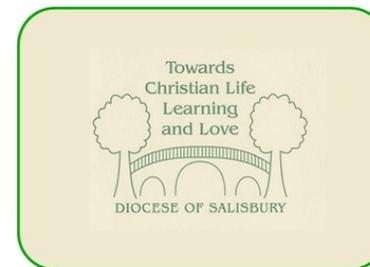


Maths

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply 4-digit by 2-digit.
- Divide 4-digit by 2 digit.
- Add and subtract fractions with different denominations and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate percentages of a whole number.
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages.
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).
- The pupil can manipulate shape on four quadrants of a grid (translating, rotating and reflecting).



Woodford Valley Primary Academy



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 school. 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 out throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children achieve these are greatly valued

If you have any queries regarding the content of this booklet or want support in knowing how to help your child please talk to your child's teacher.

Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect
- Recognise:
 - ◊ Complex sentences with more than one subordinate clause.
 - ◊ Phrases which add detail to sentences.
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aid note-taking.
- Read aloud with intonation that shows understanding.
- Summarise main ideas, identifying key details and using quotations for illustration.
- Make comparisons within and across books.



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day.).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.
- Spelling most words correctly, including common exception words* (years 5 and 6).

