

**Year 6 Homework**

**Michaelmas Term**

**Week 3**

# The Dual World of Anders Arnfield

*This is an extract from a fantasy story about a young boy who lives in another world during his dreams. His experiences there are influenced by his ordinary waking life and the clues of his dream world guide his actions in the normal life he leads during his daytime reality.*

Fuelled by rage and revenge, Anders Arnfield stood in front of the giant gates of Pengreg Hall and raised his sword to face the snarling creature ahead. In front of him and for miles beyond lay the ruins of the ancient Gunders Wood, smouldering in ashes as the once tall trees lay forlorn on the forest floor. Behind the great house, over his shoulder, he could sense the path to freedom but he was determined not to take the easy way out.

There was no doubt in Anders' mind that the creature bearing down on him was the same Klingenot he had encountered in his previous dreams; a creature he had so often doubted could be real. It sure looked real right now as he found himself not only the prey to this huge four-legged beast, but with the sole responsibility to defeat it. Over many months, he had become used to the dual worlds that he had gradually found himself living in: by night, the strange and mysterious happenings of Gunders Wood, overlooked by the marvellous Pengreg Hall; by day trying to fathom how those happenings linked and influenced his ordinary schoolboy life.

Casting his mind back two years, the young boy thought of the precious box given to him by his late grandmother before she returned to Norway. How he wished she had still been alive to answer his millions of questions. Was there a vital clue in the box that he was missing right now? Every part of the contents had turned out to be a clue to something or other. Some days he cursed the gift that his grandmother had given him: not the gift of the box though; the gift she had passed down in some other way. As often as he may curse it however, he couldn't imagine life any different to the way it had become.

Unfortunately, he had little time to ponder the many burning questions. All that imminently mattered was how to hold off the baying beast ahead. With its arched stegosaurus-like spine and flaring dragon-like nostrils, the Klingenot was close enough

for Anders to smell its stale breath. He told himself that the creature must represent something or someone in the real world – that's how everything had been so far in all of Anders' adventures around Gunders Wood. Although he was furious to see the destruction of the once beautiful woodland he had grown to love, Anders could see that the creature in front of him was angry too.

As if glowing brightly like a neon sign, the word 'angry' burned into his mind, his consciousness, but it did not feel complete. The word itself was missing something. The creature was not just angry; it was hangry. As always, the word didn't make any sense to Anders. Whilst holding the gaze of the bulging eyes and writhing head, he desperately tried to make time for himself to think, simultaneously tossing the words around. Angry. Hangry. Hungry. Finally, the realisation began to emerge. Anders' mind felt as foggy as the thick air that hung over the rough, open landscape around him – the two things were almost certainly linked – but he felt a certainty that he was on the verge of solving something. Like a clearing in the mist, he could see the swirls of an explanation forming through his muddled mind. Hangry: the creature's anger was driven by hunger.



Previous visions flashed into his brain featuring contented Klingenots roaming peacefully in pairs through the surroundings of Gunders Wood. In every image, they were eating the leaves and foliage from the branches. Creatures of other varied shapes and sizes wandered amongst them, unharmed and in no anticipation of any danger. Anders had felt these images before – not necessarily been there, but felt them. Only snapshots and sections of this wonderful world had been revealed to him but he recognised some of the unusual beings that lurked around both then and now. There were the squibs (that reminded him of jellyfish but shuffled around awkwardly on land) and the belchers (easily identified by their burping, gurgling sound). As wonderful as these creatures were and as privileged as Anders felt to frequent their world, right now, they didn't all absorb his focus. The important part of the images flickering past him were definitely the Klingenots and most importantly of all, he was drawn to the way they lifted their old-looking heads and plucked their food purposefully from the trees.

It was hard enough for a normal person to try to make sense of a dream after they had woken up, let alone trying to figure out disguised meanings and messages whilst you're still immersed in amongst them. Yet thoughts and reasoning seemed

to be falling into place. Anger would only fuel more anger. Instinctively, the boy knew that he had to put down his sword. As he did so, the roar of the creature distorted in pitch and volume, changing into a groan. Anders still felt vulnerable. Overwhelmingly aware that he was not yet safe, if he could just distract the beast momentarily then he might get a chance in the waking world to influence what happened next.

