

FRIDAY 6TH MARCH 2026

YEAR 6

HEADLINES AND HOMEWORK

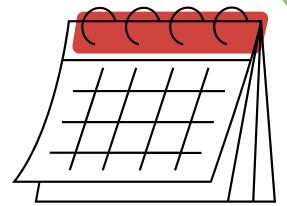


**PE Days:**  
**Thursday**  
**Friday**



## Important Dates

Additional dates can be found on  
the school website.



Friday 6<sup>th</sup> March - Dress Up for World Book Day (rescheduled)

Tuesday 10<sup>th</sup> March - Year 6 Photographs (rescheduled)

Wednesday 11<sup>th</sup> March - Year 6 SATs Information for Parents  
(3:30pm)

Thursday 12<sup>th</sup> March - Science Fair (3:30-4:00pm)

Friday 13<sup>th</sup> March - Inset Day

Monday 16<sup>th</sup> March - Choir Performance at G-Live

Thursday 19<sup>th</sup> March - Neurodiversity Coffee Morning

Friday 27<sup>th</sup> March - End of Term

Monday 13<sup>th</sup> April - Back to School

Thursday 30<sup>th</sup> April - Supporting Emotional Regulation at Home  
Workshop

11th-14<sup>th</sup> May - Year 6 SATs



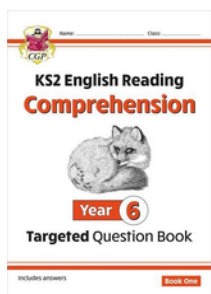
# Homework



Homework Timetable		
Homework	Date set:	Date due:
<b>Daily Reading with comments</b> and a weekly parental signature	Daily	Diaries in school every day.
<b>Reading Comprehension Targeted Question Book</b>	Monday	Thursday
<b>Maths Targeted Question Book</b>	Tuesday	Friday
<b>Grammar, Punctuation and Spelling Targeted Question Book</b>	Thursday	Monday
Throughout the week, engage with our online learning resources: Times Tables Rock Stars, Spelling Shed, and Accelerated Reader.		Friday - engagement will be checked

## Homework

Homework pages are accurate as of **Friday 6th March**.



### Comprehension

Day set: Monday  
Day due: Thursday



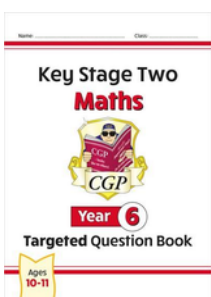
Page/s: 12-13



### Reminder

Please engage with our online learning platforms: Accelerated Reader, Times Table Rockstars and Spelling Shed

Engagement is checked weekly.



### Maths

Day set: Tuesday  
Day due: Friday



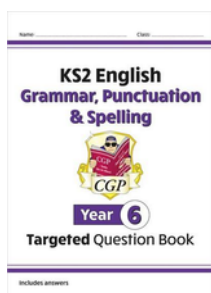
Page/s: 58 and 59  
(Additional Arithmetic Paper)



### Additional Learning Resource

<https://mathsbot.com/primary/ks2>

A website to help with arithmetic.



### Grammar, Punctuation and Spelling

Day set: Thursday  
Day due: Monday

Page/s: 64-65  
(Additional 5for5 SPaG)



If your child has struggled with a particular question in the CGP Homework books, please write a note on the page to inform the class teacher.



## Homework (continued)



As we approach the SATs, our focus remains on ensuring that all children are well prepared, confident, and equipped with the skills they will carry forward into secondary school. To support this, a set of home-learning resources will be sent home by the end of this week. These materials are designed to reinforce key knowledge and provide regular opportunities for practice.

The resources include:

Arithmetic Papers — One paper to be completed weekly (due Friday).

Children should spend approximately 30 minutes on each paper.

Papers 7-12 are optional for additional home learning.

5-for-5 SPaG — One short test to be completed weekly (due Monday).

Quick Comprehension — Optional tasks to support reading fluency and understanding.

SPaG SATs Facts — Optional tasks to consolidate key curriculum knowledge.

Maths SATs Facts — Optional tasks to strengthen mathematical recall and fluency.

Spelling Rules and Guidance — Optional tasks, including analysis of previously tested words and additional words that follow the same spelling rules.

Reasoning Questions — Optional tasks to support mathematical reasoning and problem-solving.

