

MATHS YEAR 6

Number: place value

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems involving all of these.

Number- addition subtraction, multiplication and division

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division.

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 . Generate and describe linear number sequences (with fractions). Add and subtract fractions with different denominations and mixed numbers, discussing the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measures

Read write and convert a range of metric and imperial measures. Know equivalences and be able to use fractional notation to express parts of units. Read the time on analogue and digital clocks and use timetables to work out duration..

ENGLISH YEAR 5/6

Spoken Language

Children will be encouraged to:

- Listen and respond appropriately to adults and their peers;
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Reading

- **Word reading**- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 5/6 list, both to read aloud and to understand the meaning of new words that they meet.
- **Reading skills**- focus on scanning, skimming and summarising this term through guided and independent reading.
- **Comprehension**- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Writing

- **Transcription** (spelling, handwriting and presentation). Children will be expected to use a joined handwriting script and take responsibility for the organisation and presentation of their own work.
- **Composition** Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- **Vocabulary**- Children will use further prefixes and suffixes and understand the guidance for adding them. Use knowledge of morphology (form) and etymology (origins) in spelling and understand that the spelling of some words needs to be learnt specifically.
- **Grammar**- Use passive verbs to affect the presentation of information in a sentences and the perfect form of verbs to mark relationships of time and cause. We will look at how modal verbs or adverbs indicate degrees of possibility (could/would/should). Children will use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use these to show shifts in formality between and within pieces of work.
- **Punctuation**- Use commas and hyphens to clarify meaning or avoid ambiguity in writing. Indicate parenthesis using brackets, dashes or commas. Use semi-colons, colons or dashes to mark boundaries between independent clauses.