Homework Tasks (Year 6):

- **Comprehension:** Please complete – and mark – 'Worst Jobs For Kids' on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Book provided by school.
- **Maths:** Please complete – and mark – 'Subtract Mixed Numbers' on pg.5 of this file. Answers can be found on pg.6. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Book provided by school.
- **Spelling:** Please complete spelling retrieval on 'Submorphemes' on pg.7. Answers can be found on page 8. A spelling test will take place next **Friday** focused on these skills. Please log onto Morphs to support additional practice of key morphological skills at home.

Please ensure your completed homework books are handed in at school on Wednesday 11th October.

- **Multiplication & Division Facts:** Application of multiplication and division facts will take place throughout the week during Fluent in Five and Flashback Four. Please practise all facts up to 12 x 12.
- **Reading:** You are expected to do **at least 20 minutes** of independent reading at home, **every day**. *Please remember to log all new books read – both those at home and at school – in our class reading log as there are no home reading records in Woodpecker Class*:

Unit focus: Victorians
Text focus: Information Text

STAGE 6

Worst Jobs For Kids

Ever moaned about having to do your homework? What about cleaning your bedroom, or hoovering the floor? Count yourself lucky you weren't a child during Queen Victoria's reign. You were lucky if you were sent to school back then; most children were sent out to work in some of the most horrific conditions you can imagine. You've probably heard about chimney sweeps and flower sellers, but there were much worse jobs out there if you were desperate.

Do you love rolling around in the mud? How about scraping through the dirt to find any coins or lost bits of jewellery? If that sounds good, then a job as a tosher might have been right up your street. It wasn't just the muck and filth on the street though, you'd spend most of your time down in the sewers rummaging around for anything that the rich folk up above might have dropped into the drains.

Tiny children have tiny hands, and they were perfect for fixing the fiddly little mechanisms on the enormous looms that factories used to weave fabric. The sound of the shuttles flying backwards and forwards would have caused quite a din; however, they couldn't stop working just to fix a machine. Instead, children would scuttle around underneath the vast wooden machines and try to time their movements perfectly. Quite often they would get it wrong. The lucky ones only lost a finger. The unlucky ones? Well, I'm sure you can guess.

It wasn't just fixing the looms that children's dainty digits were perfect for. The rise of the steam train meant that lots of children were needed to scrape out the cinders and clean the undercarriage of the engine. Not only did this involve a lot of choking dust and ash, but the cinders were often still red-hot, and many children suffered horrific burns.

Most houses were lit by candles back then, and so matches were needed by the thousands. Dipping the sticks in the toxic phosphorus was another job saved for the cursed children. The horrible chemical would rot their teeth and often led to fatal lung disease. Not sure it was worth it for a penny a day.

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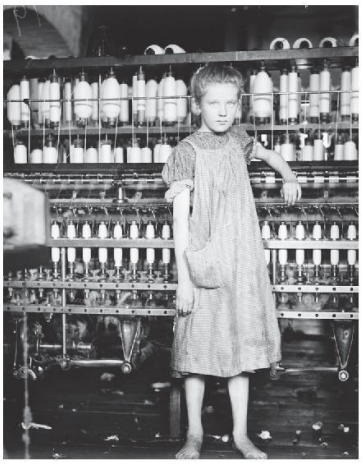

Dick Whittington said that the streets of London were paved with gold. More accurately, they were often paved with filth, particularly dog droppings. Luckily for the children of the time, they could earn money by scraping it up and selling it to the tanners - people who turned the hide of a cow into leather. If they really wanted to earn some money, they could help the tanners by stamping the poo into an odorous mix of chemicals (barefoot, of course) and using it to soak the skins. Unfortunately, many poor children didn't have access to a bath afterwards!

So there you have it. There were some pretty vile jobs for luckless lads and lasses in Victorian times, and we haven't even mentioned leech collectors, coal miners, rat catchers, navvies (canal diggers) and grave robbers. No wonder so many children were desperate to go to school!

SUMMARY FOCUS

1. What were most children lucky to do?
2. Which features of children made them perfect for many jobs?
3. What did all of the jobs have in common in terms of children's health?
4. What happened that meant more children were needed in railway stations?
5. Put the jobs in the text in order from worst to best. Give a reason for each one.

VIPERS QUESTIONS

V What word tells the reader how loud a noise was?

I What did Dick Whittington mean when he said, "The streets are paved with gold"?

I How do you think the author felt about Victorian children? What tells you this?

R What ingredient did tanners need?

P If you still had to do these jobs, do you think you would moan about school? Give reasons.

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Answers - Worst Jobs For Kids:

1. Go to school

2. Their small size and tiny hands

3. They were all dangerous

4. The rise of the steam train

5. Any suitable order so long as appropriate reasons are given

V: Din

I: There was a lot of opportunity in London

I: Feels sorry for them. The use of language, such as luckless or cursed.

R: Dog poo

P: Any suitable prediction with reasons.