A Maths Revision Booklet has already been sent home and remains a useful resource for ongoing practice. In addition, Mathsbot provides unlimited arithmetic papers; these can be accessed by searching “Mathsbot SATs Key Stage 2 Arithmetic”. Both the traditional and compact versions are appropriate for use at home.

Optional home learning is always welcome in school and can be submitted for marking. Should you require any further resources to support your child’s home learning, please speak to your child’s class teacher.



# Home Learning - Maths



Please support your child in learning the facts below; it is essential that they know these securely ahead of the SATs.

Converting Mass		Converting Capacity	
1 tonne = 1000kg	$\frac{1}{4}$ kg = 0.25kg = 250g	1000ml = 1l	$\frac{1}{2}$ l = 0.5l = 500ml
1000g = 1kg	$\frac{1}{2}$ kg = 0.5kg = 500g	$\frac{1}{10}$ l = 0.1l = 100ml	$\frac{3}{4}$ l = 0.75l = 750ml
$\frac{1}{10}$ kg = 0.1kg = 100g	$\frac{3}{4}$ kg = 0.75 = 750g	$\frac{1}{4}$ l = 0.25l = 250ml	$\frac{1}{100}$ l = 0.01l = 10ml

Converting Length			
1000m = 1km	$\frac{1}{2}$ m = 0.5m = 50cm	$\frac{3}{4}$ m = 0.75m = 75cm	
100cm = 1m	$\frac{1}{4}$ m = 0.25m = 25cm	$\frac{1}{10}$ m = 0.1m = 10cm	
10mm = 1cm			

## Days in the Month

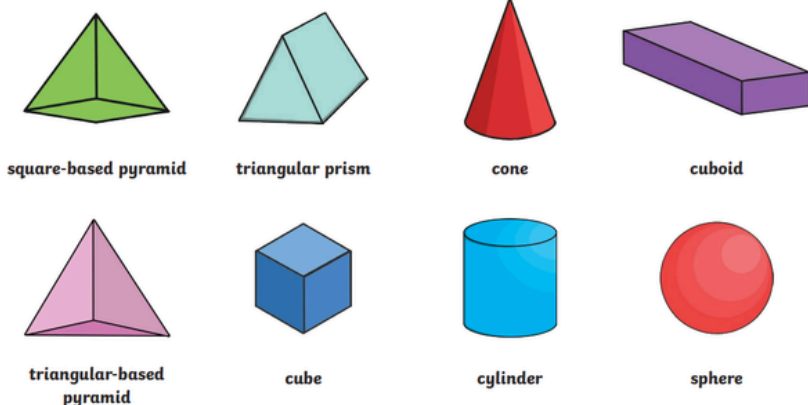
Thirty days hath September,  
April, June and November;

February has twenty eight alone  
All the rest have thirty-one.

Except in Leap Year,  
that's the time  
When February's days  
are twenty-nine.

- A year has 365 days, or 366 days in a leap year.
- Leap years happen every 4 years
- There are 12 months in a year
- There are 52 weeks in a year

## 3D Shapes



## Roman Numerals

1 — I

5 — Value

10 — Xylophones

50 — Like

100 — Cows

500 — D<sub>o</sub>

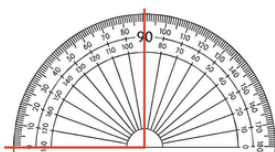
1000 — Milk



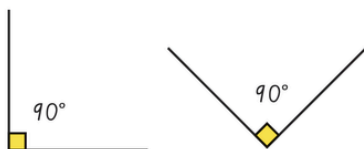
Please support your child in learning the facts below; it is essential that they know these securely ahead of the SATs.

## Right Angle

A right angle is  $90^\circ$



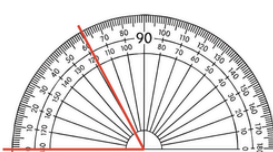
Here are some examples of right angles:



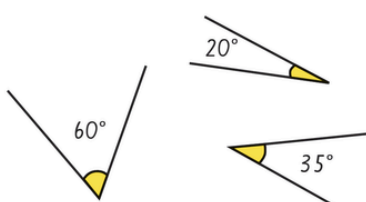
twinkl visit twinkl.com

## Acute Angle

An acute angle is less than  $90^\circ$



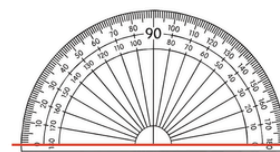
Here are some examples of acute angles:



