

Year 6 Homework Grid - Term 3 Weeks 9 & 10

Instructions

Choose 9 of the 16 activities over the next two weeks.

Complete at least 2 Literacy tasks and 2 Mathematics tasks.

Record daily reading in your reading diary or reading log. The QR code will take you to the Reading Log.

Show working for all Mathematics tasks and write full sentences for written responses.

Some tasks may feel challenging. The grid is designed to provide choice across different strengths and interests.

Parents and carers are encouraged to modify the amount of work to suit their child. You may reduce, increase or repeat activities according to the areas in which you would like to see more practice.

Each task now includes a Learning outcome and a Parent role & check section. Adults should prompt, question and help students find and correct errors rather than complete the task for them.

For Personal Development tasks, families may choose the level of discussion that is comfortable and appropriate. Students should not be asked to disclose private or personal experiences; hypothetical examples are suitable. This content has been selected from the Interrelate program currently being hosted at SEPS.

The Reading Log needs to be completed EVERY day.

The curriculum codes in each box are drawn from the Victorian Curriculum F-10 Version 2.0 at Level 6.

Reading Log



Scan to record daily reading

Literacy - Reading & Viewing	Literacy - Writing / Grammar / Vocabulary	Mathematics	Personal Development / Family
Character Change Map Choose Peony or AJ. Create a 4-stage timeline showing how the character changes across How to Bee. For each stage, note one event, one choice and what it reveals about the character. Finish with a 70-90 word judgement about the most important change. Learning outcome: I can use evidence from a novel to explain how events and choices develop a character. Parent role & check: Ask "What in the story makes you think that?" Check that each stage links an event to a character trait or change, not just a plot summary. Curriculum: VC2E6LE01, VC2E6LY08	How to Bee Book Review Write a 180-220 word review for another Year 6 reader. Include a brief summary without retelling the whole plot, a judgement about a major theme, comments on the characters and author's style, and a recommendation supported by reasons. Learning outcome: I can create a purposeful review that uses evidence and evaluative language for an audience. Parent role & check: Read the review aloud together. Check that opinions are supported by reasons or examples and that the summary does not reveal every major event. Curriculum: VC2E6LY09, VC2E6LE02, VC2E6LE03	Mental Arithmetic & Fluency Work mentally first: 48+37; 125-68; 24x6; 144÷12; 3.6+2.45; 7.2-3.85; 0.6x100; 4.8÷10; 25% of 80; 50% of 3.4; 99x7; 360÷9. Write a short note beside 4 answers explaining the mental strategy used. Learning outcome: I can choose efficient mental strategies and use estimation to check whether answers are reasonable. Parent role & check: Time one attempt if your child is comfortable, but accuracy comes first. Check answers with a calculator afterwards and ask the student to explain at least 4 strategies. Curriculum: VC2M6N04, VC2M6N06, VC2M6N07, VC2M6N08	Strengths Conversation Choose at least 6 personal strengths from the Interrelate "My strengths" idea, or add your own. Select 2 and write a specific example showing each strength in action. Invite a family member to identify one additional strength they notice. Learning outcome: I can identify personal strengths and explain how positive qualities contribute to identity and wellbeing. Parent role & check: Keep the conversation strengths-based. Give one genuine example of a strength you have noticed and check that the student explains their choices with specific evidence. Curriculum: VC2HP6P01
Theme Evidence: What Matters Most? Choose one theme from How to Bee: friendship and loyalty, fairness and inequality, courage and survival, or family and belonging. Find 3 moments from different parts of the novel and explain in 2-3 sentences how each develops the theme. Learning outcome: I can connect events across a text to infer and explain a theme. Parent role & check: Ask the student to explain the link between each event and the chosen theme. Check that the response explains an idea rather than simply naming what happened. Curriculum: VC2E6LE02, VC2E6LY08	A Missing Scene Write a 180-220 word scene that could fit into How to Bee. Keep the setting, character behaviour and narrative voice believable. Include dialogue, one image or figurative comparison, and a clear connection to an existing event. Learning outcome: I can adapt characters, setting and ideas from a literary text while experimenting with vocabulary and literary devices. Parent role & check: Ask where the scene would fit in the novel and why. Check that characters act consistently and that dialogue punctuation and paragraphing are accurate. Curriculum: VC2E6LE05, VC2E6LA08, VC2E6LY10	PEDMAS / Order of Operations Solve and show steps: 6+4x8; 72÷(3x4)+5; 18-3x(2+4); 40÷2x(4+6); 7÷(24÷6)x5; (36-12)÷4+9; 5x(8-3)+16÷4; 90÷(7+3)+6x4. Then add brackets to 8+4x3 to make two different answers. Learning outcome: I can use brackets and the agreed order of operations to solve and create numerical equations. Parent role & check: Check one line at a time. Look for brackets first, then multiplication/division left to right, then addition/subtraction left to right. Ask the student to correct any step where the order changes. Curriculum: VC2M6A02	Growing Independence: Family Choice With a parent/carer, choose ONE topic that suits your family: managing time, personal organisation, hygiene routines, screen use, chores, or increasing independence. Agree on one realistic responsibility for the next fortnight and write 3 steps for managing it. Learning outcome: I can identify a strategy for managing changes and increasing responsibilities as I grow older. Parent role & check: Families choose the topic and level of detail. Help make the goal realistic, observable and age-appropriate; review progress once during the fortnight without turning it into a lecture. Curriculum: VC2HP6P02
