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*End of Year Expectations  
for a Year Six Child*

## Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	How do we make a difference?	How did World War II affect Manchester?	Why should we save the rainforest? (South America)	Is Shakespeare really relevant today?	Who are we? (Horror!)	Hola Mexico! Who were the Mayans?
Main subject focus	History	Geography	Literacy	History	Science	Geography



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English

### Being a reader

- I can read words aloud and understand the meaning of at least half of the words on the Year 5/6 list.
- I can read, understand and enjoy a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions
- I can show my understanding of texts by summarizing the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- I can fully explain my views with reasons and evidence from the text.
- I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. Fun or research.
- I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
- I can read whole books, including novels, with confidence.
- I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

### Being a speaker

- I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others views.
- I can take an active part in discussions and can take on different roles.
- I explain ideas and opinions giving reasons and evidence.
- I listen to, and consider the opinions of others in discussions.
- I make contributions to discussions, evaluating others ideas and respond to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the content.
- I can perform my own compositions, using appropriate notation, volume and expression so that literal and implies meaning is clear.
- I can perform poems by memory making deliberate choices about how to convey ideas about characters, contexts and atmosphere

### Being a writer

- I can select appropriate grammar and vocabulary
- I can describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action
- I can use a wide range of devices to build cohesion within and across paragraphs (adverbials, pronouns, prepositional phrases)
- I can use organizational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- I can extend sentences with more than one clause by using a range of conjunctions and relative clauses
- I can use passive verbs (e.g. the work was marked by the teacher.)
- I can understand and uses the subjunctive form (e.g. If I were you, I'd accept the invitation.)
- I can use the present perfect form of verbs (e.g. I have walked to school.)
- I can choose nouns or pronouns appropriately
- I can use conjunctions, adverbs and prepositions
- I can use fronted adverbials
- I can use standard English
- I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural
- I can use and punctuates direct speech
- I can use commas after fronted adverbials
- I can use commas to clarify meaning
- I can use brackets, dashes or commas to indicate parenthesis (extra information)
- I can use hyphens
- I can use semicolons, colons or dashes between independent clauses
- I can use ellipsis
- I can use prefixes and suffixes and understands how to add them
- I can spell words with silent letters
- I can continue to distinguish between homophones and other words which are often confused
- I can place the possessive apostrophe accurately in words with regular and irregular plurals
- I can write legibly, fluently and with increasing speed
- I can decide whether or not to join specific letters
- I can choose the writing tool which is best suited for a task
- I can increase quality and consistency of their handwriting
- I can join words and joins clauses using subordination (e.g. because, that, if when) and co-ordination (e.g. but, or, and)
- I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can use expanded noun phrases (gives extra detail about the noun)
- I can use tenses accurately
- I can use different sentence structures
- I can use direct speech
- I can use subordinate clauses (a clause that must be attached to a main clause for it to make sense)



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## A Year Six Child Mathematics

### Addition Strategies

Column addition

$$\begin{array}{r}
 6584.65 \\
 + 5848.2 \\
 \hline
 12432.85 \\
 \hline
 111
 \end{array}$$

### Subtraction Strategies

Column subtraction

$$\begin{array}{r}
 3 \quad 6 \quad 11 \quad 10 \\
 - 3 \quad 4 \quad 7 \quad 1 \\
 \hline
 3 \quad 8 \quad 2 \quad 4 \quad 9
 \end{array}$$

When subtracting decimals with different numbers of decimal places, children should be taught and encouraged to make them the same through identification that 2 tenths is the same as 20 hundredths, therefore, 0.2 is the same value as 0.20.

