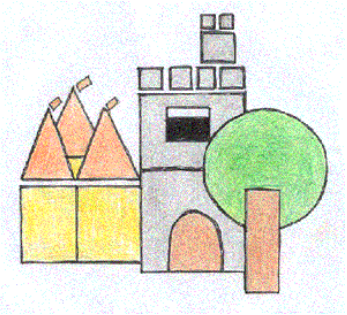
Miers Court Primary School



End of Year Expectations for Year 6

This booklet 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.

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 your child's class teacher.

Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences with more than one subordinate clause and phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan 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 (eg. 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 a semi-colon, colon or dash to mark the boundary between independent clauses.
- Use a colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use the full range of punctuation matched to requirements of text type.
- Use a 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

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge or order of operations to carry out calculations involving four operations.
- Multiply 4-digit by 2-digit numbers and divide 4-digit numbers by 2-digit numbers.
- 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 and calculate % of whole number.

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.

Light

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out 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 of voltage of cells used in the circuit.
- Compare and give reasons for variations 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.

PE

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis.
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges, both individually and within a team.

Art

- Use sketch books to collect, record, review, revisit and evaluate.
- Improve mastery of techniques – digital media (computing link), textiles and collage.
- Learn about great artists, architects and designers.

Modern Foreign Languages

- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Music

- Develop an understanding of musical composition organising and manipulating ideas.
- Improve and compose music for a range of purposes.
- Compose music for a range of purposes using the inter-related dimensions of music.
- Sing with increasing confidence and control.
- Play and perform in solo and ensemble contexts with increasing accuracy.
- Appreciate different styles of music.

Computing

- Design, write and debug a program using a second programming language based on their own ideas.
- Design, write and debug their own computer control application.
- Use sequence, selection, repetition and variables in programs.
- Use logical reasoning to detect and correct errors in algorithms (and programs).
- Write a program that accepts inputs other than keyboard and mouse and produces outputs other than screen or speakers.
- Give clear and precise logical explanations of a number of algorithms.
- Understand how mobile phone or other networks operate.

Information Technology

- Select, use and combine a range of programs on multiple devices.
- Design and create systems in response to a given goal.
- Analyse and evaluate data.
- Make use of a range of search engines appropriate to finding information that is required.
- Appreciate that search engines rank pages based on the number and quality of inbound links.

Digital Literacy

- Show that they can think through the consequences of their actions when using digital technology.
- Identify principles underpinning acceptable use of digital technologies.
- Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts.
- Form an opinion about the effectiveness of digital content.
- Use online tools to plan and carry out a collaborative project.

RE

- Use and interpret information about religions from a range of sources.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.

Design and Technology

- Use research and criteria to develop products which are fit for purpose and aimed at specific groups
- Select from and use a wider range of materials and components including construction materials and textiles
- Evaluate existing products and improve own work
- Cook savoury dishes for a healthy, varied diet.

Geography

- Locate and describe several physical environments in the UK, eg coastal and mountain environments and how they change. Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK.
- Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America.
- Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate, seasons and vegetation.
- Understand how climate and vegetation are connected in biomes, eg. the tropical rainforest and the desert. Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate.
- Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed.
- Know and understand what life is like in cities and in villages and in a range of settlement sizes. Understand that products we use are imported as well as locally produced. Explain how types of industry in the area have changed over time. Understand where our energy and natural resources come from.
- Understand how a region has changed and how it is different from another region of the UK.
- Know information about a region of Europe and North or South America, its physical environment and climate and economic activity.
- Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Explain several threats to wildlife/habitats.
- Use physical and political maps to describe key physical and human characteristics of regions of Europe or North or South America. Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Use thematic maps for specific purposes.
- Make sketch maps of areas using symbols, a key and a scale. Use digital maps to investigate features of an area. Present information gathered in fieldwork using a range of graphs.
- Plan and carry out fieldwork investigation in an urban area and/or a rural area using appropriate techniques.

History

- Produce overviews of the most significant features of different themes, individuals, societies and events covered.
- Sequence, with independence, the key events, objects, themes, societies and people using dates, period labels and terms.
- Compare similarities, differences and changes within and across some topics.
- Explain the role and significance of different causes and effects of a range of events and developments.
- Explain reasons why particular aspects of a historical event, development, society or person were of particular significance.
- Explain how and why it is possible to have different interpretations of the same event or person.
- Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.
- Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.