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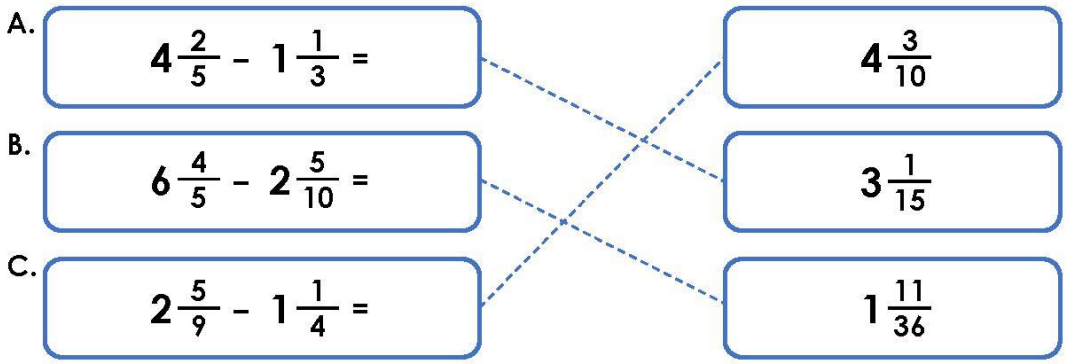
Subtract Mixed Numbers

4. Jack has matched each calculation below to answer.



Is he correct?

E

VF
HW/Ext

5. Sort the calculations below into the correct box on the sorting table.

Less than 3	Equal to 3	Greater than 3

A. $5\frac{1}{7} - 2\frac{9}{14} =$

B. $4\frac{4}{12} - 1\frac{1}{3} =$

C. $4\frac{3}{7} - \frac{7}{5} =$

E

VF
HW/Ext

6. Some of the numerators and denominators have been missed out of the statements below.

A. $3\frac{\square}{5} - 1\frac{1}{\square} < 4\frac{\square}{3} - 2\frac{1}{\square}$

B. $5\frac{4}{\square} - 3\frac{\square}{4} > 6\frac{3}{\square} - 4\frac{\square}{5}$

Fill in the missing numerators and denominators to make each statement correct.

E

RPS
HW/Ext

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Homework
Subtract Mixed Numbers

Expected

4. A = correct; B = incorrect; C = incorrect

5. A = less than 3, B = equal to 3, C = greater than 3

6. A. Various answers, for example:

$3\frac{2}{5} - 1\frac{1}{3} < 4\frac{2}{3} - 2\frac{1}{5}$; $3\frac{4}{5} - 1\frac{1}{2} < 4\frac{2}{3} - 2\frac{1}{10}$;

$3\frac{2}{5} - 1\frac{1}{10} < 4\frac{2}{3} - 2\frac{1}{15}$

B. Various answers, for example:

$5\frac{4}{5} - 3\frac{1}{4} > 6\frac{3}{4} - 4\frac{2}{5}$; $5\frac{4}{5} - 3\frac{2}{4} > 6\frac{3}{4} - 4\frac{3}{5}$;

$5\frac{4}{5} - 3\frac{1}{4} > 6\frac{3}{5} - 4\frac{2}{5}$

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Submorpheme 'tch':

- 'tch' is usually used after a short vowel sound in one-syllable words.
- 'ch' is usually used after a long vowel sound or a consonant letter.
- Common exceptions include such, much and rich.

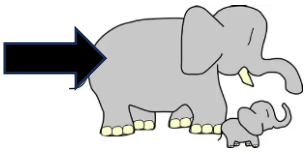
Task 1: Explain the reason for the spelling difference in each pair of words below.

Word pair	**Explanation**
pitch vs peach	
notch vs coach	
fetch vs torch	

Submorpheme 'dge':

- 'dge' is usually used after a short vowel sound.
- 'ge' is usually used after a long vowel sound or a consonant letter.

Task 2: Apply the rule to label each picture below.

_____	_____	_____	_____
_____	_____	 _____	_____

ANSWERS – Submorpheme 'tch':

- 'tch' is usually used after a short vowel sound in one-syllable words.
- 'ch' is usually used after a long vowel sound or a consonant letter.
- Common exceptions include such, much and rich.

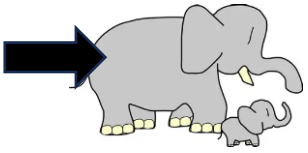
Task 1: Explain the reason for the spelling difference in each pair of words below.

Word pair	Explanation
pitch vs peach	Pitch has a short vowel sound 'i' therefore 'tch' needs to be used. Peach has a long vowel sound 'ea' therefore 'ch' is used.
notch vs coach	Notch has a short vowel sound 'o' therefore 'tch' needs to be used. Coach has a long vowel sound 'oa' therefore 'ch' is used.
fetch vs torch	Fetch has a short vowel sound 'e' therefore 'tch' needs to be used. Torch has a consonant letter 'r' after the 'o' therefore 'ch' is used.

ANSWERS – Submorpheme 'dge':

- 'dge' is usually used after a short vowel sound.
- 'ge' is usually used after a long vowel sound or a consonant letter.

Task 2: Apply the rule to label each picture below.

_____page_____	_____bridge_____	_____badge_____	_____stage_____
_____fudge_____	_____charge_____	 _____large_____	_____cage_____