



Cotsford
Primary School

Cotsford Primary School

Home learning

Year 6
Autumn 1

Lesson 1 English/Topic.

Recognising Speech

Recognising Speech

4a. Circle the spoken words below.

Smoke was coming out of the window. "Help, fire!"



4b. Circle the spoken words below.

"Oh no!" I was shocked at what I saw.



5a. Underline the words which are not being spoken below.

Adil sighed heavily. "I can't believe my favourite football team have lost again!"



5b. Underline the words which are not being spoken below.

"What did you do that for?" demanded the child angrily.



6a. Highlight the words and punctuation that indicate any type of speech in the passage below.

Stefan and Lily could see the outline of the abandoned house in the moonlight as they crept carefully towards it. Even though old Mr Smith had told them that they should never go near it, they were determined to find out what was making the terrible screeching sound.

"Do you really think we should be doing this?" whispered Stefan as they reached the broken front door.

"Probably not," replied Lily, "but something sounds like it's in pain and I'm going to help it!"



6b. Highlight the words and punctuation that indicate any type of speech in the passage below.

"Where have you been?" asked the man as I walked into the room. "Pick up that box and deliver it to the address written on the top."

He obviously thought I was somebody else, but I wasn't going to correct him. I grabbed the box and hurried outside. Perhaps this address would be the one where Eric was being held prisoner. The police had told me not to interfere in their investigation, but I had to find my best friend. I sprinted to the new address. I heard a familiar voice coming from inside.

"Eric!" I croaked.



Lesson 2 English/Topic.

Recognising Speech

Recognising Speech

7a. Circle the spoken words below.

Ben sped off without waiting for his sister.
"Hey, Ben," she yelled, "wait for me." She peddled as fast as she could to catch up.



7b. Circle the spoken words below.

Everyone looked at the broken window and then looked at Sam.
"I don't know who did it," he spluttered.
"It wasn't me." Nobody seemed to believe him.



8a. Underline the words which are not being spoken below.

As they approached the school gates, Lucy hesitated and muttered, "I don't want to go in." Rose gently put her arm around Lucy's shoulder to comfort her.



8b. Underline the words which are not being spoken below.

Olivia was thrilled to receive a certificate of school for all her hard work.
"Thank you very much!" she exclaimed.
Everyone stopped and cheered for her.



9a. Highlight the words and punctuation that indicate any type of speech in the passage below.

Although Olivia had made it known that she didn't want to join their football team, the others were desperate to persuade her to change her mind as she was the best striker in school.

"How are we going to win the trophy without you?" pleaded Julia.
"You don't need me. Ask Evie, she's a great striker too," suggested Olivia.

Julia was not keen on the idea as she thought Evie was a bit odd, but she discussed it with the team at lunchtime. They all agreed. They had no choice but to ask Evie to be their striker for the final.



9b. Highlight the words and punctuation that indicate any type of speech in the passage below.

The storm raged around their tiny raft, tossing it back and forth and side to side. The crew clung desperately to the sides of the boat and prayed that they would soon be rescued. They had made it very clear to the coastguard in their distress call that they were in grave danger.

"Hold on tight, lads," the captain hollered, but his words were whipped away by the howling wind. One of the men sobbed and muttered a prayer for safety under his breath. Captain Smith knew their situation was perilous, but he had to keep the morale of his men up, so he staggered from one man to the next, telling them not to lose hope and that help would soon arrive.



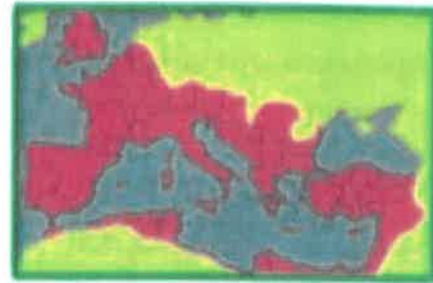
The Romans

Do you want to know what the Romans ate, wore and did for fun? Read on to find out more about this mighty group of people!

Who Were the Romans?

The Romans were a group of people who were named after the important city of Rome. Rome is the capital city of Italy. It was the city at the centre of the Roman Empire.

