QEGS

BLACKBURN

QEGS KEY OBJECTIVES

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 staff have identified these objectives as being the minimum requirements your child must meet in order to ensure suitable progress through to the following year.

Development throughout the year

The key objectives in this booklet are intended to be achieved by the <u>end</u> of the current academic year. Your child's progress on these objectives will be tracked throughout the year by the teachers. The children will also follow their own development using their Progress Tracker booklets, and feedback will be given on Parents' Evening regarding your child's progress.

The curriculum we follow is designed to ensure that the children have a thorough understanding of each objective and subject, and can apply them in a variety of academic situations.

Any extra support you can provide in helping your children to achieve these is greatly valued.

READING

- Vary pace and tone of reading to suit the sentence.
- Use subtleties of expression and tone based on the author's use of punctuation.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise phrases which add detail to sentences
- Give a view about an author's choice of vocabulary, structure and style.
- Refer to the text concisely to support opinions and predictions.
- Distinguish between fact and opinion.
- Identify the main ideas in a paragraph and can pick out the details that tell me this.
- Infer characters' feelings from their actions and speech in a story.
- 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 (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 bracket, dashes and commas to indicate parenthesis.
- 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 a full range of punctuation matched to the requirements of a 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 and fluently at a swift pace across tasks.
- Spell the words on the Year 6 spelling lists correctly.

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.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply a 4-digit number by 2-digit number.
- Divide a 4-digit number by 2-digit number.
- 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.
- Calculate % of a whole number.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.
- Recognise when to use formulae for perimeter, area and volume of shapes
- Calculate the area of parallelograms and triangles.
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions and solve problems on the full coordinate grid (all four quadrants).
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average.
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy an equation with two unknowns.
- Solve problems involving the relative sizes of two quantities.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.

SCIENCE

- Plan different types of investigation to answer questions.
- Recognise and control any variables within investigations.
- Take measurements, using a range of equipment, and do this with increasing accuracy and precision, taking repeat readings when appropriate.
- Record information and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further tests.
- Report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.
- Explain how much trust can be placed in a set of results.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Tracking Progress

The teachers use the following terminology to help track your child's progress through a particular subject. The aim is for every child to be secure in each subject area by the end of the academic year.

Beginning – This indicates your child is currently working towards the majority of the objectives contained in this booklet. This is very common in the Michaelmas term, as many objectives are still to be covered.

Developing – This indicates your child has achieved some of the key objectives and is currently working towards others.

Secure – This indicates your child has achieved the majority of the key objectives in a subject. As it is based on the objectives for the whole year, this is a level more likely to be achieved towards the end of the academic year.

Exceeding – This indicates that your child has achieved all of the key objectives and is working at a level beyond the majority of the key objectives.

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 teacher.