Turning tentatively to the right, Anders focused all his energy onto the misty window at the far end of the hall's front. Once before, he had been able to pull off something like this but the effort and concentration was so great right now that he felt a knot forming in his forehead. Could he do it? Through the strain came a single quiet tap. It was working. Tap, tap – louder. Squeezing his eyes tightly shut, he willed his thoughts all into the single direction. Tap, tap, tap. The noise he was creating on the window was suddenly enough to gain the attention of the Klingenot. In an instant, the beast's large pointed ears twitched and rotated; it swung its head to the left and narrowed its eyes to focus on the far window. Anders knew this was his chance and he seized it.

*By Steve Johnson*

## English Homework:

### Must:

1. Look at the paragraph beginning '*Fuelled by rage...*'

**Find** and **copy two** phrases which suggest the destruction of the landscape.

2. Look at the paragraph beginning '*There was no doubt...*'

Find and copy a word which means 'met unexpectedly' or 'been faced with'.

3. What does the word '*fathom*' mean?

4. Look at the paragraph beginning '*Casting her mind back...*'

'Some days he cursed the gift that his grandmother had given him: not the gift of the box though, the gift she passed down in some other way.'

What is meant by the word 'gift'?

5. Tick to show which statements are **true** and which are **false**.

Statement	True	False
Anders was angry about the destruction of the woodland.		
Anders was hungry because he had no food.		
The creature was both angry and hungry.		

6. Number these events (1-5) from the story to order them chronologically. The first one has been done for you.

Anders created a tapping noise on the window to distract the creature	<input type="text"/>
Anders was given a box by his grandma	1
Anders decided to put down his sword	<input type="text"/>
Gunders Wood was destroyed	<input type="text"/>
Anders came face to face with the Klingenot	<input type="text"/>

7. Using evidence from the text, can you write phrases to describe each of these creatures in the story.

Squib

Belcher

8. Using evidence from **two or more** different paragraphs, describe the physical appearance of the creature in the story known as a Klingenot.

9. Look at the paragraph beginning: '*previous visions flashed into his brain...*'

Find and copy one phrase which suggests the other creatures were not afraid of the presence of the Klingenots.



## Should:

10. Look at the paragraph beginning: *'Turning tentatively to the right...'*

What does the word 'tentatively' suggest about the way Anders moved?

11. *'Andres focused all his energy onto the misty window...'*

What was Anders trying to do?

12. Compare Andres' feelings at the beginning of the extract with those at the end. What is the difference between the way he acts? Use evidence from the text to support your answer.

13. Using evidence from the text, predict what has happened to the woods in the story and what Anders might do next.

14. How do you think Anders feels about his surroundings in the extract? Give two feelings, with evidence from the text to support your answer.

## Could:

### Section 1

Rewrite this sentence in Standard English.

I didn't see nothing.

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### Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in', 'im' or 'il' prefixes?



literate

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mobile

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### Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

apology \_\_\_\_\_

false \_\_\_\_\_



### Section 4

In the spaces, write the word class of each of the underlined words. Use the words from the list given. The first one has been done for you!

The owl and the pussycat went (verb) to sea in a beautiful (\_\_\_\_\_), pea-green boat. They (\_\_\_\_\_) took some (\_\_\_\_\_) honey and (\_\_\_\_\_) plenty of money wrapped up in (\_\_\_\_\_) a five-pound note.

preposition   verb   pronoun   adjective  
determiner   conjunction

### Section 5

Can you place the commas in the correct place in these sentences:

The mischievous cat was stuck up the highest tree in the street which meant Mrs Brown had to phone the fire brigade.

Isabelle was learning to play the drums the recorder the piano and the ukulele.

### Section 6

Can you add the correct form of the verb to make this a subjunctive mood sentence.

If I \_\_\_\_\_ a NASA astronaut, I would be brave enough to go on an expedition to Mars.



## Spellings Homework:

Year 6 Spellings week beginning – **Monday 22<sup>nd</sup> September 2025** – adding the suffix /ibly/

	look 	say	cover	write	check
audibly					
flexibly					
forcibly					
horribly					
impossibly					
incredibly					
irresistibly					
legibly					
possibly					
sensibly					
terribly					
visibly					

Please learn to spell these words using **look – say – cover- write – check**. Write the word in each column as you do each part. Practise as regularly as you can



# Maths Homework:

## Must:

### Section 1

Order the following numbers from smallest to largest:

37 377, 33 773, 33 373, 37 737

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smallest

largest

### Section 5

Calculate:

$0.2 \times 10 = \boxed{\phantom{000}}$

$0.9 \times 10 = \boxed{\phantom{000}}$

$0.4 \times 10 = \boxed{\phantom{000}}$

### Section 2

Here are some estimated answers to some calculations. Tick the reasonable estimates.

