



EVERYTHING YOU NEED TO KNOW ABOUT

YEAR 6

Welcome to Year 6 - 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 three-day 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!

[@Year6Markeaton](#)

The Y6 Team



Care



Curiosity



Determination

SYCAMORE-SPRUCE EDITION

BREAKING NEWS



WELCOME TO YEAR 6

Welcome to Year 6, superheroes in the making! Get ready for an absolutely incredible year ahead, packed with exciting learning opportunities and unforgettable memories. As Year 6 students, you have the chance to take on important roles like being a House Captain and having extra responsibilities within the school. Plus, there's an amazing three-day residential trip to Kingswood waiting for you at the end of the year. Yes, we work hard, but the rewards are totally worth it! This is your chance to show the world what you're truly capable of and achieve more than you ever dreamed. We believe in you, and we can't wait to witness your incredible growth and accomplishments throughout this remarkable year. Get ready to shine, Year 6 superheroes!

Hello there!



Your teachers are here for one reason: to prepare you for the next step in your education. So, we encourage the very best from you, always!

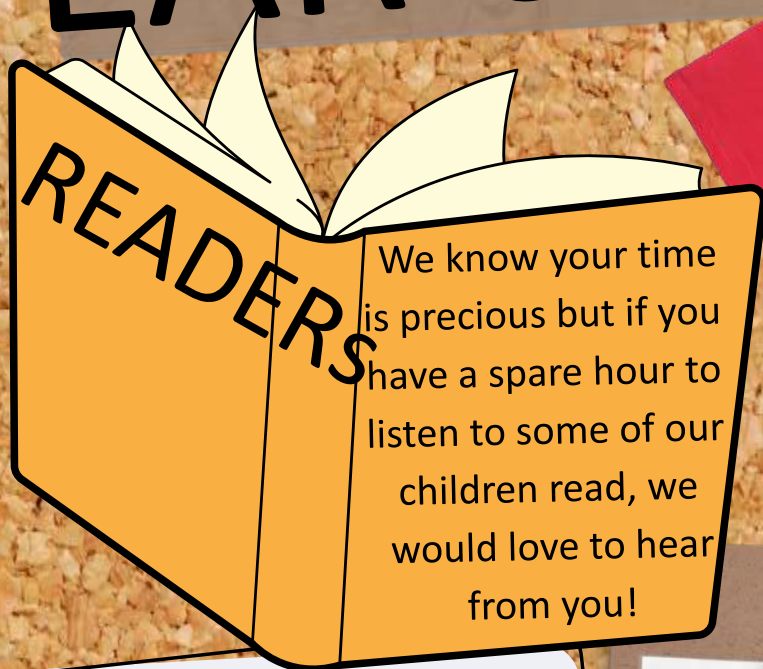
We work as a team in Year 6, so you might find yourself being taught by different teaching staff for different subjects. We have such a wide skillset in our teaching staff that we want to give you the very best learning experience! Don't worry though - there will lots of time to enjoy bonding with your friends on the playground. We work hard - but play hard too!

YEAR 6 NOTICES



PE KITS

Children will now keep their P.E. kits in school. They will be taken home on the last day of each half term. This means children come to school in their school uniform every day. We hope this makes your mornings much smoother!



We know your time is precious but if you have a spare hour to listen to some of our children read, we would love to hear from you!

PHONES

If your child starts walking home this year, they may chose to bring their mobile phone into school. If they do, it must be handed in each morning to the class teacher and MUST remain switched off whilst in is on the school grounds. This is to safeguard all children at Markeaton Primary School. Thank-you for your support.

MORNINGS

The gates will open for all children at 8.40am. Children will go straight into their classrooms to complete their morning tasks. The register is taken promptly at 8.50am.

WALKING HOME

Your child may wish to start walking to and from school independently. If so, please make sure you contact the school office so that we know who has permission to do so. Thank-you!

FIVE YEAR 6 "NEED-TO-KNOWS"

I

I can do it

Try your best.
We will make mistakes and continue to grow - resilience is the key to success! ♥

M

Make them feel me

Be kind.
Be respectful.
Be thoughtful.
You are now all role models for the younger children in school. Growing up is hard - let's help each other out!

