

End of year expectation for Year 6



This page provides information for parents and carers on the end of year expectations for children at St Barnabas.

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.

Reading

I use the words and word parts that I can read and understand already to think about what new words mean and sound like.

I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.

I understand what I read, even though books are set out in different ways and are written for different purposes.

I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.

I like to recommend books I have read to my friends.

I am able to identify and discuss themes and conventions in and across a wide range of writing.

I can make comparisons within and across books I have read.

I have learnt a wider range of poems by heart.

I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.

I check my understanding of books I have read through discussion and exploring the meaning of words.

I can ask questions about what I have read to further improve my understanding.

I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

From my reading, I can predict what may happen in a story from details given and suggested in the text.

I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.

I can show how language, structure and presentation all contribute to meaning in texts I read.

I know authors use particular language which will have impact on me, the reader.

I can distinguish between statements of fact and opinion.

I can retrieve, record and present information from non-fiction.

I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

I can present or debate on topics I have read about, using notes if necessary.

I am able to justify my views.

Writing

I add prefixes and suffixes using the rules we have worked on in class.

I can spell some words that include silent letters, such as knight, psalm and solemn.

I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').

I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.

I use a dictionary to check how words are spelled and what words mean.

I use the first three or four letters of a word to quickly find it in a dictionary.

I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.

I make sure others can read my handwriting and decide whether or not to join specific letters.

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I review my work to further describe and develop settings, characters and the narrative atmosphere.

I can precis a longer passage to create a short text with the same meaning.

I use themes and details across my texts to help link paragraphs together into a flow of text.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.

<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
<i>I can write out formal speech or texts using appropriate vocabulary.</i>
<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>
<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>
<i>I mark out separate clauses in a sentences by using a semi-colon or colon.</i>
<i>I use a colon to indicate the beginning of a list.</i>
<i>I use bullet points accurately when constructing a list.</i>
<i>I can talk about my work using the learning from my Year 6 grammar list.</i>

Spoken Language
<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 6.</i>
<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 6.</i>
<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 6.</i>
<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 6.</i>
<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 6.</i>
<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 6.</i>

I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 6.

I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 6.

I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 6.

I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 6.

I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 6.

I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 6.

Mathematics

I can work with numbers up to 10 000 000 and know what each digit represents.

I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000.

I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.

I can solve number and practical problems that involve large numbers, rounding and negative numbers.

I can multiply 4 digit numbers by a two-digit number (for example 4307×34) using the written method of long multiplication.

I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder.

I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.

I can multiply, divide, add and subtract large numbers in my head.

I identify common factors, common multiples and prime numbers.

I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.

I can solve addition and subtraction multi-step problems, deciding where to add or subtract.

I can solve problems involving addition, subtraction, multiplication and division.

I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.

I can use common factors to simplify fractions and use common multiples to express

fractions in the same denomination.
I can compare and order fractions, including fractions greater than 1.
I add and subtract fractions with different denominators and mixed numbers.
I can multiply fractions such as $1/4 \times 1/2 = 1/8$.
I know how to divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].
I can change a fraction into a decimal - for example, I can change $3/8$ to 0.375 by dividing 1 by 8 and multiplying by 3.
I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places.
I can multiply numbers such as 1.45 by a one digit number - for example 1.45×7 .
I use written division methods in cases where the answer has up to two decimal places.
I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.
I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and $1/2$.
I can solve problems about relative sizes (ratio).
I can find the percentage of an amount - such as finding 15 per cent of 360.
I can solve similar shape problems.
I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?'
I know how to use simple formulae such as $n - 10 = 2$.
I can create a sequence of numbers that follow a rule.
I can use a letter (such as n or x) to show a missing number - such as $10 - x = 5$.
I can find pairs of numbers that satisfy an equation with two unknowns.
I can list possible answers to missing numbers such as listing the possible answers of a and b in $a + 6 = b - 10$.
I solve problems about different units of measures with three decimal places.
I can convert measurements of length, weight, volume and time up to three decimal places in length (for example $0.345\text{kg} = 345\text{g}$).
I can convert between miles and kilometres.
I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas.
I can use a formulae for area and volume of shapes.
I can calculate the area of parallelograms and triangles.
I can work with the volume of cubes and cuboids using cubic centimetres (cm^3) and cubic metres (m^3), and other units too such as mm^3 and km^3 .
I accurately draw 2-D shapes using given dimensions and angles.

<i>I can recognise, describe and build 3-D shapes, including making nets.</i>
<i>I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</i>
<i>I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</i>
<i>I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</i>
<i>I can use the four quadrants in a coordinate grid.</i>
<i>I can draw and translate shapes using coordinates or reflect a shape on the grid.</i>
<i>I can use and construct pie charts and line graphs and use these to solve problems.</i>
<i>I can calculate the mean as an average.</i>

Science

<i>I support an argument using specific scientific evidence.</i>
<i>I can plan scientific experiments to answer questions, including listing the variables in the test and stating which one variable will remain constant.</i>
<i>I take measurements very accurately and repeat my measurements to improve my accuracy too.</i>
<i>I can use and explore a range of graphs and charts such as scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>
<i>I look at experiment test results and make predictions to answer further scientific questions or refine tests to make them fairer.</i>
<i>I can explain my conclusions in detail using a report or graph to describe the key evidence to support my answers and highlight the specific causes of the outcomes of my experiment.</i>
<i>I can describe the groups I classify living things into.</i>
<i>I can describe why I classify plants and animals in certain ways.</i>
<i>I can describe and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</i>
<i>I know that good and bad diet, exercise, drugs and lifestyle all have an effect on how the body functions.</i>
<i>I know how nutrients and water are transported within animals, including humans.</i>
<i>I understand that living things have changed over time and that fossils show us the types of animals that lived millions of years ago.</i>
<i>I know that living things have babies but each baby is similar but not identical to their parents.</i>
<i>I know that animals and plants have adapted or evolved to suit the environment they live in.</i>

I know light travels in straight lines.

I know we can see objects because the light from the object or reflected from the object travels into the eye.

I can draw light lines from an object into the eye to show how we see.

I can show that light causes shadows that are smaller or larger shapes of the original object.

I know a lamp is brighter and a buzzer is louder if the voltage of battery used is higher.

I can describe how a circuit functions, including the brightness of bulbs and the loudness of buzzers based on the way a circuit is built and the on/off position of switches.

I can draw a circuit diagram using circuit symbols for lights, wires, switches and other parts.