DEAN VALLEY PRIMARY SCHOOL

END OF YEAR EXPECTATIONS YEAR 6

Reading

- I can read aloud and understand the meaning of the words on the Year 5/6 list.
- I can read, enjoy, understand and discuss books that are written by different authors, in different styles.
- I can read books that are structured in different ways for different purposes e.g. for fun or research.
- I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.
- I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.
- I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
- I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.
- I can read whole books, including novels, with confidence.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- I can understand how language, structure and presentation contribute to meaning of a text.
- I can talk about how authors use language, including figurative language and the impact it has on the reader.
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.
- I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.
- I can fully explain my views with reasons and evidence from the text.

Writing

- I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- I can use dictionaries to check the spelling and meaning of words.
- I can spell most words correctly including words that are often misspelt.
- I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use a thesaurus with confidence.
- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

- I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
- I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- I can plan a detailed character and / or setting to have an effect in the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- I can use grammar and vocabulary which is suited to the purpose of my writing.
- 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 draft and write by accurately précising longer passages.
- I can use different techniques to make my writing flow and link paragraphs.
- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- I can give reasoned feedback on mine and others' work to improve it.

Maths

Number and Place Value

- I can read, write, order and compare numbers 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.
- I can solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.
- I can show an understanding of place value including decimals.

Calculation

- I can mentally calculate using a mix of the four operations.
- I can solve problems with more than one step and operation and explain why I used them.
- I can solve addition and subtraction word and practical problems.
- I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.
- I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.
- I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.
- I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.
- I can mentally calculate using a mix of the four operations and increasingly large numbers.
- I can identify common factors, multiples and prime numbers.
- I can use the order of importance of the four operations when answering questions.

- I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use estimating to check answers and problem solving.

Fractions and Decimals

- I can use common factors and multiples to simplify fractions and express fractions in the same denomination.
- I can compare and order fractions including those > 1.
- I can add and subtract fractions with different denominators and mixed numbers.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as 1/4 x 1/2 = 1/8.
- I can divide proper fractions by whole numbers such as 1/3 ÷ 2 = 1/6.
- I can link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3, and 0.378 is 3/8 as a simple fraction.
- I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000.
- I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.
- I can use written division methods for numbers with up to two decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Measurement

- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to.
- I can use, read, write and convert between standard units.
- I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa.
- I can do this using decimal notation up to the 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 to find the areas or volumes of shapes.
- I can calculate the areas of parallelograms and triangles.
- I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3),cubic metres (m^3).
- I can extend this to other units e.g. mm^3 and km^3.

Geometry

- I can draw 2-D shapes using dimensions and angles I am given.
- I can recognise, describe and build simple 3-D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes.
- I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

- I can illustrate and name parts of circles, including radius, diameter and circumference. I 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.
- I can then find any missing angles.
- I can describe positions in all four quadrants on a full coordinate graph.
- I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Statistics

- I can interpret and construct pie charts and line graphs.
- I can use these to solve problems.
- I can calculate and interpret the mean as an average.

Ratio and Proportion

- I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.
- I can solve problems involving the calculation of percentages.
- I can also use percentages for comparisons.
- I can solve problems involving shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping.
- I can use my knowledge of fractions and multiples to do this.

Algebra

- I can use simple formulae.
- I can create and describe linear number sequences.
- I can record missing number problems algebraically.
- I can find pairs of numbers which complete an equation with two unknowns.
- I can create a list of possibilities of the combination of two variables.

SCIENCE

Animals and humans

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.
- I can describe the ways in which nutrients and water are transported within animals, including humans.

Living things and their habitats

- I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences.
- I can give reasons for classifying plants and animals based on specific characteristics.

Evolution and inheritance

- I can recognise that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information.
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution.

Light

- I can recognise that light appears to travel in straight lines.
- I can use the idea that light travels in straight lines and that objects are seen because they give out or reflect light into the eye.
- I can 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.
- I can use the idea that light travels in straight lines to show why shadows have the same shape as the objects that cast them.

Electricity

- I can associate the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.
- I can 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.
- I can use recognised symbols when representing a simple circuit in a diagram.

Computing

- I understand how computers are able to communicate and share information.
- I can use and combine services on the internet to share information.
- I can use more than one piece of software to complete a task.
- I can design a program for a given audience.
- I can use software to help me analyse and present data and information.
- I understand how to protect my computer or device from harm on the internet.
- I understand how to report concerns about content and contact in and out of school.
- I can recognise trustworthy sources of information on the internet.
- I can use a broad range of resources online to find exactly what I'm looking for.
- I can combine software and hardware to solve real life problems.
- I can break code up into related instructions, making debugging easier and quicker.
- I can store and retrieve variables in a program.
- I can use loops, variables and IF statements to alter the way my programs run.

History

- I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- I can understand how our knowledge of the past is constructed from a range of sources.