However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire. The Roman Empire included parts of Europe, North Africa and the Middle East.



The Roman Empire in AD 117

What Did the Romans Wear?

Roman clothing was different for men and women.

Men wore:

- a knee-length tunic,
- a cloak over their tunic.

Rich Roman men would wear a long robe called a **toga**.



Women wore:

- an ankle-length tunic,
- a dress over their tunic.

Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



Questions

1 Which of these did a Roman man wear? Tick two.

- a knee-length tunic
- an ankle-length tunic
- a cloak over their tunic
- a dress over their tunic

2 Join the boxes to show during which meal these foods would have been eaten

lunch	pancakes
breakfast	porridge
evening meal	cold meat

3 Which of these places were part of the Roman Empire? Tick three

- Europe
- North America
- Middle East
- North Africa

4 Which of these did Romans not enjoy? Tick one

- hunting
- watching the television
- watching chariot races
- watching gladiator fights

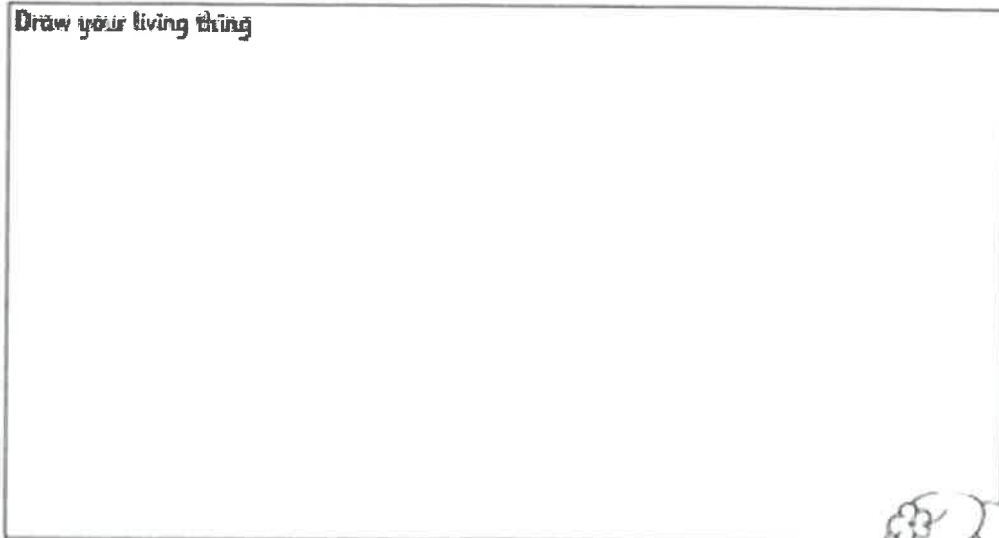
5 What is the name of the long robe that rich Roman men would wear?

6 Find and copy the name of the material that rich Roman women would make their tunics from.

7 Would you have enjoyed being a Roman? Give a reason for your answer.

Life Processes

Draw your living thing



Write a sentence to describe how your living thing does each of the 7 life processes.



Movement - moving:

Respiration - breathing:

Sensitivity - feeling:

Growth - growing:

Reproduction - making new life:

Excretion - getting rid of waste:

Nutrition - getting food:

Lesson 5 English/Topic.

What Is My History?

Timelines

Everybody has a story and everyone's history is unique and special. If someone was researching your life in 200 years, they might record your information on a timeline.

