Reading

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- Provide reasoned justifications for their views.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text
- Skim for gist.
- Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
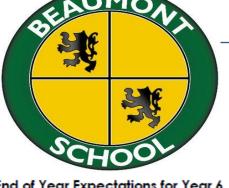
Other important aspects of reading in Year 6

- Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*
- Independently read longer texts with sustained stamina and interest.
- Recommend books with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied
- Recognise themes within and across texts e.g. *hope, peace, fortune, survival*

End of Year Expectations for Year 6

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as Key Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning. They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

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.

Mathematics

- Read, write, order and compare numbers up to 10 000 000 & determine the value of each digit.
- Identify, represent and estimate numbers using the number line.
- Order and compare numbers including integers, decimals and negative numbers.
- Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number.
- Round decimals with three decimal places to the nearest whole number or one or two decimal places.
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Use negative numbers in context, and calculate intervals across zero.
- Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Recall and use addition and subtraction facts for 1 (with decimals two decimal places).

Mathematics

- Perform mental calculations including with mixed operations and large numbers and decimals.
- Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Perform mental calculations, including with mixed operations and large numbers.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems involving all four operations, including those with missing numbers.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- 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 e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.
- Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison
- Draw 2-D shapes using given dimensions and angles.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Find unknown angles in any triangles, quadrilaterals, regular polygons.
- Describe positions on the full coordinate grid (all four quadrants).
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns
- Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Interpret and construct pie charts and line graphs and use these to solve problems.

Writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence*.
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then*.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing and select the appropriate structure, vocabulary and grammar.
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables*.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus

Other important aspects of writing in Year 6
- Write, using a joined style, with increasing speed.
- Use ellipsis to link ideas between paragraphs.
- Identify and use semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up*.
- Investigate and collect a range of synonyms and antonyms *mischievous, wicked, evil, impish, spiteful, well-behaved*.
- Identify the subject and object of a sentence.
- Punctuate bullet points consistently.
- Identify and use colons to introduce a list
- Identify and use semi-colons within lists.
- Explore how hyphens can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*

WRITING

Writing to discuss

Writing to inform

Writing to persuade

Writing to entertain

Science			

Working Scientifically Set up a fair test when needed e.g. does light travel in straight lines?	Working Scientifically Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	Working Scientifically Know what the variables are in a given enquiry and can isolate each one when investigating	Working Scientifically Justify which variable has been isolated in scientific investigation
Working Scientifically Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	Working Scientifically Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	Working Scientifically Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	Working Scientifically Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie
Working Scientifically Clear about what has been found out from their enquiry and can relate this to others in class	Working Scientifically Explanations set out clearly why something has happened and its possible impact on other things	Working Scientifically Aware of the need to support conclusions with evidence	Working Scientifically Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
Working Scientifically Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class	Working Scientifically Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats	Working Scientifically Frequently carry out research when investigating a scientific principle or theory	All living things and their habitats Classify living things into broad groups according to observable characteristics and based on similarities and differences
All living things and their habitats Know how living things have been classified	All living things and their habitats Give reasons for classifying plants and animals in a specific way	Animals, including humans Identify and name the main parts of the human circulatory system	Animals, including humans Know the function of the heart, blood vessels and blood
Animals, including humans Know the impact of diet, exercise, drugs and lifestyle on health	Animals, including humans Know the ways in which nutrients and water are transported in animals, including humans	Evolution and Inheritance Know how the Earth and living things have changed over time	Evolution and Inheritance Know how fossils can be used to find out about the past
Evolution and Inheritance Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)	Evolution and Inheritance Know how animals and plants are adapted to suit their environment	Evolution and Inheritance Link adaptation over time to evolution	Evolution and Inheritance Know about evolution and can explain what it is
Light Know how light travels	Light Know and demonstrate how we see objects	Light Know why shadows have the same shape as the object that casts them	Light Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
Electricity Compare and give reasons for why components work and do not work in a circuit	Electricty Draw circuit diagrams using correct symbols	Electricty Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	

