

Maths

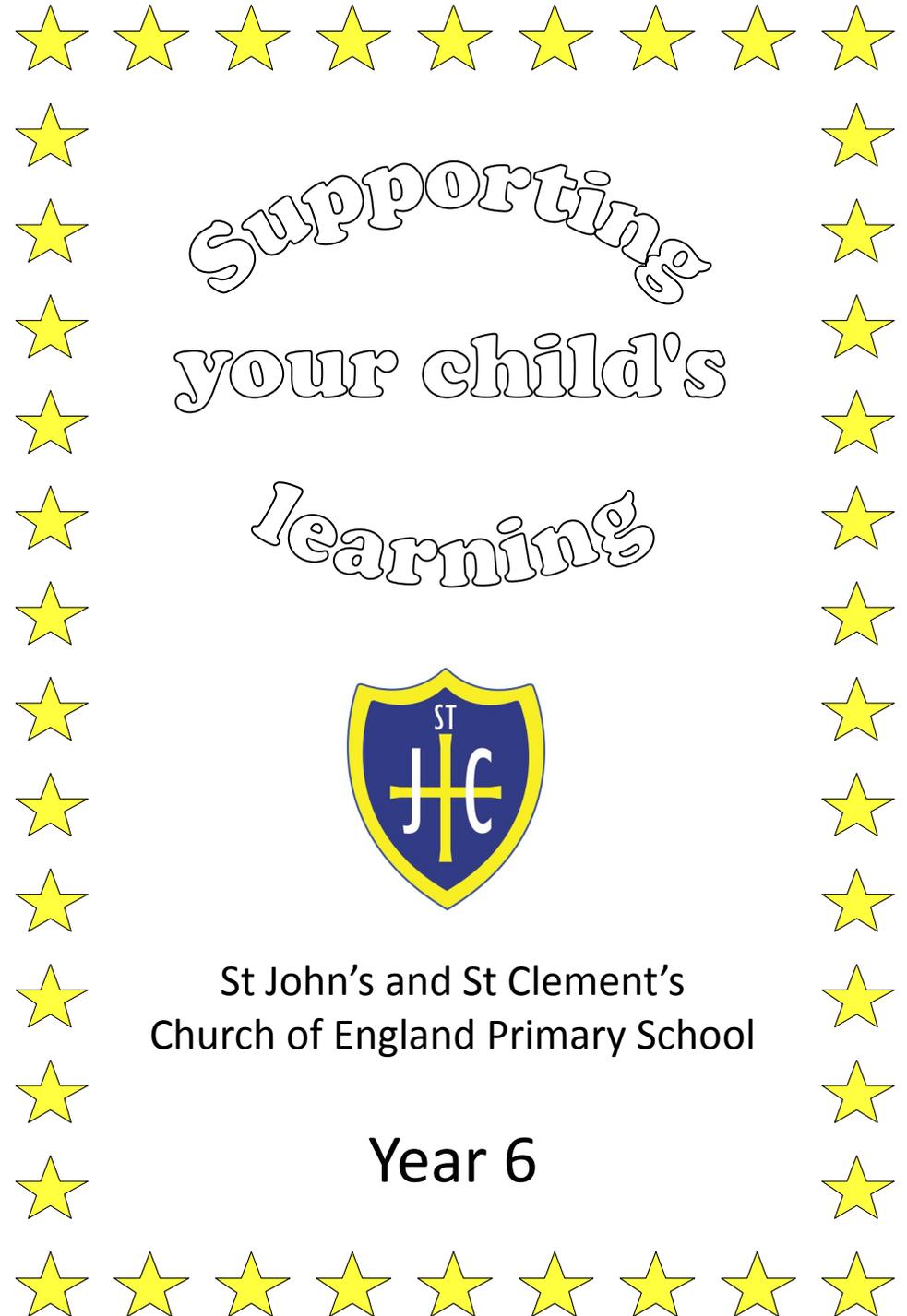
By the end of the year, Year 6 children should be able to;

- Read and write numbers to 10,000,000
- Order and compare numbers to 10,000,000
- Round any number to 10,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000 or 1,000,000
- Recognise the place value of each digit in numbers to 10,000,000
- Use negative numbers in context and calculate intervals across zero, with confidence
- Add and subtract mentally with increasingly large numbers and with decimal numbers, including with mixed operations, using a range of strategies
- Recognise and use in a range of contexts:
 - * Multiples, common multiples, factors, common factors, prime factors
 - * Square numbers to at least 144
- Compare and order fractions, including mixed numbers and improper fractions e.g. which is greater $\frac{4}{5}$ or $\frac{2}{3}$? $2\frac{1}{2}$ or $\frac{9}{4}$?
- Use common multiples to express fractions in the same denomination e.g. $\frac{2}{3}$ and $\frac{3}{5}$ can be expressed as $\frac{10}{15}$ and $\frac{9}{15}$
- Calculate percentage of quantities e.g. 75% of 360, and use percentages for comparison
- Use symbols and letters to represent variables and unknown numbers and quantities, with confidence
- Express more complex missing number problems algebraically by finding pairs of numbers that satisfy an equation with two unknowns e.g. $a \times 12 = 30 + b$
- Use, read, write and convert between all standard units of metric measures (with up to three decimal places) and between all units of time, with confidence



In order to develop into a **confident mathematician**, your child should also be focusing on;

- Using all four operations to solve problems
- Solving number and practical problems that involve all of the above!



Dear Parents and Carers,

We hope you will find this leaflet helpful. It aims to provide some guidelines for what your child should be achieving by the end of the academic year.

Should you have any specific questions or comments, please do not hesitate to speak to your child's class teacher.

Reading

Encourage your child to read a wide range of text from story books to comics, magazines to recipe books, newspaper and leaflets. They may read on electronic devices if this motivates them!

Listening to books on CD, while following the book, is a way to encourage them to try more challenging texts.

By the end of the year, Year 6 children should be able to;

- When reading aloud, read fluently and accurately without undue hesitation
- Learn a wide range of poetry by heart and quote from poems.
- Form strong viewpoints on subjects that are informed through independent reading of fiction and non-fiction, extracting relevant facts and justifying these when engaging in debate with others.
- Draw inferences such as inferring characters' feelings, thought and motives from across a whole text where evidence is built up over time.
- Identify the difference between fact and opinion and identify where a viewpoint is presented through an author's bias towards a subject.
- Read widely and talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems.



If your child is a **confident and able reader**, they will be able to;

- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry to make the meaning clear to the audience.
- Explain and discuss with ease their understanding and interpretation of what they have read

Writing

Encourage your child to complete a range of writing at home, from stories and poems to instructions, shopping lists, descriptions and information writing. Allow them to use a wide range of pens, pencils and paper to develop their creativity in writing.

By the end of the year, Year 6 children should be able to;

- Use the drafting process to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.
- Make deliberate and informed vocabulary choices and decisions about sentence lengths, types and structures, with an understanding of how these changes will impact upon the reader.
- Evaluates the effectiveness of their own and others' writing to propose changes to grammar and vocabulary
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Use the full range of verb tenses appropriately throughout writing and vary tenses effectively and appropriately within writing.
- Link ideas confidently and consistently across paragraphs
- Use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Use a range of punctuation, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).



If your child is a **confident and able writer**, they should

- Have a clear writer's voice and demonstrate a sophisticated command of vocabulary
- Write avidly, willingly and for pleasure and can demonstrate and justify writing preferences.