



Southdale Primary School – Termly Home Learning Overview

Term: 1 – August 2026 – October 2026

Class: P6

Teacher: Miss Thomson

Homework can be found on: TEAMS

Reading	Spelling	Numeracy
Pupils will be reminded of their Bug Club log ins and can choose books to read at home. Suggested questions below can be used to discuss what your child has read.	Spelling words will be shared on the class Teams page once pupils have been assessed and assigned groups. Pupils can also be practising their common words which we can provide, should you like a copy.	The following games can be accessed to support our learning this term which is Place Value of whole and decimal numbers. Hit the Button - Quick fire maths practise for 6-11 year olds - Topmarks Daily 10 - Mental Maths Challenge - Topmarks - Topmarks Moving Digit Cards - Topmarks All pupils have access to Sumdog which can be played to improve general numeracy and maths fluency.
Termly Health and Wellbeing Challenges		Termly UNCRC Focus questions
<u>AUGUST – INCLUDED Focus</u> <u>Included:</u> I have help to overcome inequalities and am accepted as part of my community where I am valued and encouraged to participate. • Draw your favourite playground game. Add one rule so a friend who cannot run or is in a wheelchair can still play and win. • Draw a 3-box comic strip. In box 1 draw a child is sitting alone at lunch. In box 2 draw a classmate goes over to help. In box 3, draw them are laughing together. Write a sentence showing what the classmate said to include them. • Write a short welcome note to a new pupil. Share the best thing about your class and one tip to help them feel at home. • Walk around your home and find one obstacle for someone with a broken leg or poor eyesight. Write down one quick way to fix or change it. • Look at your favourite book or TV show and count the different types of characters. Write down one thing the creators did well to include everyone, or one thing they missed. • Fold a paper in half. On the left side draw a tall child and a short child using the exact same box to see over a wall. On the right side, give the shorter child a taller box so they can both see. Write one sentence explaining why the second side is fairer.		<u>AUGUST</u> <u>Article 15 – I have the right to meet with friends and join groups</u> • Why are friends important to us? • How can we make sure everyone feels welcome in a group? • What clubs, teams, or groups do you belong to, and why do you enjoy them? • How would you feel if you were left out, and what could others do to help?
<u>SEPTEMBER – SAFE Focus</u> <u>Safe:</u> Ensuring children are protected from harm, abuse, or neglect, and feel secure and nurtured • With an adult, go over your emergency contact details. See if you can memorise your full address and two emergency phone numbers.		<u>SEPTEMBER</u> <u>Article 12 - I have the right to be listened to and taken seriously</u> • Why is it important for children to share their ideas and opinions? • How do you feel when someone listens carefully to what you say?