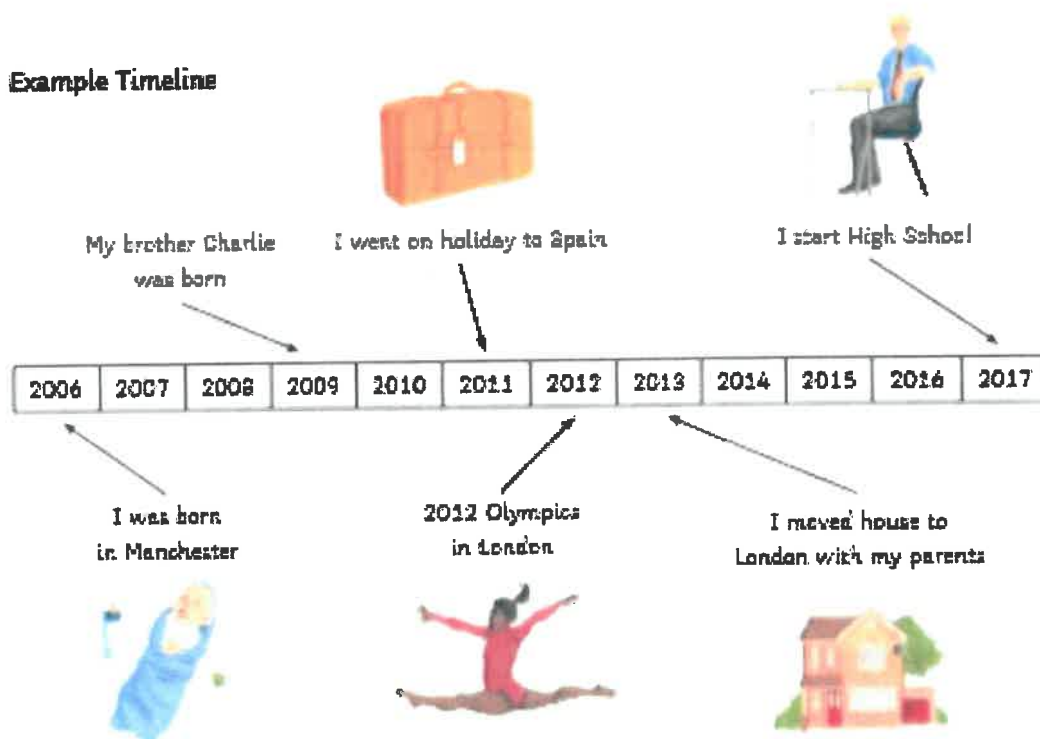
Timelines are a clear way of recording historical information and should always be clearly marked in equal units of time and accurately recorded.

Create a timeline of your life so far.

Your timeline will be measured in years and you should try to record at least ten different events in your life onto your timeline.

1. Divide the line into the number of years you will need, for example, if you were born in 2006 you will need 11 cm as there are 11 years to cover to 2017
2. Note down the years on the timeline in equal measurements.
3. Add ten different events that have occurred to you in your lifetime
4. **Extra challenge:** Research important events that have happened in the world during your lifetime and add them to your timeline in a different colour.

Example Timeline



Lesson 6. English/topic.

What Is Chronology

Chronology?

The skill of putting events into time order is called **chronology**. History is measured from the first recorded written word about 6,000 years ago and so historians need to have an easy way to place events into order. Anything that happened prior to written records is called 'prehistory'.

To place events into chronological order means to put them in the order in which they happened, with the earliest event at the start and the latest (or most recent) event at the end.

Put these events into chronological order from your morning

Travelled to school 	Cleaned teeth 
Got dressed 	Woken up 
Had breakfast 	Washed my face 

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How do we measure time?

There are many ways historians measure time and there are special terms for it.

Match up the correct chronological term and what it means.

week
year
decade
century
millennium

1000 years
10 years
365 days
7 days
100 years

Lesson 7. English/Topic.

Using Apostrophes for Possession or Contraction

Using Apostrophes for Possession or Contraction

1a. Which sentence uses an apostrophe for possession?

- A) I'm going on holiday tomorrow.
- B) The cat's bed was warm and soft.



1b. Which sentence uses an apostrophe for contraction?

- A) Ted said that he's going on holiday too.
- B) The elephants' trunks were long.



2a. True or false? The sentence below includes an apostrophe used for contraction.

The tree's branch broke off in the wind.



2b. True or false? The sentence below includes an apostrophe used for possession.

We hope it doesn't rain today.



3a. Tick one box in each row to show whether the apostrophe has been used for singular or plural possession.

Sentence	Singular	Plural
The dog's bowl was empty.	<input type="checkbox"/>	<input type="checkbox"/>
Warm rugs covered the two horses' backs.	<input type="checkbox"/>	<input type="checkbox"/>



3b. Tick one box in each row to show whether the apostrophe has been used for singular or plural possession.