### Multiplication Strategies

Long multiplication

$$\begin{array}{r}
 24 \\
 \times 16 \\
 \hline
 144 \\
 240 \\
 \hline
 384
 \end{array}$$

Grid multiplication

$$\begin{array}{r}
 \checkmark 4.92 \times 3 \\
 \begin{array}{|c|c|c|c|}
 \hline
 4 & 0.9 & 0.02 & \\
 \hline
 \times & 3 & & \\
 \hline
 12 & 2.7 & 0.06 & \\
 \hline
 12.00 & & & \\
 0.70 & & & \\
 + 0.06 & & & \\
 \hline
 12.76
 \end{array}
 \end{array}$$

### Division Strategies

Chunking

$$\begin{array}{r}
 \checkmark 87.5 \div 7 \\
 \begin{array}{r}
 12.5 \\
 7 \overline{) 87.5} \\
 \underline{-70.0} \quad 10x \\
 17.5 \\
 \underline{-14.0} \quad 2x \\
 3.5 \\
 \underline{-3.5} \quad 0.5x \\
 0
 \end{array} \\
 \text{Answer: } 12.5
 \end{array}$$

Short division

$$\begin{array}{r}
 86 \overline{) 2} \\
 5 \overline{) 432}
 \end{array}$$

### Being a mathematician

#### Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving percentages.
- I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.
- I can divide numbers of up to 4 digits by a two-digit number using a formal written method.
- I use my knowledge of order of operations to carry out calculations involving all four operators.
- I can add and subtract fractions with different denominators and mixed numbers.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions from whole numbers.
- I can calculate decimal fraction equivalents.
- I can solve problems with more than one step and operation, explaining why I used them and using estimation to check answers to calculations.
- I can solve problems which require answers to be rounded to a specified degree of accuracy.
- I can use written division methods for numbers with up to two decimal places.
- I can use equivalencies between simple fractions, decimals and percentages to help me solve problems.
- I can solve problems involving the calculation of percentages. I can use percentages for comparisons.
- I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples for this,
- I can use simple formulae.

### Being a mathematician

#### Measurement, geometry & statistics

- I can recognize, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles and know that a radius is half of the diameter.
- I can read, write and convert between standard units, converting measurements and length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.
- I can interpret and construct pie charts and line graphs and use these to solve problems.
- I can calculate and interpret the mean as an average.

## Being a Scientist

- I can describe and give reasons for 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.
- I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
- I can recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- I can describe the ways in which nutrients and water are transported within animals including humans.
- I can recognize that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.
- I can recognize that living things produce offspring of some kind but normally offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- I can recognize that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into our eye.
- I can explain that we see things because light travels from light sources to our eyes.
- I can use the idea that light travels in straight lines explain why shadows have the same shape as the objects that cast them.
- I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the position of switches.
- I can use symbols when representing a simple circuit.



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### Being a Geographer

- I can name and locate countries and cities of the UK.
- I can name and locate the main countries and capital cities in Europe and North & South America.
- I can identify and name the Tropic of Cancer, the Tropic of Capricorn and the Antarctic Circles.
- I can use knowledge of time zones to work out journey times around the world.
- I can name and locate many of the world's famous mountainous regions in an atlas.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can use 6 figure co-ordinates.
- I can use Ordnance Survey symbols.
- I can use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- I can answer questions using a map.

## Being an Historian

- I can produce timelines of periods studied and can note connections, trends and contrasts over time.
- I can place pictures, artefacts and other sources in chronological order.
- I know and understand the history of these island as a coherent, chronological narrative from the earliest times to the present day.
- I can make choices about which reliable sources of factual evidence to use to describe the main events, people and aspects of WWII.
- I can identify some cause and impacts of events in WWII on Manchester, Britain and wider world.
- I am developing an understanding ways in which people's lives have shaped this nation.
- I can generate a variety of different questions and choose reliable sources of evidence.
- I can describe some of the important features of the Mayan civilization and how it compares/contrasts to British society of the same time (AD 900).
- I am beginning to understand that evidence from the past or present is propaganda, opinion or misinformation and can affect our interpretation.
- I suggest reasons for contrasting arguments or different interpretations of the past can analyse a source of information for its accuracy, usefulness and relevance.
- I can give and explain reasons why people in the past might have acted the way they did and how their lives have impacted on this nation and am able to empathize with them.
- I can present my findings about the past using my speaking, drama, drawing, maths and ICT skills.
- I can produce structured writing which selects and organizes information using a range of term and dates accurately. I use evidence to support my point of view.
- I can write for a specific audience and purpose.