N

Now what?

Complete your homework tasks. They are designed to compliment your learning in school and get you secondary ready.

D

Doing it myself

Be responsible.
We are getting ready for the next step in our education, so make sure you are getting your PE kit ready, looking after your equipment, remembering your water bottle and helping your adults!

S

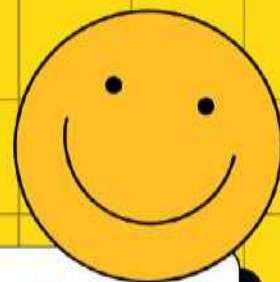
Solving problems

Speak out if you're struggling. We might need extra support - and that's okay. We need find solutions to any problems we have.

ALL ABOUT

HOMework

ANY LOGINS
FOR HOMEWORK
PLATFORMS
WILL BE STUCK
INTO READING
DIARIES IN
SCHOOL



READING

Reading is crucial homework for kids as it boosts their brainpower, language skills, and imagination. Ideally, they should read at least three times a week to expand their vocabulary and understanding. While it's great for younger ones to read with adults, older children benefit from independent reading too.

MATHS

There are three main ways you can support your child at home.

1. Atom Prime. Homework tasks will be set at the end of unit of learning. Once we have taught a new skill, children will be set independent questions about what they have learned, adapted to their level of understanding.
2. TT Rockstars. Having a secure recall of their times tables (and associated facts) is an important foundation for so many other mathematical concepts. Fractions, ratios, percentages, geometry, statistics - they are all made so much easier if you know your times tables!
3. Encourage time-telling, get measuring and weighing, look at timetables, work out the fraction of your pizza slices, set timers - it's all maths and it's all around us!

SPELLING

Mastering spelling is a crucial life skill for children, especially by the end of Year 6. Good spelling not only helps them express themselves clearly but also boosts their confidence in written communication. To support their spelling journey, children will have a login to Emile Spellings, an awesome online platform filled with engaging activities and games. Emile Spellings makes learning enjoyable by turning it into a fun challenge. With regular practice at home, children can strengthen their spelling abilities, expand their vocabulary, and become more effective communicators. So, let's embrace the power of words and spelling by diving into the exciting world of Emile!

HOMework CLUB

We truly believe that homework should be a helpful tool in a child's journey and development, rather than a source of stress or issues. That's why we've made a decision to no longer assign "learning log" homework tasks. We understand that completing homework outside of school isn't always possible. This club is specifically designed to assist children who may require extra guidance or motivation with their homework. We want every child to feel empowered and confident in their learning, and our homework club aims to create a supportive environment where they can thrive!

EVERY THURSDAY
LUNCHTIME - SEE YOU
THERE!








OUR SCHOOL CURRICULUM

Curriculum structure



Learning mindsets



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 th  children to beco  **Embedded within**  curriculum and also at the heart of school life are our three core values:

UPCOMING EVENTS

IMPORTANT EVENTS IN YOUR FINAL YEAR

SEP
2023

HOUSE CAPTAIN
ELECTIONS

MAY
2024

KS2 STATUTORY
ASSESSMENTS

JUN
2024

YEAR 6 3-DAY
RESIDENTIAL

JUL
2024

YEAR 7
TRANSITION WEEK

PLUS AN ENTIRE YEAR OF TRIPS, WORKSHOPS AND

5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



NHS

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

End of Year 6 ?

MATHS EXPECTATIONS



Place value

- Read, write, order, compare and round numbers up to 10,000,000;
- Use number lines to add and subtract negative numbers;
- Use simple formulae and following rules such as $2n + 3$ to find numbers in a sequence; and
- Solve problems involving place value, ratio, scale factors, and equations expressed.

Fractions

- Use common factors to simplify fractions;
- Add and subtract fractions, improper fractions and mixed numbers;
- Multiply pairs of fractions and dividing fractions by whole numbers; and
- Multiply one-digit numbers with up to two decimal places by whole numbers.

Measurement

- Work out the conversions between units of measure for length, time, mass, money and capacity;
- Solve problems involving converting between units of measure; and
- Recognise both imperial and metric units of measure and use simple formula to convert between them.