Sentence	Singular	Plural
The flowers' leaves blew in the wind.	<input type="checkbox"/>	<input type="checkbox"/>
The chair's leg was broken.	<input type="checkbox"/>	<input type="checkbox"/>



4a. Look at the underlined words below. Use an apostrophe to create its contraction.

I think it is time to go to bed.

Write the contraction in the box below.



4b. Look at the underlined words below. Use an apostrophe to create its contraction.

Tom had not really thought about how he was going to get home.

Write the contraction in the box below.



Lesson 8. English/Topic.

Using Apostrophes for Possession or Contraction

Using Apostrophes for Possession or Contraction

6a. Which sentence uses an apostrophe for possession?

A) The bosses' umbrellas were line up by the door.

B) I could've won the race if I hadn't have fallen over.



6b. Which sentence uses an apostrophe for contraction?

A) The bus's tyre burst after hitting a bump in the road.

B) What's happened to the glass vase in the hall?



6a. True or false? The sentence below includes an apostrophe used for contraction.

You'll have to hurry up or we'll miss our train.



6b. True or false? The sentence below includes a possessive apostrophe used with a plural noun.

The mouse's nose twitched as he caught the scent of the cat.



7a. Tick one box in each row to show whether the apostrophe has been used for singular or plural possession.

Sentence	Singular	Plural
James's pencil broke after falling on the floor.	<input type="checkbox"/>	<input type="checkbox"/>
The boys' coats were used as goal posts.	<input type="checkbox"/>	<input type="checkbox"/>



7b. Tick one box in each row to show whether the apostrophe has been used for singular or plural possession.

Sentence	Singular	Plural
The ladies' cars were parked on the road.	<input type="checkbox"/>	<input type="checkbox"/>
The rabbit's carrot was very juicy.	<input type="checkbox"/>	<input type="checkbox"/>



8a. Look at the underlined words below. Use an apostrophe to create its contraction.

Did mum tell you that I have got to go to the shops later?

Write the contraction in the box below.



8b. Look at the underlined words below. Use an apostrophe to create its contraction.

Dad said that I can not go to the cinema with you on Friday.

Write the contraction in the box below.



Lesson 9. English/Topic.

Using Apostrophes for Possession or Contraction

Using Apostrophes for Possession or Contraction

1a. Rewrite the sentences below using apostrophes to contract some of the words.

We are off to the park later and Sally said she is coming too. I do not know who else will be there as it was not planned very well.



1b. Rewrite the sentences below using apostrophes to contract some of the words.

He did not think the rain would stop. They were not going to make it to the beach. The sun had not shone all day.



2a. Using the words below, write a sentence inserting an apostrophe for singular possession in the correct place

lion

roar



2b. Using the words below, write a sentence inserting an apostrophe for plural possession in the correct place.

cars

engines



3a. Explain how the apostrophes have been used in the sentences below.

It hasn't stopped snowing today so Sunil and Tim aren't going to school. They're hoping to go sledging instead.