## Being an Artist

- I can consider and discuss art and design from the past and present and the reasons for their creations.
- I can discuss and write my opinions about a piece of art work commenting on: focus, style and appeal, listen to the ideas and views of others, modelling correct vocabulary relating to –line, shape, colour, tone, pattern, texture.
- I can understand and use perspective, scale and proportion and use this knowledge in any 3D or 2D work.
- I use a variety of techniques, tools and skills acquired to create a mood or effect.
- I can discuss shades and tones (shade adding black, tone adding white), complimentary and harmonious colours and use these to create a specific effect.
- I can make imaginative use of the knowledge I have acquired of tool, techniques and materials to express my own feeling through a 3D model.
- I can explain the different grades of pencil for shading and the effects of reflected light on a sketch.
- I evaluate my final piece and comment on tools, skills used, effect and mood and suggest areas for improvement.



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## Being a Computer User

- I can use appropriate strategies for finding, critically evaluating, validating and verifying information e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I understand some messages may be malicious and know how to deal with this.
- I can create a program and explain how an algorithm works.
- I can use selection in programs.
- I can use logical reasoning to detect errors in algorithms and debug it effectively.
- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project
- I can discuss the risks of online use of technology.
- I can use technology in ways which minimizes risk e.g. responsible use of online discussion.

## Being a Linguist

- I can name and describe people.
- I can name and describe a place
- I can hold a simple conversation with support with four exchanges.
- I am beginning to understand a short story or factual text and note the main points. I can use the context to work out unfamiliar words.
- I am beginning to write a paragraph of 4-5 sentences.
- I can use substitute words and phrases

## Being a Designer

- I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer aided design.
- I can select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- I can select from and use a wider range of materials and components, including construction materials, and textiles according to their functional properties and aesthetic qualities.
- I can investigate and analyze a range of existing products.
- I can evaluate my ideas and products against design criteria and am beginning to take into account the views of others to improve my work.
- I understand how key events and individuals in design and technology have helped shape the world.
- I apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
- I understand and use mechanical systems in my products (e.g. Gears, pulleys, cams, levers and linkages)
- I understand and use electrical systems in my products (e.g. Series circuits incorporating switches, bulbs, buzzers and motors).
- I understand and apply the principles of a healthy and varied diet.
- I prepare and cook a variety of predominantly savory dishes using arrange of cooking techniques.
- I understand seasonality, and know where and how a variety of ingredients are reared, caught and processed.



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### Being a musician

- I can play clear notes on instruments including the glockenspiel and keyboard
- I can understand and use staff notation.
- I can sing in harmony confidently and accurately.
- I can perform parts from memory.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features in different pieces of music.
- I can compare and contrast the impact that different composers from different times have had on the people of that time.
- Traditions – gospel, reggae, modern classics (Beatles, film).
- I can improvise and compose music for a range of purposes using their inter-related dimensions in music.

### PSE Themes

- Drug education
- Exercise and diet
- Self-esteem (transition)
- Self-esteem (puberty)
- Life cycles and reproduction
- Micro organisms
- Respect for the community
- Diversity and difference
- Global environmental issues
- School, local and national democratic procedures.

### Being a reflective thinker

- I can outline Christian, Hindu and/or non-religious beliefs about life and death.
- I can explain some reasons why Christians and humanists have different ideas about the afterlife.
- I can show an understanding the values of sacred buildings and art.
- I can make the difference between Muslim practice and the five pillars and their beliefs about god and the prophet Mohammed.
- I can describe and reflect on the significance of the holy Qur'an to Muslims
- I can outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- I can consider the similarities and differences in beliefs and behavior in different faiths.

### Being a sportsman

#### Games

- I can play to agreed rules
- I can explain rules
- I can umpire
- I can make a team communicate and plan
- I can lead others in a game situation

#### Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific things.

#### Dance

- I can develop sequences in a specific style
- I can choose my own music and style.

#### Athletics

- I can demonstrate stamina.

#### Outdoor and adventurous

- I can plan a route and series of clues for someone else.
- I can plan with others taking account of safety and danger.