

Mathematics: We are Mathematicians

- Use negative numbers in context and calculate intervals across zero
- Compare and order numbers up to 10,000,000
- Identify common factors, common multiples and prime numbers
- Round any whole number to a required degree of accuracy
- Identify the value of each digit to 3 decimal places
- Use knowledge of order of operations to carry out calculations involving four operations
- Multiply 4-digit by 2-digit
- Divide 4-digit by 2-digit
- Compare and order fractions
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate percentage of whole number
- Develop an understanding of ratio and proportion
- Solve multi-step problems involving addition, subtraction, multiplication and division
- Calculate area, including area of triangles and parallelograms
- Calculate the volume of cubes and cuboids
- Interpret and construct pie charts and line graphs
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles



THE WEALD
CoE PRIMARY SCHOOL

Ready, Respectful, Responsible

END OF YEAR EXPECTATIONS FOR YEAR 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should aim to meet in order to make continued progress through primary school.

All the objectives will be taught in class, at an appropriate level for your child, throughout the year. Any extra support that you can provide in helping your child with these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please see your child's teacher.

Reading: We are Readers

- Decide what to include in note taking to write a summary of key points
- Use direct evidence from text to explain and justify their opinions
- Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)
- Begin to use clues in language to set the text in context (e.g. The musket fired; They ran down the sidewalk)
- Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points)
- Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship)
- Identify and comment on the use of expressive, figurative and descriptive language to create effect
- Explain how authors use language to influence reader's viewpoint
- Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader
- Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa)



Writing: We are Authors

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- in stories, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (. , , : " ... ")
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Use paragraphs to signal change in time, scene, action, mood or person
- Write legibly, fluently, joined and with increasing speed