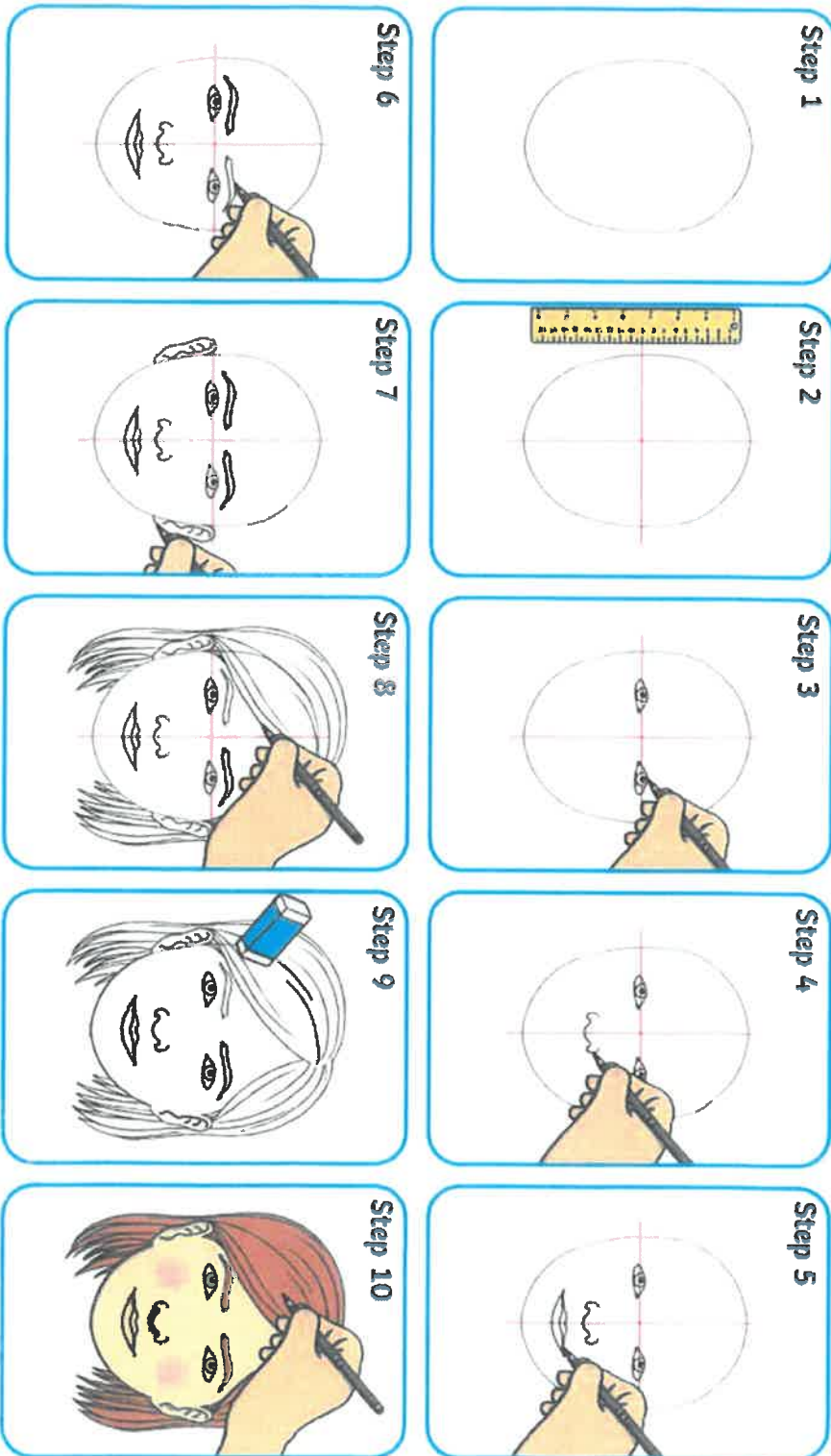
3b. Explain how the apostrophes have been used in the sentences below.

The cake's icing was the same colour as his favourite football team. The boy's smile made his mum's heart melt.



Lesson 10.

How to Draw a Self-Portrait



Lesson 1 maths.

Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 725 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 344 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 226 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 575 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 897 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 919 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 843 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 427 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 784 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 148 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 991 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 328 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 684 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 143 \\ \times 2 \\ \hline \end{array}$$

Lesson 2 Maths.

Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 281 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 696 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 416 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 275 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 643 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 867 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 891 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 849 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 585 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 588 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 166 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 975 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 798 \\ \times 6 \\ \hline \end{array}$$

Lesson 3 Maths.

Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 222 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 597 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 585 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 773 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 607 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 719 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 857 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 912 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 141 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 573 \\ \times 8 \\ \hline \end{array}$$

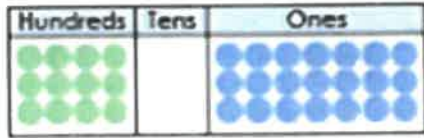
$$\begin{array}{r} 578 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 765 \\ \times 9 \\ \hline \end{array}$$

Multiply 3 Digits by 1 Digit

Multiply 3 Digits by 1 Digit

4a. True or false? The calculation below has been worked out correctly.



