



## Curriculum End of Year Expectations Year Six

This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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 children please talk to your child's teacher.

## Reading

(Written responses are expected in reading journals)

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read fluently, using punctuation to inform meaning Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Consider and evaluate how effectively texts are structured and laid out Identify and comment on writer's choice of vocabulary, giving examples and explanation
- Identify and explain how writers use grammatical features for effect for example, the use of short sentences to build tension
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities
- Summarise key information from different parts of a text
- Recognise the writer's point of view and discuss it
- Use skimming and scanning to find specific information



## Mathematics

### Speaking and Listening

- Use questions to build knowledge
- Articulate arguments and opinions
- Use spoken language to speculate, hypothesize and explore
- Use appropriate register and language

### Writing

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus Use a range of spelling strategies
- Identify the audience for and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed
- Use developed noun phrases to add detail to sentences
- Use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event
- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining

### Number

- Compare & order numbers up to 10,000,000
- Identify common factors, common multiples & prime numbers
- Round any whole number to a required degree of accuracy Use negative numbers in context and calculate intervals across zero
- Multiply and divide 4-digit by 2-digit Perform mental calculations, including mixed operations with larger numbers
- Add & subtract fractions with different denominators & mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in the simplest form Divide proper fractions by whole numbers
- Identify the values of digit to three decimal places
- Calculate % of whole number
- Solve multi-step problems in contexts Use estimation to check answers to calculations
- Express missing number problems algebraically
- Use simple formulae expressed in words

### Measurement, Geometry and Statistics

- Use, read, write and convert between standard units, converting measurements of length, mass volume and time.
- Calculate, estimate and compare volume of cubes and cuboids
- Use properties of regular and irregular polygons to reduce related facts and to find missing lengths and angles
- Draw 2D shapes using given dimensions and angles
- Recognise, build and describe 3-D shapes, including nets
- Illustrate and name parts of circle, including radius, diameter and circumference Identify, describe and represent the position of a shape following a reflection or translation
- Recognise area and perimeters of shape
- Draw and translate simple shapes and reflect them in the axes
- Describe positions on a full coordinate grid (all four quadrants) Interpret and construct pie charts and line graphs
- Complete, read and interpret graphs and tables
- Calculate and interpret the mean as an average

## Growth Mindset:

- Asks questions to find out more information
- Shows a willingness to push themselves out of their comfort zone
- Shows resilience when faced with problems
- Finds solutions to solving problems
- Learns from mistakes
- Overcomes challenges quickly
- Readily acts on feedback to improve
- Joins in as much as possible as we learn so much more by being involved
- Keeps going when things get difficult
- Is keen to respond to tasks
- Shows focus and persistence
- Admits and corrects mistakes
- Tries different approaches or uses a different strategy to solve a problem
- Challenges them self to continue to improve
- Learns from others without comparing themselves to others
- Takes on a challenge instead of the easy option
- Understands that the brain is making new connections all the time – the only thing you need to **'know'** is that we can learn anything with hard work, focus and perseverance.
- Readily engages with the challenges of learning
- Accepts/acts upon constructive feedback
- Understands that effort is the key to success
- Understands/accepts that change is a necessary part of life

