Year 6 English Home Learning Pack
Week Commencing Monday 27\textsuperscript{th} April 2020

In this Learning Pack you will find five different activities for this week. These activities can be completed in any order. You will also find video links for many of these activities to support you when completing them. Remember to send in any work that you want us to see to projects@beddingtonparkprimary.com

We hope you enjoy them 😊

1. Reading - Two, short Space related comprehensions for you to enjoy (My Space Journey - text, questions and answers and Nine Facts about Planet Nine - text, questions and answers).
2. Grammar activity - Active and Passive voice (and answers)
3. Spelling activity - The suffix ‘ation’ (and answers)
4. Writing activities:
   a. Diary writing
   b. Space-themed story writing
**Comprehension**

This week you have two shorter texts and questions to complete. The questions are very challenging and so although there are not many, please take your time.

If you are finding this comprehension challenging, you could find some alternative texts here or try some interactive comprehensions here.

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**My Space Journey**

Today was the most exciting day of my life! I was finally able to fulfil my ambition of travelling into space.

Despite having dreamed of this since I was a young girl, and having completed extensive training, the actual journey was much more arduous and taxing than I’d ever expected.

The 4G force pushing on my chest as we took off felt like ten elephants were sitting on me, and the wave of nausea was a tsunami! I managed to distract myself with the view out of the window and suddenly we were in orbit; my body felt like a feather floating gently on the breeze but the pressure in my head felt like a sledgehammer was hitting it.

It was a day of contrasts but I wouldn’t change it!
1. Which two words mean the same as ‘difficult’?

_________________  ___________________

2. Find a metaphor within the text.

_________________

3. Do you think the astronaut will enjoy her time in space? Explain why.

_________________

_________________

4. Why does the author say, ‘It was a day of contrasts...’? Use the text to support your answer.

_________________

_________________
Nine Facts about Planet Nine

10 Even though no one has seen it yet, astronomers believe
20 they have discovered a ninth planet in our solar system.

25 Nine facts about ‘Planet Nine’:

32 • It is 10 times bigger than Earth.

41 • It might be 20 times further away than Neptune!

48 • Its orbit is 10,000 to 20,000 years.

55 • Its gravity seems to affect objects in
60 space that circle around Neptune.

71 • The discovery of a ‘new’ planet for the first time in
77 150 years could change scientists’ understanding
84 of how the solar system was made.

89 • UFO enthusiasts have often written
93 about a mythical ‘Planet X’.

104 • There’s only a one in 15,000 chance that it doesn’t exist.

112 • It is a ‘real’ planet, which replaces the
116 downgraded ‘dwarf planet’ Pluto.

122 • The race is on to prove
124 its existence!
1. Which word means the same as ‘found’?

________________________________________

2. Find two adjectives that are antonyms of each other.

_________________________  ______________________

3. Do you think that the existence of Planet Nine will be proven? Explain why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What effects has Planet Nine had on us and our solar system?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. Which two words mean the same as ‘difficult’?
   Accept: arduous and taxing

2. Find a metaphor within the text.
   Accept ‘the wave of nausea was a tsunami’.

3. Do you think the astronaut will enjoy her time in space? Explain why.
   Accept any reasonable answer that refers to the text, e.g. Yes because she has always wanted to do it but it is harder than she thought it would be.

4. Why does the author say, ‘It was a day of contrasts...’? Use the text to support your answer.
   Accept description of the contrasts of emotions the character has experienced, with reference to the text, e.g. ‘feather floating’ and ‘sledgehammer... hitting’ or ‘taxing’ / ‘arduous’ and ‘exciting’.
1. Which word means the same as ‘found’?
   **discovered**

2. Find two adjectives that are antonyms of each other.
   ‘**mythical**’ and ‘real’

3. Do you think that the existence of Planet Nine will be proven? Explain why.
   Accept any reasonable explanation using the points from the text to support. E.g.
   Yes, because there is only a very small chance that it doesn’t exist or No, because it is 20 times further away than Neptune so very difficult to actually see or get to.

4. What effects has Planet Nine had on us and our solar system?
   Accept description of the effect of its gravity on objects around Neptune AND the effect of changing scientists’ thinking.
Grammar - Active and Passive voice
Today, we will be learning all about active and passive voice. If you can, follow this link to BBC bitesize who have a range of videos and quizzes to help you with this challenging subject. The first video in particular, will help you remember the difference between active and passive voice.
https://www.bbc.co.uk/bitesize/articles/zbngrj6

Subject, object, verb
To help us understand active and passive, we must first understand what the subject, object and verb is in a sentence.

Subject, Verb, Object

Subject: Who we are talking about in the sentence. For example, Milo is who we are talking about.

Verb: The ‘doing word’ of the sentence, which tells you what the subject is up to. For example ‘grabbed’.

Object: This is the thing the verb is working on. In this case, the postman’s leg.

- In an active sentence the subject acts upon the object.
  Ben threw the ball.

- In a passive sentence, the object is being acted on by the subject.
  The ball was thrown by Ben.
Some more examples...

