldn't fully extend but, with perseverance, Neil and Buzz managed to place the flag so that it could be clearly seen in a proud, fluttering position.

"That's one small step for man, one giant leap for mankind."

Their final task went smoothly; before re-entering the lunar module and heading back to the rocket where Michael was waiting patiently, orbiting the Moon, Neil and Buzz unveiled a metal plaque with the inscription:



After another compulsory rest period of seven hours, during which they managed to sleep following their exciting adventure, Neil and Buzz were able to return to the rocket.



This, however, also presented an issue: they realised that the ignition switch was broken (their bulky spacesuits had snapped it when they were leaving The Eagle).

The pair's ingenuity meant that this was resolved quickly and fixed using part of a pen! Neil and Buzz completed their ascent to Saturn V and, in about seven minutes, were back in the Moon's orbit.

Despite facing complications during their mission, these heroic astronauts made history and will be remembered forever for being the first men on the Moon.

Questions

1. How many people watched the Moon landing on television? Tick **one**.

- ☐ nearly 6 million
- ☐ nearly 60 million
- ☐ nearly 600 million
- ☐ nearly 6000 million

2. ...**their composure and resilience meant that Neil and Buzz completed every task without panic.**

What do **composure** and **resilience** mean? Tick **one**.

- ☐ ideas and perseverance
- ☐ dedication and courage
- ☐ calmness and strength
- ☐ happiness and determination

3. Find and copy **two** words from the text that mean the same as **obligatory**.

1. _____

2. _____

4. What were each of the astronauts' job titles?

- _____
- _____
- _____

5. Find and copy **three** words from the text that mean the same as **brave**.

1. _____

2. _____

3. _____

6. Why do you think that the lunar module was nicknamed The Eagle?

Moon Landing News Report

7. Why did an audible sigh of relief come back from NASA when The Eagle landed?

8. Why is the flag described as **proud**?

9. Why were Neil and Buzz unable to sleep before their Moon walk but able to sleep after?

10. How do you know that the mission was complicated?
Give two reasons to support your answer.
