Greswold Primary School: Year 6 Homework

Autumn 1, Week 6	Due: 20.11.26	Spelling test: 20.11.26

Spellings: Words ending in -ably				
	adorably	considerably	there	don't
	valuably	noticeably	their	won't
	believably	comfortably	they're	wouldn't
	respectably	reasonably	doesn't	shouldn't
	agreeably	reliably		

English task:

Read the World War I poems below. Identify the figurative language used in each poem and create a key to show:

- ☐ Alliteration
- ☐ Repetition
- ☐ Rhyme
- ☐ Onomatopoeia
- ☐ Similes
- ☐ Metaphors
- ☐ Personification

Extension: Which of these poems do you prefer? Why?

"In Flanders Fields"

In Flanders fields the poppies blow
Between the crosses, row on row
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce hear amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders Fields.

~ John McCrae

"Anthem for Doomed Youth"

What passing-bells for these who die as cattle?
- Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells;
Nor any voice of mourning save the choirs, -
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys but in their eyes
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall?
Their flowers the tenderness of patient minds,
And each show dusk a drawing-down of blinds.

~ Wilfred Owen

"The Call"
By Jessie Pope (1914)

Who's for the trench—
Are you, my laddie?
Who'll follow French—
Will you, my laddie?
Who's fretting to begin,
Who's going out to win?
And who wants to save his skin—
Do you, my laddie?

Who's for the khaki suit—
Are you, my laddie?
Who longs to charge and shoot—
Do you, my laddie?

Who's keen on getting fit,
Who means to show his grit,
And who'd rather wait a bit—
Would you, my laddie?

Who'll earn the Empire's thanks—
Will you, my laddie?
Who'll swell the victor's ranks—
Will you, my laddie?
When that procession comes,
Banners and rolling drums—
Who'll stand and bite his thumbs—
Will you, my laddie?

Year 6 Mathematics Homework

To revise what we have learnt this week, complete the tasks below.

Task 1:

Have a go at correcting any questions you got incorrect in your arithmetic paper. We will go through the answers again on Friday.

Extension:

1. $\frac{3}{4} + \frac{5}{8} =$
2. $\frac{2}{3} + \frac{1}{2} =$
3. $\frac{7}{8} + \frac{4}{5} =$
4. $\frac{9}{10} + \frac{1}{4} =$
5. $\frac{5}{8} + \frac{1}{3} =$
6. $\frac{7}{9} + \frac{1}{2} =$

16. $\frac{2}{3} - \frac{1}{8} =$
17. $\frac{3}{4} - \frac{1}{5} =$
18. $\frac{5}{6} - \frac{1}{2} =$
19. $\frac{4}{9} - \frac{3}{8} =$
20. $\frac{4}{5} - \frac{1}{2} =$
21. $\frac{1}{4} - \frac{1}{6} =$

Only a fraction of each whole rod is shown. Using the given information, identify which whole rod is longer



Explain your reasoning.