$$\begin{array}{r} 407 \\ \times \quad 3 \\ \hline 1221 \end{array}$$



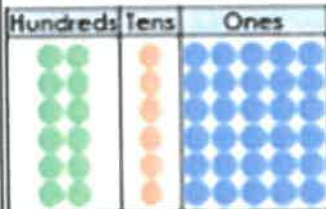
4b. True or false? The calculation below has been worked out correctly.



$$\begin{array}{r} 330 \\ \times \quad 4 \\ \hline 1324 \end{array}$$



5a. Circle the correct answer to the calculation below.



$$\begin{array}{r} 215 \\ \times \quad 6 \\ \hline \end{array}$$

- 1,260
 1,230
 1,290



5b. Circle the correct answer to the calculation below.

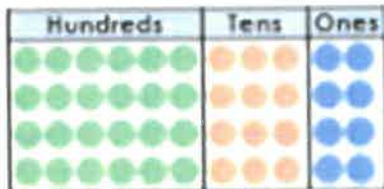


$$\begin{array}{r} 403 \\ \times \quad 5 \\ \hline \end{array}$$

- 2,510
 2,015
 2,105



6a. Complete the calculation.



$$\begin{array}{r} 632 \\ \times \quad 4 \\ \hline \end{array}$$



6b. Complete the calculation.



$$\begin{array}{r} 553 \\ \times \quad 3 \\ \hline \end{array}$$



Lesson 5 maths.

7a. Complete and compare the calculations below using the <, > or = symbols.

$$\begin{array}{r} 803 \\ \times \quad 7 \end{array} \bigcirc \begin{array}{r} 690 \\ \times \quad 8 \end{array}$$



7b. Complete and compare the calculations below using the <, > or = symbols.

$$\begin{array}{r} 950 \\ \times \quad 6 \end{array} \bigcirc \begin{array}{r} 709 \\ \times \quad 9 \end{array}$$



8a. Complete the calculation below.

$$\begin{array}{r} 892 \\ \times \quad \square \\ \hline 5\square\square2 \\ \square\square\square\square \end{array}$$

3 1



8b. Complete the calculation below.

$$\begin{array}{r} 7\square6 \\ \times \quad 4 \\ \hline \square14\square \\ \square\square\square \end{array}$$

3 2



9a. Find the difference between the answers of the calculations below.

A.

$$\begin{array}{r} 760 \\ \times \quad 9 \end{array} \quad \begin{array}{r} 809 \\ \times \quad 4 \end{array}$$

B.

$$\begin{array}{r} 607 \\ \times \quad 8 \end{array} \quad \begin{array}{r} 790 \\ \times \quad 6 \end{array}$$



9b. Find the difference between the answers of the calculations below.

A.

$$\begin{array}{r} 508 \\ \times \quad 6 \end{array} \quad \begin{array}{r} 360 \\ \times \quad 8 \end{array}$$

B.

$$\begin{array}{r} 890 \\ \times \quad 5 \end{array} \quad \begin{array}{r} 608 \\ \times \quad 7 \end{array}$$



Lesson 6 Maths.

Short Division Practice Worksheet

1.

$$2 \overline{) 41}$$

2.

$$8 \overline{) 257}$$

3.

$$9 \overline{) 299}$$

4.

$$9 \overline{) 714}$$

5.

$$7 \overline{) 545}$$

6.

$$9 \overline{) 867}$$

7.

$$5 \overline{) 433}$$

8.

$$5 \overline{) 137}$$

9.

$$7 \overline{) 439}$$

10.

$$8 \overline{) 489}$$

11.

$$11 \overline{) 142}$$

12.

$$12 \overline{) 293}$$

Lesson 7 Maths.

Short Division Without Remainders

Complete the calculations below.

1. $7 \overline{) 77}$

2. $7 \overline{) 98}$

3. $4 \overline{) 64}$

4. $7 \overline{) 91}$

5. $7 \overline{) 154}$

6. $3 \overline{) 204}$

7. $138 \div 6 =$

8. $217 \div 7 =$

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?





Lesson 8 Maths.

Divide by 10



Divide by 10

1a. How many groups of 10 can be made from 3 hundreds and 5 tens?

H	T	O
		

☆



1b. How many groups of 10 can be made from 4 hundreds and 2 tens?