Ratio

- Solve ratio problems using their knowledge of multiplication and division;
- Use their knowledge of percentages and the fact that the number of degrees in a circle is 360° to calculate angles of pie charts; and
- Solve problems involving unequal sharing and grouping using their knowledge of fractions and

Four operations

- Choose efficient methods to solve problems and check their answer using a different method;
- Explore the order of operations using brackets;
- Round answers to a specified degree of accuracy;
- Multiply four-digit numbers by two-digit numbers using long multiplication;
- Divide four-digit numbers by two-digit numbers using long division; and
- Solve multi-step problems choosing which methods to use and explaining why.

Geometry

- Work out areas of shapes including triangles and parallelograms;
- Work out volumes of cubes and cuboids; and
- Know and use a formula to work out areas and volumes of some shapes.

Statistics

- Connect work on angles, circles, fractions, and percentages to make and interpret pie charts;
- Solve problems by interpreting and making line graphs; and
- Calculate and interpret mean averages.

Algebra

- Use simple formulae to solve problems;
- Generate and describe linear number sequences;
- Use letters to represent unknown numbers when solving number problems;
- Use substitution to solve equations where values are known; and
- Solve equations with enumerate possibilities.

END OF YEAR 6 EXPECTATIONS



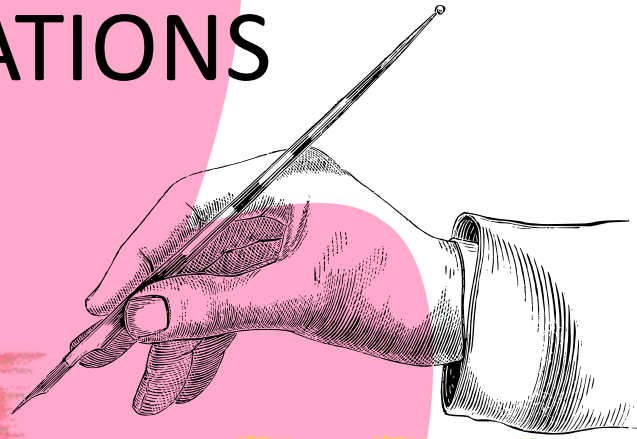
To meet the expected standard, your child will need to demonstrate the following:

WRITING

- decide who they are writing for and what this means for their writing
- plan their writing before they start
- choose the right style and structure to match the type of text they are writing
- choose the right vocabulary and grammar for their writing
- write a story with interesting vocabulary and dialogue
- write non-fiction with features such as headings, captions, bullet points, subheadings, diagrams
- use a consistent tense throughout their piece
- check their own writing and the writing of their classmates, making useful comments.

GRAMMAR

- understand and use the passive voice to change the focus of a sentence or in formal writing
- understand the difference between informal language and formal language
- use the subjunctive form
- use a range of techniques within and across paragraphs to give their writing cohesion (including determiners, pronouns, conjunctions, adverbials (including Fronted adverbials) and



HANDWRITING

- writing neatly and clearly
- deciding whether or not to join specific letters
- choosing whether to use a pencil or a pen

SPELLING

- to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight
- to spell words ending in ence/ance or able/ible
- to spell more homophones and other confusing words
- to talk about word families, for example, sign, design, signature, significant
- to use a thesaurus to find new words
- to use a dictionary to check their spelling
- to spell the words in the Y5 list

END OF YEAR 6

READING EXPECTATIONS



Children should apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Children should maintain positive attitudes to what they read by continuing to read and discuss a wide range of fiction and non-fiction.

Children should read a range of different texts that are structured in different ways and for different purposes.

Children should increase their knowledge of books, including myths and legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions.

Children should recommend books they have read to their peers, giving reasons for their choices and identify themes and conventions across a wide range of texts, making comparisons within and across books.

Children should be confident in reading aloud, preparing a range of plays and poetry, learning by heart.

Children should be able to explore vocabulary, make inferences based on what they have read, predict and explain an authors intent, retrieve key information and summarise and sequence what they have read.

