

Year 6

Remember Your Punctuation Targets!

Really Must	Use commas after a time phrase e.g. The Next day, Meanwhile, Use commas around a subordinate clause in the middle of a sentence. e.g. The dog, who was drooling and snarling, chased the cat.
Must	Use commas after subordinate clauses at the start of a sentence. e.g. Heart pounding, the boy ran after his friend.
Should	Use commas after subordinate clauses at the beginning: (Heart pounding, the boy ran after his friend.), middle: (The boy, whose heart was pounding, ran after his friend.) and end of a sentence: (The boy ran after his friend, heart pounding.)
Could	Use extended punctuation such as: Colon: before a list Semi-colon: to break up a longer sentence where the subject of the sentence doesn't change Brackets() to add extra information Ellipses... To be continued...
Could Even	I can use commas correctly to mark clauses in sentences (at start, middle, end) to add variety & flow to my writing.



Good luck,
work hard
and enjoy!

We look forward to seeing your
work in school.



ASHTON KEYNES
Church of England VC Primary School

Cities of Stone Homework Booklet



Name _____

Class _____

To be handed in every Wednesday.

As Years 5 and 6 are working together for this topic, we are sharing a homework booklet. Children should be encouraged to use the support or extension tasks as appropriate.

Cities of Stone

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and February half term. Bring completed tasks into school every Wednesday. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected. Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.



Throughout this topic, there are frequent extension activities to give those children who choose a further challenge.

Children are required to practise their writing targets (displayed on rockets in the back of their English books) when there is opportunity. Writing tasks and practical 'making' tasks are alternated to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge.

From Miss Thomas and Mrs Voss

for Wednesday 14th January

Create an A4 collage about the Mayans. This could include a map of where they lived, key dates and pictures of Mayan sites.

Challenge: Create a short talk (2-3 minutes) to present to the rest of the class about what you have found out while making the collage

for Wednesday 21st January

Create your own Mayan god/goddess. Write a description of them. Use adjectives to describe in detail what they look like. What is he/she god/goddess of? Use similes and metaphors in your description.

Challenge: Make a **small** model of your god or goddess out of junk modelling materials.

for Wednesday 28th January

Write a myth about a natural event (volcanic eruption, sun rising etc) in the style of the myths we have been learning about in school. Remember to link your myth to the Mayans. You could make it a myth about why the sun rises every day or the moon changes shape.

Challenge: Create a painting or picture to go with a scene from your myth.

for Wednesday 4th February

Choose one of the following and make a powerpoint giving step by step instructions for how to:

- build step pyramids
- survive daily life in Mayan times.
- write like a Mayan
- build a Mayan house

Challenge: Be ready to present your powerpoint to the class.

for Wednesday 11th February

Create a modern day tourist information sheet about Chichen Itza. Include pictures and text. What interesting facts might a tourist want to know? Can you think of a good title and catchy slogan?

Challenge: Write a jingle to go with your poster which could be played on a TV advert persuading people to visit the site (e.g. 'Calgon': 'Washing machines live longer with Calgon') to be performed to the class.

