

Cherry Orchard Primary School



Year 6 Expectations

The National Curriculum for all primary pupils is based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets many opportunities not only to practise the skills, but also to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Maths

- 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 multiply 4 digit numbers by a two-digit number (for example 4307×34) using the written method of long multiplication.
- 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 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 can change a fraction into a decimal - for example, I can change $\frac{3}{8}$ 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 $\frac{1}{2}$.
- 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 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 classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- I can draw and translate shapes using coordinates or reflect a shape on the grid.
- I can use and construct pie charts and line graphs and use these to solve problems.
- I can calculate the mean as an average.

At home, try using My Maths to support your child's mathematical understanding through lessons, games and activities. Don't forget TTRS to help your child learn their times tables.

<https://www.mymaths.co.uk/>



<https://trockstars.com/>



Check your child's planner for their log in and password alternatively ask your child's teacher.

Writing

- I use a dictionary to check how words are spelled and what words mean.
- I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
- I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I use headings, bullet points and underlining to structure and guide a reader through my writing.
- I ensure I use the consistent and correct use of tense throughout a piece of writing.
- I proof-read my work to correct spelling and punctuation mistakes.
- I can write out formal speech or texts using appropriate vocabulary.
- 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 use a colon to indicate the beginning of a list.
- I use bullet points accurately when constructing a list.

Shakespeare was an amazing playwright, however, often pupils are put off by the language in his plays.

Why not listen to the BBC's school radio? Here are some of his plays, just with a slight twist:

<https://www.bbc.co.uk/teach/school-radio/english-ks2-shakespeare-retold-index/zh4h2sq>



Use them for inspiration to write your own play or story or even to read the original plays yourself.

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 am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- I check my understanding of books I have read through discussion and exploring the meaning of words.
- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- 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 am able to justify my views.

Visit the Booktrust website. Put in your child's age and favourite genre into the 'bookfinder' section to search for new books to read. You and your child can read reviews and even add your own!

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>



You could use Oak Academy for some for guidance with lessons to listen to support your learning:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english>