• Draw a hand. On each finger, write the name of one trusted adult you can talk to at school, at home, or in the community if you feel unsafe. • Explore your kitchen, bathroom, or garage with an adult. Spot three potential hazards and write a quick rule to keep everyone safe from them. • Create a recipe for a super-strong, un-hackable password without using your name, birthday, or favourite sports team. • Draw a 3-box comic strip showing what to do if a stranger messages you or asks for personal details while playing an online game. • Write three top safety tips for younger children about how to stay safe on school buses, scooters, or bikes. • Create a presentation about road safety.	• What can adults and children do to show they are listening to others? • Can you think of a time when your opinion helped make a decision?
OCTOBER – HEALTHY Focus Healthy: Supporting physical and mental health, access to healthcare, and guidance for making safe, healthy choices • Draw your favourite treat meal. Next to it, sketch a "swapped" version that replaces one ingredient to make it much healthier (e.g., baked chips instead of fried). • Draw a grid to track your sleep, water intake, and exercise for three days. Write down one change you need to make to feel more energetic. • Write a 3-step guide for younger pupils explaining why our bodies need water, sleep, and exercise to work properly. • Go for a short walk. Write down three things you could see, hear, or smell that instantly made you feel calm or happy. • List three different emotions (e.g., anger, worry, sadness). For each one, write down one specific action that helps you safely manage that feeling. • Create a checklist of three fun, active things you can do instead of looking at a screen when you feel stressed or bored.	OCTOBER Article 31 – I have a right to rest, relax and play • Why is it important to have time to play and have fun? • What activities help you relax and feel happy? • How does rest help us learn, grow, and stay healthy? • How can we make sure everyone has a chance to join in games and activities?
Questions for Reading - Fiction	Questions for Reading – Non Fiction
• What was the most important moment in the middle of the story, and how did it change everything for the main character? • How did the character's <i>actions</i> (not just their words) show you how they were feeling during a tough moment? • Does this book remind you of any other stories you have read/heard? Compare the heroes or the settings. • If you were recommending this book to a friend what would you tell them? • Predict what happens to the characters <i>after</i> the final page of the book. What is their next adventure? • How does this book remind you of another story you have read, or a movie you have watched? • Would this character make a loyal friend, or are they too unpredictable? Use one piece of evidence from the book to back up your answer. • If you were trapped in the story at the high point / main part, would you have made the same choice as the main character, or done something completely different? • Write a 30-word "blurb" to convince a classmate to read this book, without spoiling the ending.	• If you found a fact that disagree with this book, how would you check which one is right? • Do you think the author likes this subject, or are they just reporting the facts? How can you tell? • If the main subject of this book could talk, what warning or advice would it give to humans? • Why do you think the author put the chapters in this specific order instead of a different one? • If you had to explain the biggest idea in this book using only one picture and no words, what would you draw? • Which part of the book felt like the hardest to believe, and why? • Is there anything you used to think was true, but this book proved you wrong about? • If you became a world expert on this topic tomorrow, what is the very first problem you would try to solve?



Look at your favourite part of the book. What specific words or descriptions did the author use to make that scene so exciting or funny?	

Spelling Challenge Grid			
Spelling Battleships: Children use grid paper to hide their spelling words horizontally or vertically. Partners take turns calling out coordinates (e.g., "B4") to try and look for letters, guess, and correctly spell the hidden words.	Post-It Note Scavenger Hunt: Write the individual letters of 3 or 4 tricky spelling words on Post-it notes and hide them around the room or house. Your child must hunt for them, sort the letters, and build the target words on a wall or table.	Step & Spell Stair Challenge: Use your staircase (or cushions spaced out on the floor). To climb to the top, your child must say one letter of their spelling word per step. If they make a mistake, they "slide" back down to the bottom and try again.	Mirror / Window Whiteboard Markers: Kids love writing on things they aren't usually allowed to. Hand them a dry-wipe whiteboard marker and let them write their spelling list directly onto a bathroom mirror or a glass window. It wipes off instantly with a dry cloth.
Spelling Boggle: Write a grid of random letters on a piece of paper, ensuring their spelling words are hidden inside it. See how many of their actual spelling words they can "hunt" and trace out the grid, competing against a 1-minute kitchen timer.	Look – Cover – Write – Check Look at your words, try to go over them in your mind. Cover the words over and write them out, check them again. How many did you get correct?	Flashlight Code Breaker: Stick spelling word cards up around a dark bedroom. Turn off the lights, hand your child a torch, and call out a definition or a clue. They have to hunt with the torch beam, find the correct word, and read out the spelling.	Secret Agent Invisible Ink: Have them write their words using a cotton bud dipped in lemon juice or milk on white paper. To reveal the words and check their spellings, and hold it up to a bright lightbulb.
Dictionary Definitions Use the dictionary to find the definitions of all your spelling words. Write them out and use them in a sentence.	Thesaurus Time Use a thesaurus to find 2 or three more words that mean the same as each of your spelling words. Can you use all of these in a short paragraph?	Spelling Sums Give each letter of alphabet a number, for example: a=1, b=2, c=3. Can you work out the total of each of your words?	Funky Fonts Type or write out your words in different fonts/styles.