

Maths

The maths curriculum requires children to be fluent with their key number skills and methods, explain their mathematical understanding using their reasoning skills and use these skills to problem solve. Times tables, along with other key number facts, remain important; children must be quick, accurate and able to apply.

- ◆ **Round any number to any degree of accuracy.**
e.g. 1.47 to the nearest tenth is 1.5, 1.47 to the nearest whole number is 1 and 184,053 to the nearest hundred thousand is 200,000).
- ◆ **Use negative numbers** e.g. temperature or money.
- ◆ **Solve multi-step problems using different operations, explaining my reasoning.**
Jimmy buys two CDs costing £4.95 each, a pair of trainers that cost £12.50 and a cap that costs £3.85. He pays with two £20 notes. How much change does he get?
- ◆ **Estimate to check answers.**
 37×41 - my estimate could be 40×40 which would be 1600.
- ◆ **Use formal written methods for all four operations (including remainders as fractions and decimals for division).**
See the school's calculation policy (on the website).
- ◆ **Use and apply equivalences between fractions, decimals and percentages.**
E.g. $1/4 = 0.25 = 25\%$
- ◆ **Use, read, write and convert standard units of measure.**
E.g. $0.3\text{kg} = 300\text{g}$, $1/4$ of a litre is 250ml.
- ◆ **Compare and classify 2D and 3D shapes.**
- ◆ **Draw and translate shapes on the coordinates plane and reflect in the axis.**
- ◆ **Interpret and construct pie charts and line graphs.**
- ◆ **Calculate and interpret the mean.**
E.g. $12 + 8 + 3 + 7 + 10 = 40$ $40 \div 5 = 8$
- ◆ **Solve problems linked to ratio and proportion.**
- ◆ **Use simple algebraic formula.**
 $3a = 21$ therefore $a = 7$.



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BOREHAM PRIMARY SCHOOL

Friendship School



'Learning and achieving together in a caring and creative environment'

Boreham Primary School Key learning objectives

Year 6

A guide for parents & carers

Reading

These are the key areas for reading that a Year 6 pupil is expected to achieve over the year. Through guided, group and individual reading, as well as comprehension sessions, the children will be provided with opportunities to read a range of texts types. However, the children are expected to read widely and home, recording what they read in their reading records on a regular basis.

- ◆ **Read aloud and understand the meaning of the words on the Year 5/6 list.**
(See Y5/6 word list).
- ◆ **Read, enjoy and understand a wide range of books, including from our own literary heritage and books from other cultures and traditions.**
(This may include books from classic British authors, such as Mark Twain, Robert Louis Stevenson, as well as modern authors and books from different countries and cultures).
- ◆ **Show my understanding of texts by summarising main ideas and finding evidence to support my views.**
(This evidences where a child has understood what they have read. We encourage parents to ask their children to summarise the last paragraph/page/ chapter, picking out key information).
- ◆ **Explain my views with reasons and evidence from the text.**
(Children need to explain what they think and why e.g. *I think the character Jo is inspirational because she doesn't let criticism get her down (such as when she was told she would never be skilled enough to be a painter) and because she defended her friend against the bullies, even though it meant she was picked on afterwards*).

Writing

In Year 6 writing, the application of key skills is expected on a regular basis. Parents are encouraged to engage their children in writing at home, referring to this list when the child completes homework, for example.

- ◆ **Identify spelling errors and use dictionaries to check the meaning and spelling of words.**
(This is both where a child identifies their own mistake or an adult highlights it).
- ◆ **Change my writing to fit the audience or purpose, adapting language and sentence length.**
For example, an adventure story may use some powerful short sentences for effect e.g. *With my heart pounding, I reached for the brass, dusty doorknob and turned it hopefully. It was locked. My heart plummeted.*
However, in a persuasive piece of writing, a long sentence may be used to describe a point of view clearly.
- ◆ **Write pieces describing characters, settings and atmosphere.**
(These pieces of writing may include different language features, including adverbs and adverbial phrases, adjectives and noun phrases, co-ordinating and subordinating conjunctions, similes, metaphors and many other features).
(See separate Grammar guide).
- ◆ **Include speech that helps picture the character's personality and mood, as well as moving action forward.**
"Just leave me alone", he snarled. "We need to get out...now!", Jemma urged.
- ◆ **Structure my work using headings, sub-headings, columns, tables or bullet points (including in lists).**
- ◆ **Mark and edit work to ensure tense is consistently correct.**
(Past simple/progressive, present simple/progressive, future).
- ◆ **Use the passive voice to affect the presentation of information in a sentence.**
The young seal pups were devoured by the shark.
- ◆ **Use colons and semi-colons accurately, including in lists.**
For camping I will need: a tent, some pegs and matches; not forgetting the sleeping bag!