$214 \times 6 = 1200$

$4535 + 3892 = 7000$

$448 \div 5 = 90$

### Section 4

Simplify the following fractions:

$\frac{2}{8} = \boxed{\phantom{00}}$

$\frac{3}{6} = \boxed{\phantom{00}}$

### Section 6

Convert the following:

$1 \text{ kg} = \boxed{\phantom{000}} \text{ g}$

$\boxed{\phantom{000}} \text{ kg} = 2000 \text{ g}$

### Section 3

A baker makes 25 cakes. He sells them in boxes of 4 cakes. How many boxes can he fill from the 25 cakes?

### Section 7

Write a description of a cube.

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### Section 8

Some children research children's favourite colour. They show the results in a pie chart.



30 children were asked about their favourite colour. How many children chose each colour?

$\text{red} = \boxed{\phantom{00}} \quad \text{green} = \boxed{\phantom{00}} \quad \text{blue} = \boxed{\phantom{00}}$

# Should:

## Section 1

Order the following numbers from smallest to largest:

373 377, 377 773, 373 737, 377 737

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smallest largest

## Section 5

Calculate:

$0.5 \times 100 = \boxed{\phantom{000}}$

$0.2 \times 100 = \boxed{\phantom{000}}$

$0.7 \times 100 = \boxed{\phantom{000}}$

## Section 2

Here are some estimated answers to some calculations. Tick the reasonable estimates.

$782 \times 11 = 8000$

$34\,582 + 56\,722 = 80\,000$

$357 \div 8 = 45$

Explain why any estimates are unreasonable.

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## Section 4

Simplify the following fractions:

$\frac{9}{12} = \boxed{\phantom{00}}$

$\frac{10}{25} = \boxed{\phantom{00}}$

## Section 6

Convert the following:

$0.4\text{kg} = \boxed{\phantom{000}}\text{g}$

$\boxed{\phantom{000}}\text{kg} = 1700\text{g}$

## Section 3

A baker makes 187 buns. He packs them in boxes of 6 buns. How many boxes can he fill from 187 buns?

## Section 7

Write a description of a cuboid.

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## Section 8

Some children research children's favourite colour. They show the results in a pie chart.



32 children were asked about their favourite colour. How many children chose each colour?

red =  green =  blue =

# Could:

## Section 1

Order the following numbers from smallest to largest, writing the answers in numerals:

three hundred and thirty seven thousand, seven hundred and seventy three; three hundred and seventy seven thousand seven hundred and thirty three; three hundred and seventy seven thousand, three hundred and seventy seven; three hundred and thirty three thousand, seven hundred and thirty seven.

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smallest largest

## Section 5

Calculate:

$0.2 \times 100 = \boxed{\phantom{000}}$

$0.9 \times 1000 = \boxed{\phantom{000}}$

$0.6 \times 1100 = \boxed{\phantom{000}}$

## Section 2

Here are some estimated answers to some calculations. Tick the reasonable estimates and explain your answers.

$487 \times 18 = 10\,000$

$3\,459\,103 + 6\,309\,287 = 10\,000\,000$

$7345 \div 7 = 100$

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## Section 4

Simplify the following fractions:

$\frac{12}{30} = \boxed{\phantom{00}} \quad \frac{16}{32} = \boxed{\phantom{00}}$

## Section 6

Convert the following:

$2\text{g} = \boxed{\phantom{000}} \text{kg}$

$\boxed{\phantom{000}} \text{g} = 0.45\text{kg}$

## Section 3

A baker makes 638 cookies. He packs them in boxes of 12 cookies. How many more cookies are needed to fill 54 boxes?

## Section 7

Write a description of a triangular prism.

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## Section 8

Some children research children's favourite colour. They show the results in a pie chart.



32 children were asked about their favourite colour. How many children chose each colour?

red =       green =       blue =

## Mental Arithmetic:

This week's test will be on multiplying and dividing numbers drawing upon known facts. Have a practice of the ones below to prepare yourself.

31.  $60 \times 6 =$

46.  $630 \div 9 =$

32.  $560 \div 7 =$

47.  $11 \times 30 =$

33.  $7 \times 90 =$

48.  $700 \div 10 =$

34.  $150 \div 3 =$

49.  $60 \times 9 =$

35.  $550 \div 5 =$

50.  $9 \times 110 =$

e.g.  $60 \times 6 =$

We know that  $6 \times 6 = 36$ . We also know that 60 is ten times bigger than six. Therefore, we need to make our answer for  $6 \times 6$  ten times bigger.  
 $60 \times 6 = 360$ .