H	T	O
		

☆



2a. Match each calculation to the correct answer.

A

H	T	O
		

 + 10 1. 44

B



H	T	O
		

 + 10 2. 13

☆



2b. Match each calculation to the correct answer.

A

H	T	O
		

 + 10 1. 31

B



H	T	O
		

 + 10 2. 41

☆

3a. Which of the following completes the calculation?

$340 + 10 = \square$



H	T	O
		

35 34 37

☆

3b. Which of the following completes the calculation?

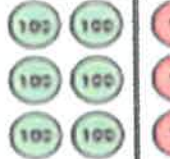
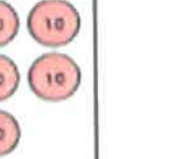
$530 + 10 = \square$

H	T	O
		

51 52 53

☆

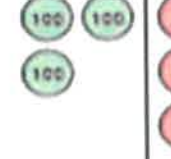
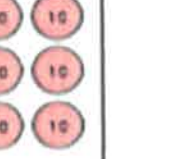
4a. Complete the missing numbers

H	T	O
		

+ 10 =

☆

4b. Complete the missing numbers

H	T	O
		

+ 10 =

☆

Divide by 10

Divide by 10

5a. How many groups of 10 can be made from 4 hundreds and 3 tens?



5b. How many groups of 10 can be made from 5 hundreds and 4 tens?



6a. Match each calculation to the correct answer.

A. + 10 1. 62

B. + 10 2. 17

C. + 10 3. 23



6b. Match each calculation to the correct answer.

A. + 10 1. 55

B. + 10 2. 27

C. + 10 3. 12



7a. Which of the following completes the calculation?

+ 10 > + 10



- 240 360 320

7b. Which of the following completes the calculation?

+ 10 < + 10



- 790 680 730

8a. Complete the missing numbers.

+ 10 =

+ 10 =

+ 10 =



8b. Complete the missing numbers.

+ 10 =

+ 10 =

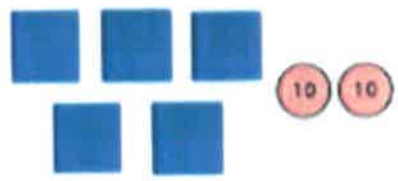
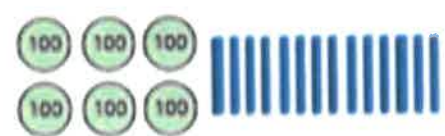




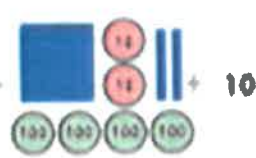







+ 10 =



Lesson 10 Maths.

Divide by 10

Divide by 10

<p>9a. How many groups of 10 can be made from 5 hundreds and 2 tens?</p>  <p>☆</p>	<p>9b. How many groups of 10 can be made from 4 hundreds and 14 tens?</p>  <p>☆</p>
<p>10a. Match each calculation to the correct answer.</p> <p>A  + 10 1 71</p> <p>B 520 + 10 2 40</p> <p>C  + 10 3 52</p> <p>☆</p>	<p>10b. Match each calculation to the correct answer.</p> <p>A 700 + 10 1 25</p> <p>B.  + 10 2 44</p> <p>C.  + 10 3 70</p> <p>☆</p>
<p>11a. Which of the following completes the calculation?</p> <p><input type="text"/> + 10 >  + 10</p> <p><input type="text"/> 550 <input type="text"/> 440 <input type="text"/> 510</p> <p>☆</p>	<p>11b. Which of the following completes the calculation?</p> <p><input type="text"/> + 10 <  + 10</p> <p><input type="text"/> 490 <input type="text"/> 780 <input type="text"/> 750</p> <p>☆</p>
<p>12a. Complete the missing numbers.</p> <p> + 10 = <input type="text"/></p> <p><input type="text"/> + 10 = </p> <p><input type="text"/> + 10 = </p> <p>☆</p>	<p>12b. Complete the missing numbers.</p> <p> + 10 = <input type="text"/></p> <p><input type="text"/> + 10 = </p> <p><input type="text"/> + 10 = </p> <p>☆</p>