



YEAR 6 HOME LEARNING

Friday 10th January

Miss Little

Miss Martin

MATHS

Q1. $543,621 + 9,786 =$

Q2. $1,467,932 - 83,569 =$

Q3. $9,348 \times 100 =$

Q4. $8,472 \div 1000 =$

Q5. $3,281 \times 56 =$

Q6. $12,992 \div 16 =$

Q7. $21 + 7 \times 19 =$

Q8. $2,025 \div ? = 81$

Q9. $\frac{7}{12} + \frac{1}{7} =$

Q10. $\frac{8}{9} - \frac{1}{5} =$

Q11. $\frac{4}{9} \times \frac{5}{8} =$

Q12. $\frac{1}{4} \div 2 =$

Q13. $\frac{4}{5} \times 400 =$

Q14. $\frac{5}{6}$ of 312

Q15. What is 793,821 rounded to the nearest 10,000?

Q16. Half a square number is between 30 and 40. What was the square number?

Q17. What is 374 in Roman numerals?

Q18. The ratio of red cars to blue cars is 2 : 3.
What fraction of the cars are blue?

Q19. Ron scores 24,500 points playing a game. Whitney scores 650 points fewer than Ron. What is the total of their points?

Challenge: How long have you been at Cottingley Village Primary School? Answer as accurately as you can. Try to use the exact number of days, hours, minutes or even seconds.

Innis Munro is a boy who lives on the island of Nin.

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland anymore, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

Innis cupped a hand to his mouth and returned the best horror-movie wolf howl he could muster. There was an immediate response but from further away this time, in the distance up by the mountain. And then another howl, much closer, a sound that no boy could make.

Innis whirled around and stared across the moor. Twenty paces from where he stood was a shape, dark against the brightness of swirling snow. The silhouette of an animal. It stood side-on to him, front and back legs splayed, back arched, bushy tail curved down. Innis watched the creature raise its head slowly to the sky and another howl shattered the silence.

It was the unmistakable silhouette of a wolf.

Innis turned and ran, leaping across the marshy ground, rasping air in and out. He slid down shallow slopes and sank into boggy puddles, rammed hands into the mud to haul himself out, moved forwards at speed, too frightened to look back in case the wolf was upon him and his legs gave out. He took a glance behind as he ran, saw nothing and stumbled and fell, landing face first in the marsh.

Innis sat up, felt water ooze beneath his trousers and melting snow run down his back. He gave a shiver and looked around. No wolves – but a boy was walking towards him, the snow lying thick enough now to hear the crunch of his steps.

Innis struggled to his feet. He didn't recognise the boy.

He was smaller than Innis but seemed older. In appearance, the boys were the exact opposite. The stranger was squat, with short, fair hair, shaved almost to the scalp. He had dark, unfriendly eyes. Innis didn't know him.

The boy turned and took a step away, and Innis asked, 'Where are you going?'

'What's it to you?' the boy asked, without turning or stopping.

'There's a wolf out there,' Innis said.

The boy stopped and headed back toward Innis. 'Where exactly?'

Innis pointed. 'Out there somewhere.'

'You saw it?' probed the boy.

'I heard it *and* I saw it.'

The boy didn't answer, but asked instead, 'How far?'

'Not far, five minutes from here.'

The boy sighed and wiped snow from his face. He turned and strode off without another word.



ENGLISH
READING
TEXT

ENGLISH READING QUESTIONS

1. After Innis heard the wolf howl for the first time, he **pressed on**.
What does *pressed on* mean in the text?

1 mark

2. How far from home was Innis when he heard the first wolf howl?

1 mark

3. 'The Barrens' was the name for...

Tick one.

a snowy, wooded area.

sandy land on the coast.

a wet area of rough ground.

fields of grass and crops.

1 mark

4. Look at page 1.
What two things made it hard for Innis to trust his own senses when he was looking for the wolf?

Tick two.

how flat the land was

the fading light

how tired he felt

the weather

how fast he was walking

1 mark

5. Innis heard a wolf howl several times.
How can you tell that the wolf was moving all the time?

1 mark

6. It was the **unmistakable** silhouette of a wolf.
Which of the following is closest in meaning to *unmistakable*?

Tick one.

unlikely

unfamiliar

possible

definite

1 mark

7. Number the following events 1 –5 to show the order in which they happened to Innis.

He ran away.

He imitated a wolf howl.

He met a boy.

He heard an unexpected wolf howl.

He saw a wolf.

1 mark

ENGLISH WRITING

Character description:

- Who might this be?
- Where might they come from?
- What might their job be?
- What language might they speak?
- How would you feel if you met this person?
- Create a mind map to help you answer these questions then create dialogue between this person and another character.



Create dialogue within writing.



Remember to punctuate the speech correctly.

SCIENCE

In science we have been learning about fossils. Today you are going to research a famous palaeontologist named Mary Anning (you may remember learning a little bit about her in Year 2).

Research these questions:

- How are fossils formed?
- Who was Mary Anning?
- What did she discover?
- What challenges did Mary Anning face?
- How did Mary Anning's discoveries change our understanding of fossils and evolution?

You can choose to write your research into a paragraph or a poster.



*Some helpful websites
to get you started.*

<https://www.bbc.co.uk/bitesize/articles/zf6vb82#zcpwjsg>

<https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/>



**DON'T FORGET
TO LOGIN TO
LBQ FOR EXTRA
SATS PRACTICE**

<https://www.lbq.org/Task?study=1>