Computing

Information Technology I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important	Information Technology I know what to do if my password is lost or stolen	Information Technology I can explain what app permissions are and can give some examples from the technology or services I use	Information Technology I can describe simple ways to increase privacy on apps and services that provide privacy settings
Information Technology I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)	Information Technology I can independently save and retrieve work from different places	Digital Literacy I can select appropriate tools to add emphasis and effect to my work	Digital Literacy I can explain why I have chosen my layout and formatting
Digital Literacy I can review and edit my work and talk about the changes I made	Computer Science I can confidently use selection, loops, variables and events	Computer Science I know and can explain what a variable is	Computer Science I can use a variable in a variety of programming software - 2Simple - 2Code / ScratchJr /Kodu /Kodable / LightBot / ALEX / Scratch
Computer Science I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go	Computer Science I can evaluate the effectiveness of my programming and suggest improvement	Computer Science Introduction to Python or Ruby (support available)	Digital Citizenship I can challenge and explain why it is important to reject inappropriate messages about gender online
Digital Citizenship I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline	Digital Citizenship I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)	Digital Citizenship I can demonstrate ways of reporting problems online for both my friends and myself	Digital Citizenship I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me
Digital Citizenship I can identify a range of ways to report concerns in both school and at home about online bullying	Digital Citizenship I can describe common systems that regulate age-related content (e.g. peGI, BBFC, parental warnings) and describe their purpose		

Art

Drawing, painting and sculpture Know how to overprint to create different patterns	Study of great artists Explain the style of art used and how it has been influenced by a famous artist	Using Sketchbooks Explain why different tools have been used to create art	Drawing, painting and sculpture Know which media to use to create maximum impact
Study of great artists Understand what a specific artist is trying to achieve in any given situation	Using Sketchbooks Explain why chosen specific techniques have been used know how to Use feedback to make amendments and improvement to art	Drawing, painting and sculpture Use a full range of pencils, charcoal or pastels when creating a piece of observational art	Study of great artists Understand why art can be very abstract and what message the artist is trying to convey
Using Sketchbooks Know how to use a range of e-resources to create art			

Design and Technology

Designing	Designing	Designing	Designing
Use market research to inform plans and ideas	Follow and refine original plans	Justify planning in a convincing way	Show that culture and society is considered in plans and designs
Making	**Making**	**Making**	**Making**
Know which tool to use for a specific practical task	Know how to use any tool correctly and safely	Know what each tool is used for	Explain why a specific tool is best for a specific action
Evaluating	**Evaluating**	**Evaluating**	**Technical Knowledge**
Know how to test and evaluate designed products	Explain how products should be stored and give reasons	Evaluate product against clear criteria	Use electrical systems correctly and accurately to enhance a given product
Technical Knowledge	**Technical Knowledge**	**Food Technology**	**Food Technology**
Know which IT product would further enhance a specific product	Use knowledge to improve a made product by strengthening, stiffening or reinforcing	Explain how food ingredients should be stored and give reasons	Work within a budget to create a meal
Food Technology			
Understand the difference between a savoury and sweet dish			

Geography

Geographical skills and fieldwork	Geographical skills and fieldwork	Human and physical geography	Human and physical geography
Know how to plan a journey within the UK, using a road map	Know what most of the ordnance survey symbols stand for	Know why are industrial areas and ports are important	Know main human and physical differences between developed and third world countries

History

Beyond 1066	Beyond 1066	Beyond 1066	Local Study
Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history	Know how Britain has had a major influence on the world	Know how to place historical events and people from the past societies and periods in a chronological framework	Know about a period of history that has strong connections to their locality and understand the issues associated with the period
Local Study			
Know how the lives of wealthy people were different from the lives of poorer people during this time-			

Compose	History of Music	Listening and appreciate	Listening and appreciate
Use a variety of different musical devices in composition (including melody, rhythms and chords)	Compare and contrast the impact that different composers from different times have had on people of that time	Accurately recall a part of the music listened to	Evaluate how the venue, occasion and purpose affects the way a piece of music is created
Performing	Performing	Performing	Use and understand
Sing in harmony confidently and accurately	Perform parts from memory	Take the lead in a performance	Analyse features within different pieces of music

PE – By the end of KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best