

Everything you need to
know about...

Year Six...



Welcome to Year Six - your final year here at Markeaton! There are plenty of exciting ventures on the horizon and opportunities to make; memories that will last a lifetime!

This year you can look forward to your residential trip; putting yourself forward for House Captaincy (and other roles of responsibility) and taking your learning further than it has ever been before!

Expectations of work and behaviour are high but Year Six is when you can become the best you can be, where we help you shape your future and prepare you for life beyond Markeaton.

We can't wait to get started!

The Year Six Team

UKS2 Teachers

Miss Herriman (Y6 and Dept Leader)

Mr Holmes (Y6)

Miss Hall (Y5)

Mr Beer (Y5)

Miss Livingstone (Y5)

UKS2 Teaching Assistants

Mrs Outten-Mann

Mrs Morrison

Mr Campbell

Mrs Greenaway

Mrs Talts

Miss Yeoman

Y6 'Need to Knows'

- Work hard-we expect your best, always.
- Be a role model. Whether you are a house captain or not, we expect Y6 to set the standards for the rest of the school.
- Speak out. As maturing independent learners, we need you to seek out support if you are struggling.
- Read, read, read!
- Complete homework tasks. They are designed to complement your learning at school.
- Be prepared. Make sure you attend school every day, arrive on time, with the necessary equipment.
- Look after yourself. Eat breakfast, stay hydrated, eat healthy and go to bed at a sensible time. Your brain needs it!
- Always try your hardest. Resilience is the key to success!
- Get involved. There are many opportunities beyond lessons for you to show off and practise your interests and skills
- There are clearly marked lines on the playground which show where your child needs to line up in the morning. So things don't get too congested, please allow your child to line up on their own – with over 250 Junior children to organise it helps if Parents/Carers stand behind the line! Thank you.

HOUSE CAPTAINS

There are four captains per house.

YOU MUST BE...

- **An excellent role model;**
- **Ready to give up your time;**
- **Fair and honest;**
- **Committed and reliable.**

Being a house captain is more than telling people to be quiet on the stairs! It's also a

Sats will take place in May 2022. There are 6 tests:

- **Spelling**
- **Grammar**
- **Reading**
- **Arithmetic**
- **Reasoning 1**
- **Reasoning 2**
- **Writing Portfolios are built up in class time**
- **There will be booster classes for chosen pupils.**

There are a number of recommended books for year 6 children to read, which will enhance and stimulate their learning. The list can be found here:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>



At Markeaton we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need.

Our curriculum, as shown in the image above, centres around something called Markeaton Minds. Markeaton Minds, as shown in the image below, are a series of learning mindsets we want the children to have during their time at Markeaton and beyond. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing) and lastly, around the outside, these are the values we want our curriculum to be the children to become.



How can I help at home?

- Encourage your child to read for at least 20 minutes, three times a week. It doesn't have to be aloud and can be a variety of different materials. Try to read a variety of books. Broaden your horizons!
- Work through homework tasks with. 'MyMaths'; it gives a step-by-step breakdown of methods used.
- Encourage your child to be independent. Make sure they pack their bags, get ready in the morning, organise equipment and P.E clothes, give in their homework and reading record by themselves. Avoid doing it for them if you can!
- Make sure they arrive at school on time and have high attendance. Missing sessions or parts of sessions, makes it hard for your child to achieve their best.
- Talk to us. If there are any issues that concern you at all, please let us know so we can work together to become part of the solution.

Anything else?

- Times tables - instant recall is vital!!!

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

And most importantly...

At Markeaton, in assemblies and in the classroom, we have spoken a lot about wellbeing and how best to stay happy and remain engaged with your learning. We believe much of this can be achieved and maintained if you try the five 'ways to wellbeing'.



Connect... with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.



Be active... Swap your inactive pursuits with active ones. Go for a walk. Step outside. Cycle. Play a game. Garden. Dance. Walk or cycle when making short journeys. Being active makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.



Take notice... Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.



Keep learning... Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.



Give... Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.



Maths

End of Y6 Expectations


By the end of Y6, as a minimum, we would like your child to...

- Round any whole number to a required degree of accuracy
 - Use negative numbers in context, and calculate intervals across zero
 - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
 - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
 - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
 - Use written division methods in cases where the answer has up to two decimal places
 - Solve problems which require answers to be rounded to specified degrees of accuracy

 - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
 - Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
 - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

 - Use simple formulae

 - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit
 - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
 - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

 - Interpret and construct pie charts and line graphs and use these to solve problems
 - Calculate and interpret the mean as an average
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End of Y6 Expectations

By the end of Y6, as a minimum, we would like your child to...

- Use a thesaurus to find an appropriate synonym which fits the meaning and purpose of the sentence
- Consistently use a cursive, neat and personal handwriting style which can be recognised by the teacher and peers
- Ensure the audience and purpose of the writing is reflected throughout the entire text
- Choose a range of sentence starters to create specific effects e.g. adverbials, conjunctions, ing, ed
- Use organisational and presentational devices to structure a text and to guide the reader
- Formatively assess their own and others' writing using two stars and a wish or other assessment strategies and be able to explain the feedback to peers
- Draft, proofread and improve a piece of writing
- Use a full range of punctuation for effect
- Ensure the consistent use of tense throughout a piece of writing
- Use dictionaries to check the spelling and meaning of words
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Use of the passive to affect the presentation of information in a sentence (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken by me)
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- Use of the colon to introduce a list
- Punctuation of statements to list information

Reading

End of Y6 Expectations

By the end of Y6, as a minimum, we would like your child to...

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes in a range of writing and across longer texts and try to pinpoint exactly where the theme is most significant or evidenced the strongest
- Express opinions about a text but then present a counter-argument in response to others' points of view using evidence from the text and explanation
- Generate a range of comprehension type questions about a fiction and non-fiction
- Explain the main purpose of a text and summarise it succinctly