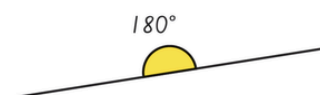
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## Straight Angle

A straight angle is exactly  $180^\circ$



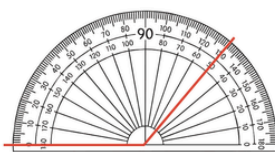
Here is an example of a straight angle:



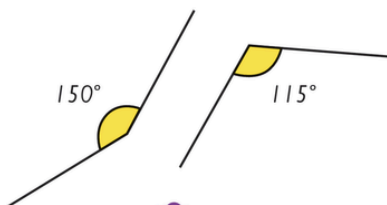
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## Obtuse Angle

An obtuse angle is more than  $90^\circ$  and less than  $180^\circ$



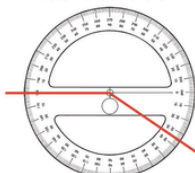
Here are some examples of obtuse angles:



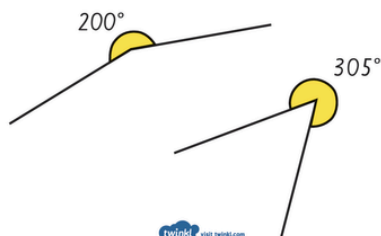
twinkl visit twinkl.com

## Reflex Angle

A reflex angle is greater than  $180^\circ$  and less than  $360^\circ$



Here are some examples of reflex angles:



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# Home Learning - SPaG



Please support your child in learning the facts below; it is essential that they know these securely ahead of the SATs.

<b>Simple Past</b> Lily licked the lolly.	<b>Simple Present</b> Paul kicks the ball.	<b>Simple Future</b> <ul style="list-style-type: none"> <li>• Paul will kick the ball.</li> <li>• Lily is going to lick the lolly.</li> </ul>	<b>Active Voice</b> Paul kicked the ball. Eva licked the lolly.	<b>Passive Voice</b> The ball was kicked by Paul. The lolly was licked by Eva.	<b>Punctuating Bullet Points</b> Eva is hoping to: <ul style="list-style-type: none"> <li>• make lollies</li> <li>• play football with Paul</li> </ul> The plan for this lesson is: <ul style="list-style-type: none"> <li>• We will learn more about SPaG.</li> <li>• The class will have fun.</li> </ul>	<b>Brackets, Dashes and Commas (for parenthesis)</b> <ul style="list-style-type: none"> <li>• Eva (the lolly fan) is ten.</li> <li>• Paul - the football fan - plays in goal.</li> <li>• Eva and Paul, my friends, are kind.</li> </ul>
<b>Past Perfect</b> Paul had kicked the ball past the goalkeeper.	<b>Present Perfect</b> Paul has kicked the football. I have eaten the lolly.	<b>Future Perfect</b> Paul will have kicked the ball.	<b>Modal Verbs (indicating possibility)</b> could, should, would, can, may, might, must, shall, ought, will	<b>Adverbs (indicating possibility)</b> never, always, often, rarely, maybe, perhaps, probably		
<b>Past Progressive</b> Paul was kicking the ball. Eva was licking the lolly.	<b>Present Progressive</b> Paul is kicking the ball. Eva is licking the lolly.	<b>Future Progressive</b> Paul will be kicking the ball.	<b>Colons</b> Paul likes two things: football and reading.	<b>Colons (to introduce a list)</b> The children will need several items: lollies, footballs and books.	<b>Semi-Colons</b> Eva loves lollies; strawberry flavoured ones are her favourite.	<b>Hyphens (to avoid ambiguity)</b> a man eating snake a man-eating snake
<b>Subjunctive</b> If Paul were a better footballer, he could kick the ball straight.	<b>Expanded Noun Phrase</b> the dark-hated girl with a taste for frozen lollies	<b>Relative Clause</b> Paul, who enjoyed football, played every week.	<b>Relative Pronouns used at the beginning of a relative clause</b> who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.	<b>Dashes</b> Eva and Paul are friends - they have known each other for years.	<b>Commas (to clarify meaning)</b> Eva likes fruit pasta and a drink for lunch. 'Fruit pasta?' Eva likes fruit, pasta and a drink for lunch.	