The Stoke Poges School

End of Year Expectations

Year 6

This booklet provides information for parents/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 child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child, please talk to your child's class teacher.

Maths End of Year Skills - Year 6

Using and Applying

- I can suggest, plan and develop lines of inquiry
- I can collect, organise and represent information

Number and Place Value

- I can read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit
- I can round any number to a required degree of accuracy
- I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0

Addition, subtraction and algebra

- I can perform mental calculations, including with mixed operations and larger numbers
- I can use my knowledge of the order of operations to carry out calculations involving the 4 operations
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
- I can use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy
- I can substitute values into simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- I can generate and describe linear number sequences
- I can express missing number problems algebraically
- I can find pairs of numbers that satisfy an equation with two unknowns
- I can enumerate possibilities of combinations of two variables
- I can use formal methods to solve multi-step problems

Multiplication and Division

- I can multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication
- I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
- I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate
- I can perform mental calculations, including with mixed operations and large numbers
- I can identify common factors, common multiples and prime numbers
- I can use my knowledge of the order of operations to carry out calculations with the four operations
- I can solve problems using multiplication and division
- I can use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy
- I can use simple formulae
- I can generate and describe linear number sequences
- I can express missing number problems algebraically
- I can find pairs of numbers that satisfy an equation with two unknowns
- I can enumerate possibilities of combinations of two variables

Fractions, Decimals, Percentages, Ratio and Proportion

- I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
- I can calculate using fractions, decimals and percentages
- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination

- I can compare and order fractions, including fractions >1
- I can add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)
- I can divide proper fractions by whole numbers (e.g. 1/3 shared by 2 = 1/6)
- I can associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
- I can identify the value of each digit to three decimal places
- I can multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- I can multiply one digit numbers with up to two decimal places by whole numbers
- I can use written division methods in cases where the answer has up to two decimal places
- I can solve problems which require answers to be rounded to specified degrees of accuracy
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- I can solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison
- I can solve problems involving similar shapes where the scale factor is known and can be found
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Statistics

- 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

Geometry

- I can use 2D shapes using given dimensions and angles
- I can compare and clarify 3D and 2D shapes based on their properties
- I can recognise, describe and build simple 3D shapes, including making nets
- I can compare and classify geometric shapes based on their properties and sizes
- I can find unknown angles in any triangles, quadrilaterals and regular polygons
- I can use mathematical reasoning to find missing angles
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles
- I can describe positions on the full coordinate grid (all four quadrants)
- I can draw and translate simple shapes on the coordinate plane and reflect them in the axes

Measures

- I can calculate with measures
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- I can 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 using decimal notation to up to three decimal places
- I can convert between miles and kilometres
- I can recognise that shapes with the same areas can have different perimeters and vice versa
- I can recognise when it is possible to use formulae for area and volume of shapes
- I can calculate the area of parallelograms and triangles
- I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units (e.g. cubic mm and cubic km)
- I can read, write and convert time between analogue and digital 12 and 24 hour clocks, using am and pm where necessary
- I can calculate the duration of an event using appropriate units of time

Reading

- I can use words and word parts to think about what new words mean and sound like
- I can continue to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books as well as text books
- I am becoming familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions
- I can identify and discuss themes and conventions in and across a wide range of writing
- I can ask questions about reading to further improve understanding
- I can justify views
- I can make comparisons within and across books
- I have learnt a wider range of poems by heart
- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding
- I can check understanding of books through discussion and exploring the meaning of words
- I can show understanding of reading by drawing inferences from within the text and justifying them with evidence
- I can predict what may happen in a story from details given and suggested in the text
- I can identify key details and ideas in texts by summarising a given number of paragraphs
- I know authors use particular language which will have impact on the reader
- I can distinguish between statements of fact and opinion
- I can retrieve, record and present information from non-fiction
- I can participate in discussions about books by listening to others' ideas
- I can present or debate on topics, using notes if necessary

Writing

Spelling:

- I can spell most words correctly from the Year 5/6 spelling list

Handwriting:

- I can write legibly, fluently and with increasing speed
- I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters

Composition and GPS

- I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing
- I understand how words are related by meaning as synonyms and antonyms
- I understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing
- I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis
- I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text
- I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. 'It's raining; I'm fed up!'
- I can use the colon to introduce a list and use semi-colons within lists
- I can use bullet points to list information
- I can use hyphens for clarity e.g. man eating shark or man-eating shark
- I understand the following words:
    - Subject
    - Object
    - Active
    - Passive
    - Synonym
    - Antonym
    - Ellipsis
    - Hyphen
    - Colon and semi-colon
    - Bullet points
- I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward
- I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer
- I can read work looking for spelling errors and correct them using a dictionary