

Mathematics Key Objectives

It is vital that your child learns to apply the key mathematical skills outlined below in a real life context.

Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two- and three-digit integers by a two-digit integer

Express one quantity as a percentage of another, e.g. express £400 as a percentage of £1000; find equivalent percentages, decimals and fractions

Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask

Use knowledge of place value and multiplication facts to 10×10 to derive related multiplication and division facts involving decimal numbers, e.g. 0.8×7 , $4.8 \div 6$

Select and use standard metric units of measure and convert between units using decimals to two places, e.g. change 2.75 litres to 2750 ml, or vice versa

Visualise and draw on grids of different types where a shape will be after reflection, after translations or after rotation through 90° or 180° about its centre or one of its vertices

By the end of year 6 the children should have met all of the year 6 objectives and be starting to achieve some of the year 7 objectives.

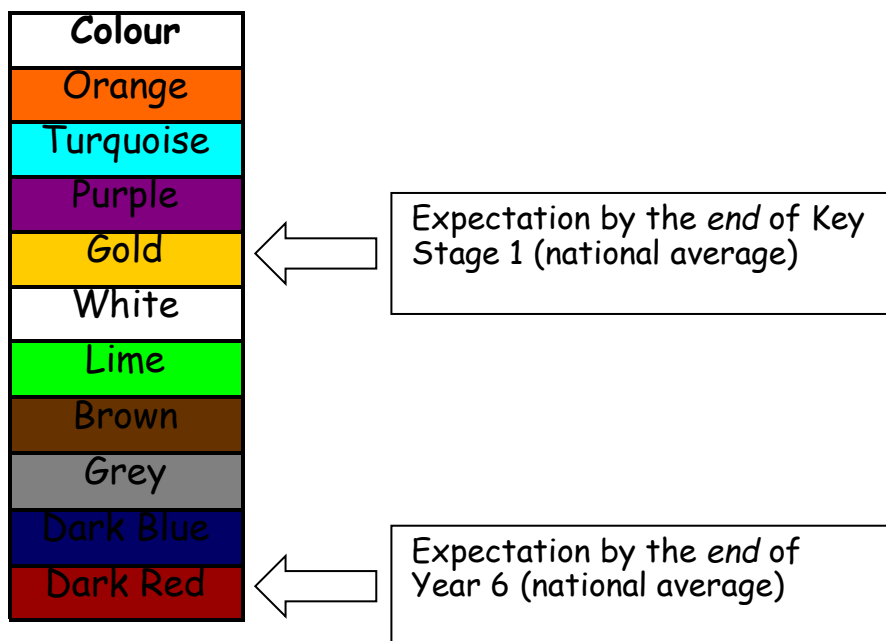


A guide to the national expectations* for a child at the end of Year 6

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression



Reading skills needed for Dark Red

- I can explain explicitly how I made inferences and deductions.
- I am becoming more familiar with less common presentational features and can explain the precise function of typographical features in conveying meaning.
- I can explore how the structural choices support the writer's purpose.
- I can recognise when a word or phrase has more than one layer of meaning and explain this precisely.
- I can interpret figurative language in the light of the whole text.
- I can make explicit statements about an author's technique and intention in choosing particular words, phrases, construction and describe their effect.
- I understand how different parts of text can be linked by a common underlying theme or idea.
- I can recognise the underlying and surface purpose/aim of specific texts.
- I can compare texts in terms of their impact upon the reader and justify my opinion through a range of points.
- I can draw on more than one text to explore themes, ideas and information.

Writing Progression

Below is a sample piece of writing just above the national average for a child at the end of Year 6 (Level 5)

Opening

Two short simple sentences used consecutively for effect (AF5 L5 b1)

Vocabulary chosen to create vivid detail for reader (AF7 L5 b1)

Range of sentence structures, simple, compound and complex, helps to manage the pace of the narrative (AF5 L5 b1)

Effective build up to the end of the opening section (AF2 L5 b2)

Imaginative use of metaphor and simile catches reader's interest immediately (AF2 L5 b3)

Use of short sentence at the end of paragraph creates tension (AF5 L5 b1)

Exploration of narrator's thoughts and feelings conveys state of mind, not wholly consistently (AF1 L5 b1)

Expanded noun phrases add relevant descriptive detail (AF5 L5 b3)

Most sentences accurately demarcated (AF6 L4 b1)

Ending

Some loss of control of sentence structure and punctuation (AF6 L3 b1)

Ending attempts link with opening (AF3 L4 b2)

It was a cold dull saturday, when me, Danny and Jack set out into the woods. We sped along an un-even dirt patch that cut through the middle of the forest like a vein. A branch protruding from the side of the patch, caught the side of my bike. I slowed. They sped. It took a while to catch up but as I rounded a final bend I couldn't believe what I found.

The two bikes were strewn along the ground, the frames mangled. One wheel was still spinning. I gently stopped the wheel and glared at the trail of shrapnel scattered along the ground. There was a cave to the right and next to it a piece of fabric caught on the bush. There was a heavy silence on me as the mind seemed to halt. I was alone.

I felt panicked, my heart was racing. I glanced over my shoulders, reassuring myself that it was all a joke. I froze with worry, seeming unable to move my limbs. I decided that it was time to stop worrying and do something after while.

My only option seemed to be the cave. A feeling of dread swept over me, as I picked my way over to the cave. As I crouched down to avoid the caves low, overhanging lip I saw something that made me jump. A huge row of razor sharp stalagmites, and directly below them a row of stalagmites. This huge formation almost resembled teeth and as I climbed carefully through it I began to hear a voice. It whispered something in a harsh, dry tone, sounding like some ritual, then there was a blue light ahead and I began to walk towards it.

Every few moments the whispers would halt and the light would flare momentarily. A few minutes of walking later I slammed into a large stalagmite. The huge rock-fang leapt from the cave roof and landed next to me with a crash as I ran a large chunk of rock hit me in the back of the head. My vision clouded and I fell unconscious

When me and Jack reached the domed cave my eyes widened and my jaw dropped. Danny was clinging upside down to the rim of the cauldron. Almost on cue there were light-slow footsteps from a small tunnel to the right. Me and Jack hurriedly pushed over the cauldron with a hard metallic crash the footsteps hastened as we hastened out of the dome, we passed the teeth and the mouth of the cave and finally sped out into a thunderstorm. One thing was for sure we were never going there again.