

Girton Glebe Primary School
End of Year Expectation: Year 6



MATHEMATICS

NUMBER AND PLACE VALUE
<ul style="list-style-type: none"> ▪ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ▪ round any whole number to a required degree of accuracy ▪ use negative numbers in context, and calculate intervals across zero ▪ solve number and practical problems that involve all of the above
CALCULATION
<ul style="list-style-type: none"> ▪ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ▪ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪ perform mental calculations, including with mixed operations and large numbers ▪ identify common factors, common multiples and prime numbers ▪ use their knowledge of the order of operations to carry out calculations involving the four operations ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ▪ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ▪ compare and order fractions, including fractions > 1 ▪ 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 [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] ▪ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] ▪ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ▪ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ▪ multiply one-digit numbers with up to two decimal places by whole numbers ▪ use written division methods in cases where the answer has up to two decimal places ▪ solve problems which require answers to be rounded to specified degrees of accuracy ▪ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
RATIO AND PROPORTION
<ul style="list-style-type: none"> ▪ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ▪ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ▪ solve problems involving similar shapes where the scale factor is known or can be found ▪ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

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ALGEBRA
<ul style="list-style-type: none">▪ use simple formulae▪ generate and describe linear number sequences▪ express missing number problems algebraically▪ find pairs of numbers that satisfy an equation with two unknowns▪ enumerate possibilities of combinations of two variables
MEASUREMENT
<ul style="list-style-type: none">▪ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate▪ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places▪ convert between miles and kilometres▪ recognise that shapes with the same areas can have different perimeters and vice versa▪ recognise when it is possible to use formulae for area and volume of shapes▪ calculate the area of parallelograms and triangles▪ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
GEOMETRY
<ul style="list-style-type: none">▪ draw 2-D shapes using given dimensions and angles▪ recognise, describe and build simple 3-D shapes, including making nets▪ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons▪ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius▪ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
STATISTICS
<ul style="list-style-type: none">▪ interpret and construct pie charts and line graphs and use these to solve problems▪ calculate and interpret the mean as an average

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READING

COMPREHENSION
Show positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">▪ Frequently choosing to read for enjoyment both fiction and non-fiction▪ Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience.▪ Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice▪ Learning a wide range of poetry by heart▪ Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text▪ Commenting on how language, including figurative language, is used to contribute to meaning▪ Asking questions about a text. e.g. context and comparison with other texts▪ Drawing inference from a wide range of texts (e.g. plays, Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence▪ Making predictions based on details stated and implied▪ Distinguishing independently between statements of fact and opinion▪ In non-fiction, retrieving records and presenting information to other readers both formally and informally▪ Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts▪ Explaining and discussing their understanding of what they have read independently or texts that have been read aloud e.g. through formal presentations and debates
WORD READING
<ul style="list-style-type: none">▪ Fluently and effortlessly read a wide range of age appropriate texts.▪ Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes

WRITING

<ul style="list-style-type: none">▪ Ideas and events developed through some deliberate selection of phrases and vocabulary: technical terminology; vivid language; word choice for effect or emphasis▪ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms▪ Use passive verbs to affect the presentation of information in a sentence▪ Choose adverbials and expanded noun phrases to consciously engage, entertain and inform the reader▪ Some variation in sentence structure through a range of openings: adverbials (e.g. some time later, as we ran, once we had arrived...); subject reference (e.g. they, the boys, our gang...); speech▪ Sentences correctly demarcated with the full range of punctuation mostly correctly▪ Content is balanced, e.g. between action and dialogue; fact and comment▪ Viewpoint is established and generally maintained. Contrasting attitudes /opinions may be presented.▪ Ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)▪ Connections within and between paragraphs maintained through use of ongoing references: pronouns, adverbials, connectives (e.g. Eventually we...)▪ Writing is well paced and events are logically related▪ Pronouns and tenses are consistent▪ Précis own written texts to fit purpose and audience▪ Use a wide range of devices to build cohesion within and between paragraphs (e.g. use of adverbials of time, place and number or tense choices – he had seen her before)
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SENTENCE
<ul style="list-style-type: none"> ▪ Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. ▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
TEXT
<ul style="list-style-type: none"> ▪ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ▪ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
PUNCTUATION
<ul style="list-style-type: none"> ▪ Continue to use brackets, dashes, apostrophes inverted commas (speech marks), full stops, capital letters, exclamation and questions marks and commas in lists accurately ▪ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] ▪ Use of the colon to introduce a list and use of semi-colons within lists ▪ Punctuation of bullet points to list information ▪ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
HANDWRITING
<ul style="list-style-type: none"> ▪ Use consistently joined, fluent and legible handwriting ▪ Choose appropriate letter shape and size and know whether or not to join letters
TERMINOLOGY FOR PUPILS
<p>modal verb, relative pronoun, relative clause, subordinate clause parenthesis, bracket, dash, cohesion, ambiguity subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points (plus terminology from previous Year groups)</p>