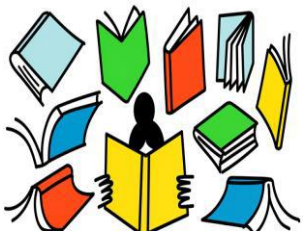
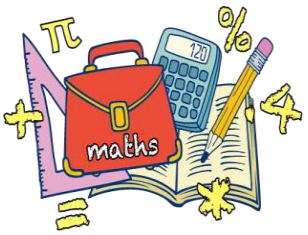
YEAR 6





YEAR SIX CURRICULUM EXPECTATIONS

† Inspire. Enrich. Achieve.†

Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

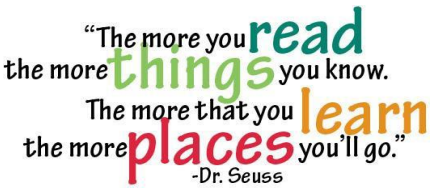
What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

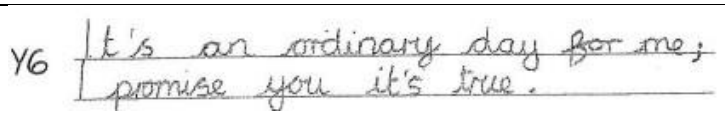
Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.



READING
Year 6

Read age-appropriate books with confidence and fluency (including whole novels).
Reads aloud with intonation that shows understanding.
Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes.
They have a positive attitude towards reading for a range of purposes.
Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Identifies and discusses themes and conventions in and across a wide range of writing.
Makes comparisons within and across books.
Works out the meaning of words from the context.
Ask questions to improve their understanding.
Explains and discussed their understanding of what they have read, drawing inferences and justifying these with evidence.
Predicts what might happen from details stated and implied.
Summarises main ideas, identifying key details and using quotations for illustration.
Can identify how language, structure and presentation contribute to meaning.
Evaluates how authors use language, including figurative language, considering the impact on the reader.
Can distinguish between statements of fact and fiction.
Retrieves information from non-fiction.
Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provides reasoned justifications for their views.

WRITING
Year 6

In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
Appropriate choice of tense supports whole text cohesion and coherence.
In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
Expanded noun phrases are used to convey complicated information concisely.
Paragraphs develop and expand some ideas, descriptions, themes or events in depth.
A range of cohesive devices link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).
Across writing vocabulary and grammatical choices suit both formal and informal situations.
Uses a wide range of clause structures, sometimes varying their position within the sentence.
Relative clauses beginning with who, which, where, when, whose, that or with are used to clarify and explain relationships between ideas.
The perfect form of verbs marks relationships of time and cause.
Adverbs, preposition phrases and expanded noun phrases effectively add detail, qualification and precision.
Passive and modal verbs are mostly accurate.
A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, punctuation rules to indicate direct speech.
Uses inverted commas correctly.
Commas to clarify meaning are mostly correct.
Brackets, dashes or commas to indicate parenthesis mostly correct.
Some correct use of semi-colons, dashes, colons and hyphens.
Spells most words correctly, in-line with the Year 5 and 6 curriculum expectations.
Maintains leigibility, fluency and speed in handwriting - consistent application of cursive script (School Policy) 
Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.

MATHEMATICS
Year 6

Read, write, order and compare numbers up to 10,000, 000 and determine the value of each digit. Round any whole number to a required degree of accuracy.
Demonstrate an understanding of place value, including larger numbers and decimals e.g. what is the value of 7 in 276,541, 28.13 = 28+ ? + 0.03
Use negative numbers in context, and calculate intervals across zero.
Substitutes values into a simple formula to solve problems e.g. perimeter of a rectangle or area of a triangle.
Generate and describe linear number sequences.
Express missing number problems algebraically.
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 whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context .
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.
Perform mental calculations, including with mixed operations and large numbers.
Identify common factors, common multiples and prime numbers.
Use their knowledge of the order of operations to carry out calculations involving the four operations.
Calculates mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify calculations e.g. 53 - 82 + 47 = 53 + 47 - 82 = 100 - 81 = 18, 20 x 7 x 5 = 20 x 5 x 7 = 100 x 7 = 100
Use formal methods to solve multi-steps problems (4 operations) e.g. find the change from 320 for three items that cost £1.24, £7.92 and £2.55; a bottle of drink is 1.5litres, how many cups of 175ml can be filled from the bottle and how much drink is left?
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
Compare and order fractions, including fractions > 1.
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = 1/8.
Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8].

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
Multiply numbers with up to two decimal places by whole numbers.
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.
Recognises the relationship between fractions, decimals or percentages e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5, or 0.2 or 20% of the whole cake.
Calculates using fractions, decimals or percentages e.g knowing that 7 divided by 21 is the same as 7/21 and that is equal to 1/3; 15% of 60; 1 1/2 + 3/4; 7/9 of 108; 0.8 x 70.
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
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.
Calculate with measures e.g. calculate the length of a bus journey given the start and end times; convert 0.05km into m and cm and then into cm.
Recognise that shapes with the same areas can have different perimeters and vice versa.
Recognise when it is possible to use formulae for area and volume of shapes.
Calculate the area of parallelograms and triangles.
Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
Use mathematical reasoning to find missing angles e.g. the missing angle in an isosceles triangle when one angle is given.
Describe positions on the full coordinate grid (all four quadrants).
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.