

## Class 6 Daily and Extended Homework

Daily Homework	
Reading	Children should read for ten minutes daily to an adult. Although they can read fluently, they must be able to understand what has been read and be able to discuss it. Ask questions to check their understanding.
Writing	Spellings will not be tested weekly but should be revised and tested at home. Suggested words to practice have already been sent home as the Year5 and Year6 spelling list.
Mathematics	Children should practice their mathematic recall daily; this should include core facts such as multiplication and division as well as number bonds, conversion and word problems.

As part of our theme this half term of 'People Who Inspire Us', Year 6 have agreed the challenge to complete Extended Homework.

This is their chance to show off their individual styles and approaches to learning and presenting their work.

The children must choose a person from history who has inspired others, including themselves. They are not just to be 'famous' though, but must have achieved something outstanding in their area or field of work. They could be artists, scientists, politicians, activists, designers, architects, etc.

There are also some areas of our science topic (classification, adaptation and evolution) if the children would like to do these instead or a mixture of the two.

The table below outlines a choice of work but is not exhaustive. They may choose to complete their own activity if they would like to:

### Mission Homework!

Your mission is to earn a minimum of **100 points**. You can achieve this by selecting tasks from the table below. You can choose to do **any** of these tasks to meet or exceed the total points.

**REMEMBER** - The focus is *quality* work, not to complete the task quickly! Think carefully about the presentation and content of your work to make sure you **give of your best** to produce work that **you will be proud of!**

Write a biography of your chosen inspirational figure <b>50 points</b>	Make a model of something that your 'person' designed or created <b>40 points</b>	Write a figurative poem about the person who inspires you <b>30 points</b>
Research and present facts about your 'hero' <b>30 points</b>	Make a timeline showing the life of your motivating human <b>20 points</b>	Write a short piece on the historical background of your character – where they came from, what inspired them, etc. <b>30 points</b>
Find out some facts about Darwin's theory of evolution (science) <b>40 points</b>	Research your family history (science). You could make a family tree. Who are you most like? <b>30 points</b>	Research and present facts about the adaptation of your favourite animal (science) <b>40 points</b>
Interview or write a questionnaire for a family member about your family background (science) <b>30 points</b>	Create an interactive game about the person who inspires you. <b>40 points</b>	Design and record a documentary-style video. This can be of a family member or a series of clips about your inspirational person. <b>40 points</b>

P.T.O

- ✓ The class has decided this work should have a 4-week deadline.
- ✓ Therefore, all Extended Homework will be due in on the 23<sup>rd</sup> March.
- ✓ The children agreed work should include:
  - Your best work
  - Things that you've researched and learnt at home
  - Some writing skills to be shown
  - Something to show/present to the class.

### The Parents' Role in Extended Homework

DO	DON'T
Know what they are learning about	Talk about how 'homework was different in your day'
Listen to them read every day	Multitask as you listen
Ask them questions so that they expand their thinking about the challenge e.g. What...? When...? Where...? Why...? Who...? How...?	Show off <b>your</b> knowledge about the subject matter
Give them varied experiences so that they can choose different ways of achieving the task	Make it all about expense (sometimes the cheapest ideas are the best ☺)
Be willing to support their activity by listening to their ideas and suggesting ways forward	Complete it for them
Show them they <b>can</b> achieve	Ignore the things they can't do – instead help them to find a way of overcoming the obstacle for themselves

The children have also received a sheet containing much of the terminology for the grammar contained in the end of year assessment. It would help the children if they could recap this over the next few weeks. Just five minutes every few days to remind them of the vocabulary – little and often is best.

If you have any questions, please feel free to contact me.

Yours sincerely,

Mrs J Richardson

Class teacher