



## Supporting Transition into Year 6



## Welcome to Year 6!

We have an exciting year ahead, filled with incredible learning opportunities, adventures and interesting challenges.

Personal goals will guide our learning and behaviours in Year 5, whilst aiming for a personal best in everything we undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.

Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and perseverance, and challenge them in new and dynamic ways such as themed learning days and school trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral.

It is going to be an exciting year and we are really happy to have you joining us for the journey.



**Mrs L Field,**

Year 6 Teaching Assistant



**Mrs D Docherty,**

Year 6 Teacher

# MATHEMATICS IN YEAR 6

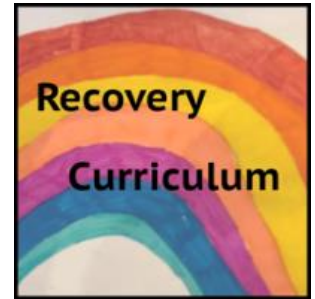
ALGEBRA	NUMBER & PLACE VALUE	FRACTIONS, DECIMALS & PERCENTAGES	CALCULATIONS	MEASURES	GEOMETRY	STATISTICS
<p>I can use simple formulae.</p> <p>I can generate and describe linear number sequences.</p> <p>I can find pairs of numbers that satisfy an equation.</p>	<p>I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>I can read, write, order and compare numbers with up to 3 d.p. and determine the value of each digit.</p> <p>I can round numbers with up to 3 decimal places.</p> <p>I can use negative numbers in context and calculate intervals across zero.</p>	<p>I can recall and calculate equivalences between fractions, decimals and percentages.</p> <p>I can compare and order fractions including mixed numbers and improper fractions.</p> <p>I can add and subtract fractions with different denominators and mixed numbers.</p> <p>I can multiply simple pairs of proper fractions.</p> <p>I can divide proper fractions by whole numbers.</p> <p>I can reduce a fraction to the simplest form.</p> <p>I can calculate fractions and percentages of quantities.</p> <p>I can use simple ratio and proportion.</p>	<p>I can calculate mentally, including with mixed operations and large numbers.</p> <p>I can multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>I can divide numbers of up to 4 digits by a two-digit number using the formal written method of long division or short division where appropriate.</p> <p>I can multiply and divide numbers involving decimals.</p> <p>I can interpret remainders as whole number remainders, fractions, or by rounding, according to the context.</p> <p>I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.</p> <p>I can use my knowledge of the order of operations to calculate.</p> <p>I can identify common factors, common multiples and prime numbers.</p>	<p>I can solve problems involving converting units of measure, using decimal notation up to three decimal places where appropriate.</p>	<p>I can compare and classify shapes based on their properties.</p> <p>I can illustrate and name parts of circles, including radius, diameter and circumference.</p> <p>I can use mathematical reasoning to find missing angles.</p>	<p>I can interpret and construct pie charts and line graphs use these to solve problems.</p> <p>I can calculate and interpret the mean as an average.</p>