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Waters ate the pizza</td>
<td>The pizza was eaten by Mrs Waters</td>
</tr>
<tr>
<td>Miss Cain dropped the books.</td>
<td>The books were dropped by Miss Cain.</td>
</tr>
<tr>
<td>The dog is chasing the cat.</td>
<td>The cat is being chased by the dog.</td>
</tr>
</tbody>
</table>

Notice that with passive sentences, we usually see the words ‘is/was/were’ and ‘by.’

Activity 1 - are these sentences active or passive?

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The monkeys swung from the trees.</td>
<td></td>
</tr>
<tr>
<td>Across the road, the man was stopped by police.</td>
<td></td>
</tr>
<tr>
<td>The lottery was won by a homeless man.</td>
<td></td>
</tr>
<tr>
<td>Our turkey was eaten by the dog.</td>
<td></td>
</tr>
<tr>
<td>Mary sang a song.</td>
<td></td>
</tr>
<tr>
<td>The book is being discussed by the members of the Book Club.</td>
<td></td>
</tr>
<tr>
<td>At least one song was sung by the opera.</td>
<td></td>
</tr>
<tr>
<td>The postman collected the mail.</td>
<td></td>
</tr>
<tr>
<td>The show was watched by millions of viewers.</td>
<td></td>
</tr>
<tr>
<td>The girl turned on her computer.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2 - Can you change the following active sentences into passive sentences?

1. Simon Cowell glared at the X Factor contestant.

2. The year 6 children run a tuck shop.

3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

Challenge: Now write 3 of your own passive sentences.

Extension - Can you complete all the challenges on BBC Bitesize? Can you create a revision leaflet to help younger children understand the difference between active and passive voice?
Answers for activity 1

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The monkeys swung from the trees.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Across the road, the man was stopped by police.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The lottery was won by a homeless man.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Our turkey was eaten by the dog.</td>
<td></td>
<td>✓</td>
</tr>
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</tr>
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<td>The postman collected the mail.</td>
<td>✓</td>
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</tr>
<tr>
<td>The show was watched by millions of viewers.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The girl turned on her computer.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Answers for activity 2

1) The X Factor contestant was glared at by Simon Cowell.
2) A tuck shop is run by the year 6 children.
3) The last biscuit was taken by your cat.
4) A theatre trip was organised by Mrs Tellman.
5) The bone was gnawed at by the tiger.
**Spelling activity**
This week we are going to look at how to add the suffix ‘ation’ to words to create nouns.
Watch these videos to help you understand the spelling rules. There are also two quizzes that you can try too!
https://www.bbc.co.uk/bitesize/topics/zqqsw6f/articles/zcb8k7h

**Here are the rules when adding the suffix ‘ation’**

- Adding the suffix -ation, turns a verb into a noun.
  'Inform' becomes 'information'.
- If the word ends with 'ne', 've' or 're', drop the 'e' then add -ation.
  'Prepare' becomes 'preparation'.

**Activity 1 - Can you turn the verbs into nouns by correctly adding ‘ation’?**
Remember we are practising our spelling so be careful not to make any mistakes.

<table>
<thead>
<tr>
<th>multiply</th>
<th>educate</th>
<th>medicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>relate</td>
<td>operate</td>
<td>imagine</td>
</tr>
<tr>
<td>inform</td>
<td>inspire</td>
<td>frustrate</td>
</tr>
<tr>
<td>accommodate</td>
<td>mediate</td>
<td>meditate</td>
</tr>
</tbody>
</table>

**Can you use any of the new words in sentences?**
Activity 2 -
Can you create an ‘ation’ dictionary? Write down all the letters in the alphabet and try and find words for each letter that end with the suffix ‘ation.’ You will need to use a dictionary or the internet for this one :) 
For example -  
A - adoration 
B - brutalisation 
C - causation 

Answers - activity 1

<table>
<thead>
<tr>
<th>multiplication</th>
<th>education</th>
<th>medication</th>
</tr>
</thead>
<tbody>
<tr>
<td>relation</td>
<td>operation</td>
<td>imagination</td>
</tr>
<tr>
<td>information</td>
<td>inspiration</td>
<td>frustration</td>
</tr>
<tr>
<td>accommodation</td>
<td>mediation</td>
<td>meditation</td>
</tr>
</tbody>
</table>
**Writing activity 1 -**
Although this is a challenging time, we are all making history! You will be able to tell people when you are older, that you were part of the lockdown, doing your bit to help protect the NHS and save lives. This week, I would like you to keep a diary - this could be on paper, in a journal or online using J2E. Each day, write down what you have done and write down something that you are grateful for. Hopefully this will be something that you can keep safe and look back on when you are older.

**Writing activity 2 -**
As our reading task was based on Space, I thought it might be nice to have a Space themed writing task! Can you continue this story?

*After a harrowing journey, Commander Lork took her first footsteps on the unknown planet. What lay before her looked like nothing that she had ever seen on Earth: a landscape of purple mountains, toxic gas that radiated from every surface and, right under her boots, footprints - large, seven-toed footprints...*

**Remember to include:**
- high level punctuation (dashes, colons, semi colons, hyphens)
- adjectives - use high level vocabulary
- figurative language - similes, metaphors, personification
- suspense techniques - short sentences, onomatopeias, ellipsis

Please remember to send your work into the projects email address so that we can see all you have been doing!