

Simonside Primary School

Year 6 Curriculum Expectations

Including Non-
Negotiables



A guide for Parents/Carers

End of Year Expectations – Year 6

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Year 6, based on the requirements of the National Curriculum, 2014. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

All of the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these, is greatly valued.

If you have any queries regarding the content of this booklet, or you would like support in knowing how best to help your child, please see your child's teacher and they will be more than happy to help.

SCIENCE

- I can explore different ways to test an idea, choose the best way, and give reasons.
- I can vary one factor whilst keeping the others the same in an experiment and I can explain why I do this
- I can plan and carry out an investigation by controlling variables fairly and accurately. d) I can make a prediction with reasons
- I can use information to help make a prediction
- I can use test results to make further predictions and set up further comparative tests.
- I can explain, in simple terms, a scientific idea and what evidence supports it.
- I can present a report of my findings through writing, display and presentation.
- I can explain why they have chosen specific equipment. (incl ICT based equipment)
- I can decide which units of measurement they need to use
- I can explain why a measurement needs to be repeated
- I can record my measurements in different ways. (incl bar charts, tables and line graphs)
- I can take measurements using a range of scientific equipment with increasing accuracy and precision
- I can find a pattern from my data and explain what it shows
- I can use a graph to answer scientific questions.
- I can link what they have found out to other science
- I can suggest how to improve my work and say why they think this

- I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
- I can report findings from investigations through written explanations and conclusions
- I can identify scientific evidence that has been used to support to refute ideas or arguments
- I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Essential Skills and Knowledge

- 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 my bodies function
- I can describe the ways in which nutrients and water are transported within animals, including humans
- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals
- I can give reasons for classifying plants and animals based on specific characteristics

- I can recognise that light appears to travel in straight lines
- I can use the idea that light travels in straight lines to explain 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 explain why shadows have the same shape as the objects that cast them
- I can identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers)
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches
- I can use recognised symbols when representing a simple circuit in a diagram.
- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago
- 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 give reasons why offspring are not identical to each other or to their parents
- I can explain the process of evolution and describe the evidence for this

- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

MATHEMATICS

Consolidating and building on Year 5, plus:

- Compare & order numbers up to 10 000 000.
- Identify common factors, common multiples & prime numbers.
- Round any whole number to a required degree of accuracy.
- Multiply:
 - 4-digit by 2-digit
- Divide:
 - 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number

READING

Consolidating and building on Year 5, plus:

- Refers to text to support opinions and predictions
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences
- Skims and scans to aide notetaking.

WRITING

Consolidating and building on Year 5, plus:

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Evidence of sentence structure and layout matched to requirements of text type.
- Semi-colon, colon, dash to mark the boundary between independent clauses.
- Correct punctuation of bullet points.
- Hyphens to avoid ambiguity.
- Full range of punctuation matched to requirements of text type.
- Wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write in a legible, fluent and personal style.