

## Speaking and Listening

*In relation to talking to others*

Vary vocabulary, grammar and non-verbal features to suit the needs of audience.

Shape talk very deliberately for effect and clarity.

Present a strong argument in a formal debate on an issue, using the language and procedures of debating.

Be able to agree some good ways for opening and closing an interview.

Present a spoken argument that develops coherently and logically and supports its points with evidence and persuasive language.

*In relation to talking with others*

Recognise significant detail and implicit meanings in others' contributions.

Be comfortable in developing others' ideas in different ways.

Show a growing ability to shape the direction of the talk.

Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing.

Work together as a group to prepare an argument against or for the motion in a debate.

## Reading

Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.

Be familiar with most spelling patterns, including complex ones that they come across in reading.

Be aware that the pace of reading can add to the excitement.

Appreciate how a set of sentences has been organised to create maximum effect.

Use skimming, scanning and note-taking to identify the key points in a text.

Recognise how time connectives help to move a story on.

Reading should be accurate and most words read effortlessly.

Read whole books and be introduced to authors which they might not choose themselves.

Learn subject specific vocabulary.

## Writing

Refine sentence constructions to express subtle distinctions of meaning, including hypothesis, speculation and supposition.

Full range of sentence types

**Relative Clauses** - *The balloon, which was multi coloured, floated aimlessly through the air.*

**Colons** - *Some children believe that school uniforms should be banned; others like to wear a uniform.*

**Parenthesis** - *On the outside the lady pretended not to care about losing her purse. (On the inside, she was worried sick.)*

Use punctuation to clarify meaning in sentences.

As above.

Use paragraphs to signal changes in time, scene,

## Writing

Rearrange the sentence construction to add meaning.

Use a full range of punctuation correctly.

? ! , ; : " " ( ) ...

Organise paragraphs coherently.

Use entirely consistently the language associated with first, second and third person.

First person - I, me, my

Second person - You

Third person - he / she

Develop use of subordinate clauses.

**Relative clause** - *The balloon, which was multi coloured, floated aimlessly through the air.*

To reflect on the understanding of the audience and purpose of their writing in selecting appropriate vocabulary and grammar.

**Topic related words** - e.g. *space (mission, gravity, meteor, launch)*

**Use of formal and informal language to suit the writing task.**

Use dictionaries and a thesaurus.

Develop and understanding and enjoyment of language, especially vocabulary, to support writing.

Know how using the passive voice affects the presentation of information.

**Active form** - *The committee approved the new policy.*

**Passive form** - *The new policy was approved by the committee.*

Know how to use expanded noun phrases, modal verbs and adverbs.

**Noun phrases** - *The tall girl with brown hair was afraid of flying.*

**Modal verbs** - should, would, could

**Adverbs** - happily, bravely, unfortunately

## Maths

Pupils are now working with numbers of up to 10 million, can round any number to a required degree of accuracy, and recognise binary numerals to 15, converting these to decimals.

Problem-solving now includes adding and subtracting negative numbers, multiplying numbers with at least 4-digits by 2-digits of whole number using long multiplication.

Divide numbers up to 4-digits by a 2-digit whole number using long division, and interpret remainders as whole number remainders, fractions, decimals or by rounding, using brackets.

Multiply and divide decimals mentally by 10 or 100, and integers to 1000.

Use tables to work with decimals (to 1dp).

Use multiplication facts to derive squares of numbers to  $12 \times 12$ .

Order mixed set of numbers (up to 3dp).

Work out simple % of whole numbers.

Work out which fraction is larger/smaller by cancelling common factors.

Pupils will now be adding and subtracting mixed numbers and fractions with different denominators, dividing proper fractions by whole numbers, calculate decimal fraction equivalents. Calculators can be used for a division calculation to convert a simple fraction to a decimal fraction.

Use pencil and paper methods to multiply and divide.

Use pencil and paper methods to add and subtract decimals.

Pupils learn to identify the value of each digit to three decimal places.

Multiply and divide numbers up to three decimal places by 10, 100 and 1000.

Multiply and divide numbers with up to two decimal places by 1-digit and 2-digit whole numbers.

Multiply and divide decimals by 10 or 100 in the head.

Add and subtract using decimals.

Order numbers (up to 3dp).

Pupils start using the correct notation and symbol in the context of comparing quantities, sizes and scale drawings.

## Maths Continued

Ensure pupils write some known arithmetical rules algebraically, such as  $a + b = b + a$ , and known relations such as  $p = 4s$  for the perimeter of a square. They should also interpret word problems as statements about number and record as a mathematical statement.

Pupils should also write missing number problems algebraically; for example,  $2x - 4 = 8$  therefore  $2x = 12$  therefore  $x = 6$  or finding missing lengths in perimeters and missing angles at a point. Pupils should also find possible solutions for equations with two unknown variables, for example  $x + y = 5$  includes solutions  $x = 1$  and  $y = 4$ ,  $x = 2$  and  $y = 3$ .

Estimate angles and use a protractor to measure them. Work out the perimeter and area of compound shapes.

The curriculum includes finding unknown angles, and illustrating and naming parts of circles, including radius, diameter and circumference. Pupils recognise, describe and build simple 3D shapes including making nets.

Solve word problems and explain their methods.

Use co-ordinates to plot the position of points (all four quadrants.)

Construct, translate and reflect simple shapes on the coordinate plane.

Pupils use, add and subtract positive and negative integers for measures such as temperature and money.

They use the formula to calculate area of a triangle and a parallelogram. This includes identifying the base and its corresponding height, but excludes finding the base or height of a triangle given its area.

Pupils can be introduced to other compound units for speed such as miles per hour and apply their knowledge in science as appropriate.



Basic Skills for  
Maths and English



Year 6