Reading— VIPERS



Retrieval:

1)Whose words are running through their mind?

2)What do they squander water doing?

3)Where is there an unsettling ache?

4)What do they have conversations about?

5)What doesn't Nina realise?

Vocabulary:

1)Explain what the word 'squander' means?

2)Supplies are described as 'dwindling.' What does this mean?

3)What word is used to show that the two people are talking?

Inference:

1) How do you think Nina died? Explain your answer fully.

Mental Maths

B
I
D M
A S

Priority of Operation	BIDMAS	Mathematical Symbol
1	Brackets	()
2	Indices	x^n
3	Division	÷
	Multiplication	×
4	Addition	+
	Subtraction	–

Complete these questions related to BIDMAS

2 + 3 × 4	8 – 2 × (4 – 1)
15 ÷ 3 × (2 + 1)	6 + 5 ÷ (9 ÷ 3)
10 + 2 × (8 ÷ 4)	14 – 6 ÷ (2 + 1)
3 × (6 – 2) + 7	4 × (5 ÷ 1) – 2
28 ÷ (4 + 2) – 2	36 ÷ (6 + 3) – 4

Spellings/Phonics

Practice these spellings by making them colourful and creative.
You will be tested on these next week.

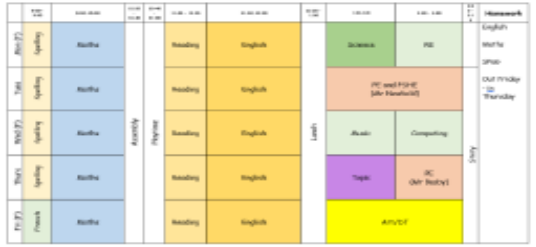
Cemetery
Documentary
Decide
Certain
Bicycle
Icicle
Curtain
Serial
Cereal
Bruise



Pick a challenge to complete this week.

French

Create a timetable of the school day, using a variety of different lessons. Your lessons must be written in French.



Geography

Create a brochure about Greece for people who haven't visited before. Try and include as much information as you can. E.g Places, Food, Currency, Population, Climate



Science

Understand the different phases of the moon by using different materials that can be found at home.



DT

Create a model of the Greek island of Crete, making sure you include famous landmarks and places. The can be done using a computer programme or using physical objects.



RE

Make a comic strip or storyboard about what happens in Genesis 1. Then try and answer the following questions.

Why do Christians believe God made the world?
What does the story teach about rest on the 7th day?
How do you take care of the world around you?

Music

To play and perform an instrumental part by ear. Choose a song and add your own beats and tempo onto the end. This must last for 30 seconds and can be recorded by an adult.



Year 6's
Home Learning

Homework due back on
Wednesday 4th November 2026



SERINA

When I return to my room hours later, Nina looks fainter, more nebulous, her edges floating into the air like steam. Baba's words from earlier run through my mind – *they would be lost for ever* – but I push them away and lead Nina outside to play while Baba and the house sleep.

We spin cartwheels in the sand and squander water building sandcastles. Maybe the dwindling supplies in the butt will encourage the house to move on to somewhere where it rains. Like the coast.

If the house were to move near the ocean, maybe Nina would be so happy she would forget about her past. When she talks about her family she gets sad and wants to go home. She doesn't realize she can't. She doesn't realize she's dead.

There's an unsettling ache in my stomach. As much as I'm trying to distract Nina from her memories, I'm trying to distract myself from the thought that at some point I should probably tell her truth. But then I'll lose her. Is it so bad to want to have a friend for more than one night?

I keep leading our conversations back to the present, or the future. We talk about the things we want to do when we grow up. She wants to be a farmer, like her father, growing food and flowers in the desert, filling dry and empty sand with life. She says if you plant the right seeds you can cultivate not only plants, but soil, water, insects, birds and animals. She says you can create whole worlds by planting tiny seeds and nurturing what grows.

She asks me what I want to be. I don't tell her I'm destined to be the next Guardian. I imagine that my future is undecided, that I could be an artist like Benjamin, or a teacher, or an actress in a theatre. I think of all the jobs I've read about in books that involve working with the living, enjoying life, and my

■■■ Year 6 Science at Home: Moon Phases with Oreos

■ Learning objective

To understand and explain the different **phases of the Moon**.

■ Materials

- 8 Oreo (or similar sandwich) biscuits
- A paper plate or sheet of card
- Plastic knife or spoon (for scraping the filling)
- Pen/marker

■ Instructions

1. **Prepare your Oreos** – Twist each Oreo apart so one side has cream. Try to keep it neat.
2. **Make the Moon phases** – Use the spoon/knife to scrape cream into shapes: New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, Waning Crescent.
3. **Arrange them in order** – Place the Oreo moons in a circle on the plate/card. Label each phase.
4. **Observe and Discuss** – Think about: Why do we see different Moon shapes? How long is a full cycle? What phase is the Moon tonight?

■ Extension ideas

- Keep a **Moon diary** for two weeks: draw the Moon each night and label the phase.
- Research: Why does the same side of the Moon always face Earth?
- Challenge: Create a short video or comic explaining the phases.