

Year 5 & 6 Homework grid – Autumn term 1 2025

Please choose a homework task from the grid to complete each week. Over the half term, try to choose a range of tasks rather than picking all the ones in the same column. Homework can be completed in a homework book or a different format if that is more appropriate for the task. Please return homework as it is completed on a Monday so that it can be marked and celebrated. Any questions, please come and ask!

Maths	English	Wider curriculum
<p>* Create a poster explaining how to multiply and divide the following numbers by 10,100 and 1000. We would like the poster to show movement up and down a place value chart.</p> <p>1 34 2 593 3 78.92 4 1008 5 109.34</p>	<p>* In our first sequence on the Tear Thief we will be recapping on how we use adverbial phrases and clauses to give more information to the verb. Using the sheet attached write between 5-10 sentences which have main clauses and adverbials. The attached sheet gives guidance on how to complete this.</p>	<p>*Geography</p> <p>Research and find out about California. Can you create a fact file?</p> <p>Can you write 5 facts about the California Aqueduct?</p>
<p>* One of the key skills both year 5 and 6 are learning this term, is to be able to say and write numbers up to 1 million.</p> <p>Ask an adult/sibling/friend to say a number up to 1 million and write it in words and digits. e.g. 245,367 – two hundred and forty five thousand, three hundred and sixty seven.</p> <p>Then ask then to write a number up to 1 million in words and you convert it to the number in digits.</p>	<p>* When reading the Tear Thief by Carol Ann Duffy, we found out that she uses personification to create a magical atmosphere. Personification is when you give human feelings, actions, or qualities to something that is not human — like animals, objects, or nature. Complete the attached table and personify the objects in the first column</p>	<p>* Art</p> <p>Research a street artist or a mural artist. Collate some images of their work and think about – what are they representing? What messages are they trying to convey in the artwork they produce? How do they create their art – spray paint, stencilling, free hand painting etc?</p> <p>Some artists you could research are – Keith Haring, Victor Ash, Edgar Muller and Stik (an anonymous British street artist)</p>
<p>* Solve the following calculations using the formal written methods:</p> <p>1) $892,557 + 21,981 =$ 2) $153,634 - 64,432 =$ 3) 324 divided by 4 = 4) $431 \times 7 =$</p> <p>Remember to show your workings.</p> <p>For those who would like more formal written challenges, please see the attached formal written challenges grid.</p>	<p>* During the first sequence we have recapped on the rules for punctuating dialogue before editing and improving our own. We would like the children to write out the sentences from the attached dialogue sheet and include the correct punctuation.</p>	<p>* Science – forces and mechanisms</p> <p>(you will need to complete this activity after you have completed the first science session in class)</p> <p>Draw a poster that explains what force is. Can you show some real life examples?</p> <p>Draw a poster to explain what mechanism is. Can you show some real life examples?</p>

In addition to the formal homework set each week, we expect the children to be reading for 20 minutes at least 5 times a week, practising their times tables and learning the weekly spellings from the grid below:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
there their they're which witch two too achieve available	know hear here threw through witch which wear where	isle aisle aloud allowed affect effect herd heard past passed	achieve available average category communicate develop equip equipped equipment excellent	knife knowledge thumb comb listen listened write writing gnome gnat	Rehearse spellings from this half term ready for assessment.