

## Maths Stage 6 Key Learning Objectives

I can use negative numbers to calculate intervals across zero
I can multiply a number (including decimals) with up to 4 digits by whole numbers
I can divide numbers using long division, interpreting the remainders as a fraction or decimal up to 2 decimal points
I can use BIDMAS/BODMAS to carry out calculations
I can compare and order fractions of any size using common factors to simplify
I can add and subtract fractions with different denominators and mixed numbers
I can multiply simple pairs of proper fractions and divide proper fractions by a whole number
I can round any whole or decimal numbers (up to 2 decimal places) to a required degree of accuracy
I can solve problems involving the calculation of percentages
I recall and use equivalences between fractions, decimals and percentages
I can solve problems using ratio and proportion using multiplication, division and fraction facts
I can solve problems involving similar shapes where the scale factor is known
I can generate and describe linear number sequences
I can express missing number problems algebraically
I can convert units of measure between smaller and larger units and convert miles to kilometres
I can use simple formula to calculate the area of parallelograms and triangles, and the volume of cubes and cuboids
I can illustrate and name parts of a circle
I can find missing angles in triangles, quadrilaterals and regular polygons, using vertical opposites
I can describe positions on the full co-ordinate grid and can translate and reflect shapes on it
I can construct and interpret pie charts, and calculate the mean of data presented in a variety of ways



**Stanburn Primary School**

Believe Achieve Succeed

*Learning Without Limits*

End of Year Expectations

**Year 6**

## Reading Stage 6 Key Learning Objectives

I can discuss the influence of time/ place and how this impacts on the attitudes and themes within a text
I can identify and discuss themes and conventions across a wide range of writing that I have read independently
I can clearly explain my understanding of texts, including the meaning of words in context
I can recognise and identify features from different genres within one text
I can consider and evaluate how effectively texts are laid out
I can compare a variety of texts, and explain the differences and similarities
I can ask questions that challenge the understanding of texts for others
I can form predictions and opinions on a text, and explain and justify with examples from the text (PEE structure)
I can comment and compare on the language choices authors have made over a range of texts
I can investigate the use of figurative language within a range of texts, identifying the impact it has on the reader
I can identify and comment on how writers use grammatical features for effect, for example, the use of short sentences to build tension
I justify inferences I have made using evidence from across the text
I can participate in discussions about books, building on the ideas of others, or presenting a counter-argument in response to the point of view of others
I confidently participate in formal presentations and debates about reading using a wide range of the formal language of debate
I can provide reasoned justifications for my own views, and consider the views of others
I can efficiently summarise ideas over a text, collating and organising information for research purposes
I can use text-marking to make research efficient and fast
I can discuss my understanding of texts, including my knowledge of morphology and etymology to read aloud and understand new words
I can comment on the way the poet has chosen to structure a poem, drawing upon comparisons with other poems
I have learnt a range of poetry by heart, and can perform it with dramatic effect, impacting on my audience

## Writing Stage 6 Key Learning Objectives

I can spell a wide range of words with silent letters, and the words on the Years 3,4,5 and 6 spelling lists
I can spell homophones and other words which are often confused
I can use a dictionary efficiently to check spelling and meaning
I can use a thesaurus efficiently to find alternative words and expand my vocabulary
I have developed a fluent, legible and well presented personal style of handwriting
I identify my audience and the purpose before writing, and adapt my writing accordingly
I can justify my choice of grammatical structures and features, and vocabulary, explaining how it can change or enhance meaning
I can develop setting, atmosphere and character, from what I have read, listened to or seen performed
I can use the passive voice to present information with a different emphasis
I can plan, develop and sustain main ideas logically in my narrative and non narrative writing
I can use character, dialogue and action to advance events in my narrative writing
I can deliberately control the levels of formality in a piece of writing
I can vary the length of my sentences and paragraphs to create impact on the reader
I can use a range of sentence starters to create specific effects, for example, using adverbials, conjunctions, ing, ed, relative clauses
I can use expanded noun phrases to add appropriate and well chosen detail to sentences, and convey information concisely
I can use a range of cohesive devices, including using adverbials of time and place, reiteration and collocation (two words that go together and sound 'right')
I can use a wide range of punctuation including ()-,: and bullet points to punctuate sentences and clauses
I automatically proofread my own writing for spelling and punctuation errors, and to edit and improve vocabulary, punctuation or grammar to create impact or improve clarity
I can use my knowledge of word classes to ensure cohesion (e.g. turning a verb into a noun)
I can use the perfect form of verbs to connect an event or activity in the past to another point in time (past, present or future) and can change tense appropriately