

## Mathematics

- ⇒ Use negative numbers in context, and calculate intervals across zero
- ⇒ 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
- ⇒ Use their knowledge of the order of operations to carry out calculations involving the four operations
- ⇒ Use common factors to simplify fractions
- ⇒ 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
- ⇒ Divide proper fractions by whole numbers
- ⇒ Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction
- ⇒ Multiply one-digit number 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 involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- ⇒ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- ⇒ 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 similar shapes where the scale factor is known or can be found
- ⇒ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- ⇒ Use simple formulae
- ⇒ Generate and describe linear number sequences
- ⇒ Express missing number problems algebraically
- ⇒ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- ⇒ Convert between miles and kilometres
- ⇒ Calculate the area of parallelograms and triangles
- ⇒ Calculate, estimate and compare volume of cubes and cuboids using standard units
- ⇒ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ⇒ Find unknown angles in any triangles, quadrilaterals, and regular polygons
- ⇒ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- ⇒ 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
- ⇒ Calculate and interpret the mean as an average



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## 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 academy. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve 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 talk to your child's teacher.

## Reading

- ⇒ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
- ⇒ Making comparisons within and across books
- ⇒ Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ⇒ Identifying and discussing themes and conventions in and across a wide range of writing
- ⇒ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ⇒ Asking questions to improve their understanding
- ⇒ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- ⇒ Predicting what might happen from details stated and implied
- ⇒ Identifying how language, structure and presentation contribute to meaning
- ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ⇒ Recommending books that they have read to their peers, giving reasons for their choices
- ⇒ Participate in discussions about books, building on their own and others' ideas and challenging views courteously
- ⇒ Explain and discuss their understanding of what they have read,
- ⇒ Including through formal presentations and debates,
- ⇒ Provide reasoned justifications for their views

## Writing

- ⇒ Spell some words with 'silent' letters
- ⇒ Continue to distinguish between homophones and other words which are often confused
- ⇒ Use dictionaries to check the spelling and meaning of words
- ⇒ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ⇒ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ⇒ Précising longer passages
- ⇒ Using a wide range of devices to build cohesion within and across paragraphs
- ⇒ Using further organisational and presentational devices to structure text and to guide the reader
- ⇒ Ensuring the consistent and correct use of tense throughout a piece of writing
- ⇒ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- ⇒ Use a thesaurus
- ⇒ Using expanded noun phrases to convey complicated information concisely
- ⇒ Using modal verbs or adverbs to indicate degrees of possibility
- ⇒ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ⇒ Converting nouns or adjectives into verbs
- ⇒ Devices to build cohesion, including adverbials of time, place and number
- ⇒ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ⇒ Using passive verbs to affect the presentation of information in a sentence
- ⇒ Using the perfect form of verbs to mark relationships of time and cause
- ⇒ Differences in informal and formal language
- ⇒ Further cohesive devices such as grammatical connections and adverbials
- ⇒ Use of ellipsis
- ⇒ Using commas to clarify meaning or avoid ambiguity in writing
- ⇒ Using brackets, dashes or commas to indicate parenthesis
- ⇒ Using hyphens to avoid ambiguity
- ⇒ Using semicolons, colons or dashes to mark boundaries between independent clauses
- ⇒ Using a colon to introduce a list
- ⇒ Punctuating bullet points consistently