



## End of Year expectations for Year 6 (Maths, Reading, Writing and Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school.

These expectations are based on the New National Curriculum and the age expected standards for the year group.

All 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 child 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 Mr Bonwick.

## Maths

- Compare and order numbers up to 10,000,000.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context.
- Solve number and practical problems that involve all of the above.
- Multiply and divide a 4-digit by 2-digit number using a formal written method.
- Identify common factors, common multiples and prime numbers.
- Solve problems involving addition, subtraction, multiplication and division, deciding with operations and methods to use and why.
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Multiply 1-digit numbers with up to two decimal places by whole numbers.
- Calculate % of whole numbers.
- Use simple formulae.
- Express missing number problems algebraically.
- Calculate the area of parallelograms and triangles.

## Reading

- Refers to text to support opinion and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguished between fact and opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences.
- Skims and scans to aide note-taking.

## 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 the garden party).
- Evidence of sentence structure and layout matched to requirements of text type.
- Semi-colon, colon, dash to mark the boundary between independent clauses.
- Correct punctuation of bullet points.
- Hyphens to avoid ambiguity.
- Full range of punctuation matched to requirements of text type.
- Wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent ad personal style.

## Science

### Living Things and their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

### Animals, including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

- Use the idea that light travels in straight lines to explain that objects are seen because they give or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.