Beeston Hill St Luke's C of E Primary School – Year 6 Expectations and End Points

This document 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 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
• Refer to text to support opinions and predictions
• Give a view about choice of vocabulary, structure, etc.
• Distinguish between fact and opinion
• Explain how a writer has used language to create particular effects
• Drawing and justifying inference with evidence
• Retrieve, record and present information from Non-fiction
• To enjoy reading and to choose books to read for pleasure
• To read age appropriate texts fluently and for pleasure

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

Mathematics
• Understand the relationship between powers of 10 from 1 hundredth to 10 million and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth, or 1 thousandth times the size (multiply and divide by 10, 100 and 1,00).
• Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning.
• Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.
• Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts
• Understand that 2 numbers can be related additively or multiplicatively and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
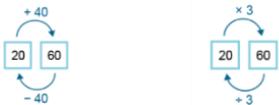
•Use a given additive or multiplicative calculation to derive or complete a related calculation; 72 x 34 = 2, 448 so 72 x 340 = 24,480.
• Solve problems involving ratio relationships.
• Solve problems with 2 unknowns.
• Recognise when fractions can be simplified and use common factors to simplify fractions.
• Express fractions in a common denomination and use this to compare fractions that are similar in value :
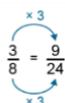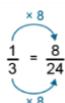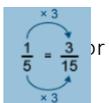
• Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
• Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

Science
Biology
• Identify and name the main parts of the human circulatory system.
• Know the function of the heart, blood vessels and blood.
• Know the impact of diet, exercise, drugs and lifestyles on health.
• Know the main ways in which nutrients and water are transported in animals, including humans.
• Classify living things into broad groups according to observable characteristics and based on similarities and differences.
• Know how living things have been classified.
• Give reasons for classifying plants and animals in a certain way.
• Know how the Earth and living things have changed over time.
• Know how fossils can be used to find out about the past.
• Know about reproduction and offspring (recognising that offspring normally can vary and are not identical to their parents).
• Know how animals and plants are adapted to suit their environment.
• Link adaptation over time to evolution.
• Know about evolution and can explain what it is.
Physics
• Compare and give reasons for why components work and do not work in a circuit.
• Draw circuit diagrams using correct symbols.
• Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
• Know how light travels.
• Know and demonstrate how we see objects.
• Know why shadows have the same shape as the object that casts them.
• Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

History

Chronology (Vikings)
• Know where the Vikings originated from and show this on a map.
• Know that the Vikings and Anglo-Saxons were often in conflict.
• Know why the Vikings frequently won
battles with Anglo-Saxons.

Civilizations from 1000 years ago.
• Know about the impact that the Islamic Civilization had on the world.
• Know why they were considered an advanced society in relation to that period of time in Europe.

Historical Enquiry Skills
• Research in order to find similarities and differences between two or more periods of history.
• Know how to place features of historical events and people from the past societies and periods in a chronological framework.
• Know about the main events from a period of history, explaining the order of events and what happened.
• Know that many of the early civilizations gave much to the world.

Computing

Create Programs
• Give an 'on-screen' robot specific instruction that takes them from A to B.

Develop Programs
• Experiment with variables to control models.

Reasoning
• Make an accurate prediction and explain why they believe something will happen (linked to programming).

Search Engines
• Select and use software to accomplish given goals.

Using Programs
• Produce and upload a podcast.

Safe use
  • Recognise acceptable and unacceptable behaviour using technology.

PE

Athletics
• Demonstrate stamina and increase strength.

Competitive Games
• Agree and explain rules to others.
• Work as a team and communicate a plan.
• Lead others in a game situation when the need arises.

Gymnastics
• Combine own work with that of others.
• Create sequences to specific timings.

Outdoor A&A
• Plan a route and a series of clues for someone else.
• Plan with others, taking account of safety and danger.

Dance
• Develop sequences in a specific style.
• Choose own music and style.

Evaluate
• Know which sports they are good at and find out how to improve further.

Spanish

Speaking
• Hold a simple conversation with at least 4 exchanges.
• Use knowledge of grammar to speak correctly.

Reading
• Understand a short story or factual text and note the main points.
• Use the context to work our unfamiliar words

Writing
• Write a paragraph of 4-5 sentences.
• Substitute words/phrases

Music

Performing
• Sing in harmony confidently and accurately.
• Perform parts from memory.
• Take the lead in a performance.

Compose
• Use a variety of different musical devices in composition (including melody, rhythms and chords).

Use and understand
• Analyse features within different pieces of music.

Appreciate
• Evaluate how the venue, occasion and purpose affects the way a piece of music is created.

History
• Compare and contrast the impact that different composers from different times have had on people of that time.

Art

Using Sketchbooks
• Explain why different toold have been used to create art.
• Explain why chosen specific techniques have been used.
• Know how to use feedback to make amendments and improvement to art.
• Know how to use a range of e-resources to create art.

Drawing, painting and sculptures
• Know how to overprint to create different patterns.
• Know which media to use to create maximum impact.
• Use a full range of pencils, charcoal or pastels when creating a piece of observational art.

Study of great artists
• Explain the style of art being used and how it has been influenced by a famous artist.
• Understand what a specific artist is trying to achieve in any given situation.
• Understand why art can be very abstract and what message the artist is trying to convey.