# ENGLISH IN YEAR 6

GRAMMAR	PUNCTUATION	SPELLING	READING	WRITING
<p><b>Use of the passive voice for effect</b></p> <p><b>Link ideas across paragraphs:</b></p> <ul style="list-style-type: none"> <li>○ repetition of a word or phrase;</li> <li>○ grammatical connections e.g. on the other hand, in contrast.</li> <li>○ ellipsis</li> <li>○ Layout devices such as headings, columns and bullets.</li> </ul>	<p><b>Use of a semi colon, colon and dash to mark the boundary between independent clauses.</b></p> <p><b>Use of the colon to introduce a list and use of semi-colons within lists</b></p> <p><b>Use of hyphens to avoid ambiguity.</b></p>	<p><b>Year 5/6 Common exception words</b></p> <p><b>Silent letters</b> <i>Doubt island lamb thistle knight</i></p> <p><b>Add suffixes to beginning with vowel letters</b> <i>Reference referred referral prefer preferably preference referee transferred</i></p> <p><b>Letter strings</b> <i>Thought ought bought rough cough</i></p> <p><b>Alternatives</b> e.g. ei after c <i>Deceive conceive receive weird</i></p> <p><b>Homophones</b> <i>Advice advise license licence practise practice</i></p> <p><b>Word endings</b> <i>cious tious cial tial</i></p>	<p>I can read a range of age appropriate texts, fluently and with ease.</p> <p>I can read aloud using expression and punctuation to maintain interest and aid understanding.</p> <p>I can work out the meaning of words using a range of strategies e.g. word class, root word meaning, suffixes/ prefixes/ synonyms.</p> <p>I can summarise the main ideas/information from more than one paragraph.</p> <p>I can ask questions to clarify meaning and deepen my understanding of what I have read.</p> <p>I can use skimming, scanning and close reading to retrieve relevant information from texts, including non-fiction.</p> <p>I can make reasoned inferences linked to character's actions, feelings, thoughts and motives using text-based evidence.</p> <p>I can make reasoned predictions even when the clues in the text are less clear.</p> <p>I can identify and discuss the effectiveness of an author's use of language.</p> <p>I can identify and make comparisons between and across texts.</p>	<p>I can write for a wider range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>I can select vocabulary that is appropriate to the writing.</p> <p>I can select grammatical structures that are appropriate to the writing such as, modal verbs, passive voice and contracted forms in dialogue.</p> <p>I can use a range of cohesive techniques, within and across paragraphs, to sequence and structure my writing e.g. conjunctions, adverbials, pronouns and synonyms.</p> <p>I can vary my sentence structures to add detail and for emphasis.</p> <p>I can describe settings, characters and atmosphere in my narratives.</p> <p>I can use dialogue to describe character and advance the action in my narratives.</p> <p>I can use verb tenses consistently and correctly throughout my writing.</p> <p>I can use the full range of KS2 punctuation mostly correctly.</p> <p>I can use and apply taught spelling rules/strategies in my writing.</p> <p>I can spell most Y5/6 key words correctly in my writing.</p> <p>I can use and maintain a joined script that is legible and consistent.</p>



## RECOVERY CURRICULUM



Last year in Year 5 you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.

At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

### **What is it?**

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back in o school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.



## LEVERS OF RECOVERY

**Lever 1: Relationships** – we can't expect all of our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** – we must recognise that curriculum will have been based in the home for a long period of time. We need to listen to what has happened in this time, understand the needs of our school community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

## SCHOOL HOURS

Your child should be at school promptly to organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

In Year 6, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

Start of day			Home time		
Nursery	8.30 – 11.30	Front gate (EYFS door)	Nursery	12.30 – 3.30	Front gate (EYFS door)
Reception	8.40	Front gate (EYFS playground)	Reception	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	Y1	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	Y2	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	Y3	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	Y4	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	Y5	3.10	KS2 yard (Y5 door)
<b>Y6</b>	<b>8.40</b>	<b>KS2 yard (KS2 door)</b>	<b>Y6</b>	<b>3.05</b>	<b>KS2 yard (KS2 door)</b>
S.B.	8.50	Front gate (Front entrance)	S.B.	3.15	Front gate (Front entrance)

## UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click [www.martonmanorprimary.co.uk/school-uniform](http://www.martonmanorprimary.co.uk/school-uniform)

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



## PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn / early Spring.



## EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled.

## COMMUNICATION

We use 4 platforms to communicate with our parent community:

**School Website:** Our school website contains information regarding important dates, events and special days relating to our school.



**School Gateway:** This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



**Social Media:** At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



**Text Messages:** We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

## PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time. [mryear6@martonmanorprimary.co.uk](mailto:mryear6@martonmanorprimary.co.uk)



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during lockdown. Click the link below or scan the QR Code above.

[www.surveymonkey.co.uk/r/KHR3WKF](http://www.surveymonkey.co.uk/r/KHR3WKF)