



End of Year Expectations for Year 6

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the year group.

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 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 year group staff.

More information can be found at:

School website: <http://www.town-farm.surrey.sch.uk/>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>



Maths

'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.'

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

National Curriculum for Mathematics

By the end of year 6, children will structure their own investigations and solve a wide variety of increasingly complex problems. They will independently develop their own lines of enquiry and be expected to prove their solutions in a variety of ways including algebra, negative proof (use a counter example to prove the rule) and be able to communicate their results using accurate mathematical language. Children will demonstrate secure knowledge and confidence to talk in depth about mathematical concepts and explain their solutions, decisions and reasoning.

Some examples:

- Compare and order numbers up to 10,000,000.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context.
- Solve number and practical problems that involve all of the above.
- Multiply and divide a 4-digit by 2-digit number using a formal written method
- Identify common factors, common multiples and prime numbers.
- Solve problems involving addition, subtraction, multiplication and division, deciding which operations and methods to use and why.
- Simplify fractions by expressing fractions with same denominations.
- Compare and order fractions including fractions less than 1.
- Calculate decimal fraction equivalent for a simple fraction.
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal



points.

- 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
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- Multiply 1-digit numbers with up to two decimal places by whole numbers
 - Calculate % of whole number
 - Use simple formulae
 - Express missing number problems algebraically
 - Calculate the area of parallelograms and triangles



Reading

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

National Curriculum for English

It is expected that readers in Year 6 will select books from an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks. Texts will include modern fiction, fiction from British literacy heritage and books from other cultures and traditions (including pre-twentieth century titles). Year 6 readers will show increasing independence in their choice of reading but may need support to be introduced to books that will challenge them and extend their skills. Book choices will include titles that are playful with genre conventions (e.g. parody) and which demand more resilience of the reader in terms of length and complexity of vocabulary and sentence structures. Novels will explore more mature themes and complex structures which give readers greater scope for inference to be drawn through character and setting clues.

Some examples:

- Refers to text to support opinions and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact and opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences.
- Skims and scans to aide note-taking.



Writing

In all aspects of writing, pupils will be expected to be able to explain and justify their vocabulary, sentence lengths and punctuation choices in relation to the impact on the reader and/or the effect on their audience.

A Year 6 writer will be expected to be able to move between standard and non-standard forms of English appropriately and chooses registers of language (formal/informal, personal/impersonal) for effect and will vary writing for interest (perhaps by 'writing in an accent'.)

In narrative writing, the Year 6 writer writes well-structured openings and ensures that endings relate convincingly to central plot of their narrative. Dialogue, Action and description are interwoven appropriately throughout their writing.

A year 6 writer is able to evaluate and edit their own and others' writing against specific criteria for audience and purpose. They will use specific grammatical terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points) when talking about their own and others' writing.

Some examples:

- 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).
- Evidence of sentence structure and layout matched to requirements of text type.
- Semi-colon, colon, dash to mark the boundary between independent clauses.
- Correct punctuation of bullet points.
- Hyphens to avoid ambiguity.
- Full range of punctuation matched to requirements of text type.
- Wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent and personal style.



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
- Describes the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- 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 and 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.