- I can make confident use of a variety of sources for independent research.
- I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
- I can note connections, contrasts and trends over time and show some use of historical terms.
- I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- I can describe a local history study.
- I can describe a study of an aspect or theme in British history beyond 1066.
- I can use evidence to support arguments.
- I can study a significant turning point in British history-WWII
- I can study the achievements of the earliest civilisations – with an in depth study of Aztecs and Mayans.
- I can explore a non-European society that provides contrasts with British History (Mayas).
- I can understand Greek Life and achievements and their influence on the western world.

Geography

Locational knowledge:

- I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North (Titanic) and South America (Mayas and Aztecs), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (WWII)
- I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge:

- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- I can explore a contrasting non-European society – Mayan Civilisation
- I can understand Greek life and achievements and their influence on the western world.

Human and Physical geography:

- I can describe and understand key aspects of physical geography, including: climate zones, biomes. (Mayans)
- I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Viking/Anglo Saxons)

Geographical skills and fieldwork:

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, trade links.

Art & Design

- I can use sketch books to collect, record and evaluate ideas
- I can select ideas based on first hand observations, experience or imagination and develop these through open ended research
- I can use choose and use a range of pencil techniques to explore shading, texture, line and tone
- I can improve my use of techniques I have been taught selecting the techniques appropriate to work being done
- I have developed sketching and painting techniques using pencil, pen, watercolour and acrylic paint
- I can use a range of tools to add shape, texture, pattern and can combine these qualities.
- I can create a framework to provide stability and form to a sculpture
- I can change and improve my own final work following feedback on my first thoughts and designs
- I can improve mastery of techniques - digital media (computing link), textiles and collage learn about great artists, architects and
- I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
- I can explain and justify my preferences towards different styles and artists.

Design & Technology

- I can use research I have done into famous designers and inventors to inform my designs.
- I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.
- I can use my technical knowledge and accurate skills to problem solve during the making process.
- I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.
- I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.
- I can apply my understanding of computing to program, monitor and control my products.

PE

- I can explain the effect of exercise on my body using scientific language.
- I can swim a minimum of 10m wearing everyday clothes.
- I can climb out of the pool without using the steps.
- I can swim a minimum of 25m using any efficient stroke.
- I can do a sequence of rolls, twists and turns in deepwater with confidence.
- I can drop a football and kick it accurately, as it bounces upwards.
- I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers.
- I can hit a ball using a range of different bats both accurately and for distance.
- I can plan a course of actions against an opponent based on my strengths and their weaknesses.
- I can perform better by taking into account my own previous tactics and also how successful they were.
- I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone.

Music

- I can sing as part of an ensemble with full confidence and precision.
- I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
- I can create a simple composition and record it using formal notation.
- I can develop a deeper understanding of the history and context of music.
- I can appropriately discuss the dimensions of music and recoginse them in music heard.
- I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.
- I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
- I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.

- I can improvise and compose music for a range of purposes using the inter-related dimensions of music.

Modern Foreign Languages

- I can understand the main points and some details from spoken passages on a range of subjects.
- I can understand the main points and some details from a text which includes unfamiliar language.
- I can try to read and understand a range of different texts using clues to help me.
- I can use words and phrases I have learnt from reading and from dictionaries.
- I can write several phrases and sentences from memory and can change them to express my own ideas.
- I can choose the best adjectives to describe people, places and things and the right verb to describe an action.

Religious Education

Christianity:

- I can explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.
- I can describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.
- I can identify ways in which Christians believe the Old Testament prophecies speak about Jesus.
- I can explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God.
- I can suggest answers to questions that the resurrection of Jesus might raise.
- I can identify ways that Christians believe God is with them: prayer; worship; peace in hard times.
- I can explain the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth.
- I can describe how signs of salvation in a church reinforce the Christian idea of forgiveness.
- I can analyse how diverse expressions of Christian worship can reinforce faith & belief.

Islam:

- I can identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.
- I can explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.
- I understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
- I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
- I can identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;
- I can describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.
- I can explain why the Qur'an is so important to Muslims.

- I can analyse how the main features of a mosque explain Muslim key beliefs.

Hinduism:

- I can describe various forms of worship that happen in the Hindu Temple, including Puja.
- I can outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.
- I can identify key Hindu symbols and explain their meaning.
- I can describe how and suggest why Hindus celebrate Diwali and Holi.
- I can compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.
- I can analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.
- I can compare and contrast Hindu ways of understanding family with other religious/non-religious views about family.
- I can explain the Hindu idea of 'Karma and how actions have consequences.

Cross religious/Non-religious viewpoints:

- I can outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints.
- I can identify some of the reasons people believe/don't believe in God.
- I can compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.
- I can compare & contrast what motivates people of a religious and a non-religious belief to work together to impact UK society & the wider world through environmentaland global charities (Islamic Aid, Christian Aid).