

New Bewerley Community School



End of Year Expectations:

Year 6

This booklet provides information for parents/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 meet each year.

All the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

Writing:

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.
- I can write legibly, fluently and with increasing accuracy

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

Mathematics:

Number

- I can use place value in whole numbers up to 1 000 000 to compare and order numbers and are beginning to become confident with numbers up to 10 000 000
- I can round any whole number to the nearest power of ten
- I can use negative numbers in practical contexts such as temperature and calculate intervals across zero
- I can count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3000 to generate, describe and complete linear number sequences
- I can recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 121 show evidence of using mental methods, including jottings where necessary to speed up the process, to add and subtract whole numbers with up to two significant figures (e.g. $95 + 36$, $5700 - 2900$)
- I can add and subtract whole numbers with more than four digits, using formal written methods where appropriate
- I can use my understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g. $1532 \div 100 = 15.32$, $XX \div 100 = 6.3$)
- I can multiply and divide whole numbers mentally drawing upon multiplication facts up to 12×12 and place value (e.g. 60×70) and begin to use these facts to work with larger numbers
- I can multiply numbers with up to two digits by a two digit number using a formal written method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal written method and becoming more confident with two digit divisors
- I can recognise and use equivalent fractions
- I can recognise and use the equivalences between simple fractions, decimals and percentages and am becoming more confident with calculating decimal fraction equivalents
- I can find simple fractions and percentages of whole numbers and quantities
- I can add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context
- I can add and subtract fractions with the same denominator and multiples of the same number and am becoming more confident with more complex fraction calculations
- I can add and subtract decimal numbers that have the same number of decimal places
- I can multiply a one digit decimal number by a single digit number
- I can use simple ratio to compare quantities
- I can use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)
- I can find possible values in missing number problems involving one or two unknowns (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: What are Ben's numbers?)

Measurement

- I can read, write and convert time between analogue (including clock faces using Roman numerals) and digital 12 and 24 hour clocks, using am and pm where necessary
- I can calculate the duration of an event using appropriate units of time (e.g. A film starts at 6:45pm and finishes at 8:05pm. How long did it last?)
- I can convert between 'adjacent' metric units of measure for length, capacity and mass (e.g. $1.2 \text{ kg} = 1200 \text{ g}$; how many 200 ml cups can be filled from a 2 litre bottle?; write 605 cm in metres)
- I can find the perimeter of compound shapes when all side lengths are known or can be easily determined (e.g. a simple shape made from two identical rectangles joined together to make an L-shape with given dimensions of the rectangle)
- I can calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes by counting squares

Statistics

- I can complete, read and interpret information presented in tables and bar charts
- I can interpret line graphs and simple pie charts
- I can calculate the mean as an average for simple sets of discrete data

Geometry

- I can compare and classify 3D and 2D shapes based on their properties (e.g. for 2–D shapes: parallel sides, length of sides, type and size of angles, reflective symmetry, regular / irregular polygons; for 3–D shapes: faces, vertices and edges)
- I can recognise, describe simple 3D shapes, including using nets and other 2D representations
- I know and use the facts that angles at a point sum to 360° , angles at a point on a straight line sum to 180° and angles in a triangle sum to 180°
- I can identify, describe and represent the position of a shape following a reflection or translation
- I can describe positions on a 2–D co-ordinate grid using axes with equal scales in the first quadrant (in the context of number or geometry) and use co-ordinates to complete a given rectangle; becoming more confident in all four quadrants

Solving problems and reason mathematically

- I can develop my own strategies to solve problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
- I am beginning to reason mathematically making simple generalisations, using mathematical language and searching for solutions by trying out ideas of their own
- I derive strategies to solve problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these
- I select appropriate strategies when calculating depending on the numbers involved
- I use rounding and estimation to check their answers and determine, in the context of the problem, appropriate levels of accuracy
- I can identify simple patterns and relationships, and make simple generalisations. I can draw my own conclusions and explain my reasoning in simple contexts using mathematical language

Reading:

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text