Author's Craft: Imagery and Voice Find 4 short examples from How to Bee that show vivid vocabulary, imagery, figurative language or a distinctive narrator's voice. For each, name the technique and explain its effect on the reader in 1-2 sentences. Learning outcome: I can explain how an author's language and imagery create meaning, mood and reader engagement. Parent role & check: The student should do the finding. Ask "What picture, feeling or idea does this create?" Check that explanations describe an effect, not just label a technique. Curriculum: VC2E6LA08, VC2E6LE03, VC2E6LE04	Character Voice: Five Years Later Write 180-220 words as a letter or diary entry from Peony or AJ five years after the novel ends. Refer to at least 2 earlier events, show how the character has changed, and use a voice that matches what we know about them. Learning outcome: I can create a text for a clear purpose and audience by adapting a literary character and using cohesive detail. Parent role & check: Ask the student to point to the two novel events they referred to. Check that the future version of the character still feels connected to the original character. Curriculum: VC2E6LE05, VC2E6LY09	Angle Detective Solve and explain: 1) 48°+x=90°. 2) 137°+x=180°. 3) Around a point: 95°+120°+65°+x=360°. 4) Two lines cross and one angle is 68°: find the other 3. 5) A straight line is split into x and 3x: find both. Draw a labelled diagram for each. Learning outcome: I can use complementary, supplementary, vertically opposite and angles-at-a-point relationships to find unknown angles. Parent role & check: Check that diagrams match the words and totals are 90°, 180° or 360° as appropriate. For crossing lines, vertically opposite angles must be equal. Curriculum: VC2M6M04	Support Network Map Create a private "Who can help?" map with at least 5 trusted supports across home, school and community. For each, write what kind of help they could provide. Add 2 reliable services or organisations you could use if a trusted adult was not immediately available. Learning outcome: I can identify trusted people and reliable sources of help and explain when help-seeking is useful. Parent role & check: Do not require the student to share private concerns. Discuss how to recognise a trustworthy adult or reliable service and check that every support listed is realistic and safe. Curriculum: VC2HP6P08, VC2HP6P09
Big Question Reflection [Challenge] Answer: "What does How to Bee suggest makes a person powerful?" Write 150-180 words using at least 3 examples from the novel. Consider whether power comes from money, status, knowledge, courage, relationships, choices - or a combination. Learning outcome: I can develop an interpretation of a literary text and support it with connected evidence and reasoning. Parent role & check: Ask the student to defend their interpretation. Check for a clear main idea, 3 relevant examples and explanation of how each example supports the answer. Curriculum: VC2E6LE01, VC2E6LE02, VC2E6LY08	Bee-World Editorial [Challenge] Write a 180-220 word editorial inspired by an issue raised in How to Bee: "What makes a community fair?" State a position, give 3 reasons, include examples from the novel and finish with a strong concluding statement. Edit before submitting. Learning outcome: I can create and edit a persuasive text using organised ideas, evidence and purposeful language for an audience. Parent role & check: Ask which sentence states the position. Check that each reason is developed with evidence and that the final edit improves spelling, punctuation, sentence structure and clarity. Curriculum: VC2E6LY09, VC2E6LY10, VC2E6LA08	Profit / Loss - Market Day Maths A stall spends \$48.50 and takes \$76.25. Find the profit. A second stall spends \$125 and takes \$112.50. Find the loss. A product costs \$8 to make and sells for \$12: find profit per item and profit on 25 sales. Finally, create your own stall example including costs, revenue and profit/loss. Learning outcome: I can model financial situations using operations and explain whether a result represents profit or loss. Parent role & check: Check that profit = revenue - costs and loss occurs when costs exceed revenue. Ask for an estimate before exact calculation and check money is written to 2 decimal places where needed. Curriculum: VC2M6N01, VC2M6N09	Respectful Communication Scenarios Choose 2 hypothetical situations: a friend pressures you to join a prank; someone shares a photo without asking; two friends disagree about plans; a group chat becomes unkind. For each, write a respectful response, one way to manage emotions and one person you could seek help from. Learning outcome: I can use respectful communication, emotional regulation and help-seeking strategies in challenging social situations. Parent role & check: Keep discussion hypothetical unless the student chooses otherwise. Look for calm, respectful language, clear boundaries and a sensible help-seeking option; there is often more than one good response. Curriculum: VC2HP6P04, VC2HP6P06, VC2HP6P07, VC2HP6P08