

Year 6 Writing Non-negotiables

- a) Create atmosphere using descriptive language, and include speech to show characters' feelings and emotions, and to help tell the story. **Eg/ Outside the window, lightning flashed wildly and the thunder roared in anger. "Get inside now!" The teacher boomed.**
- b) Choose appropriate vocabulary (formal and/or informal) and sentence structures to suit the purpose of the writing. **Eg/ Dear Sir or madam, I am writing to inform you... (formal). Hi there, how's it going? (informal).**
- c) Join ideas in a range of ways within and across sentences and paragraphs, including adverbials. **Eg/ Suddenly, everything started to shake, everything started to disappear, everything was gone!**
- d) Use passive and modal verbs mostly appropriately. **Eg/ She turned around with fear and her legs ready to run; she couldn't run - she was planted in sinking, squelching mud.**
- e) Use a wide range of sentence structures. **Eg/ I enjoyed this part because it made me feel alive. It made me feel indescribable. I also loved making the board game, although it was really challenging, but I love a challenge.**
- f) Use adverbs, preposition phrases and expanded noun phrases effectively to add detail and precision. **Eg/ The excited mother was holding a rectangular box wrapped in brown, crusty paper.**
- g) Use inverted commas (speech marks), **Eg/ "Hello?" she cried, "is anyone there?"** commas (to support understanding of a sentence), **Eg/ Suddenly three ugly hags appeared, the same ugly hags that read the prophecy,** punctuation to add extra information to a sentence, **Eg/ My brother, who thinks he is really cool,** never brushes his hair, and making some correct use of semi-colons, **Eg/ Some children like to play tag at playtime; others like to play quieter games,** dashes, **Eg/ Surprisingly when Macbeth found out he wasn't full of sorrow - he was happy!** colons **Eg/ There are six cars left in the race: three of them are Ferraris** and hyphens. **Eg/ We saw a man-eating shark.**
- h) Spell most words correctly from the year 5 and 6 spelling list. (see separate spelling list)
- i) Write clearly, fluently and with speed, choosing whether or not to join specific letters to make handwriting readable and neat.

Year 6 Maths Non-Negotiables

- 6.1) Read, write, order and compare numbers up to 10 000 000 and know the value of each digit. **Eg/ 4,456, 234 < 4, 465, 235. The value of the 6 in the first number is 6 thousand.**
- 6.2) Use negative numbers in real life situations, and solve calculations which involve counting across zero. **Eg/ The difference between -2 degrees and 5 degrees is 7 degrees.**
- 6.3) Multiply a number with up to 4 digits by a two-digit whole number, using the long multiplication method. **Eg/ 1246 x 48**
- 6.4) Perform a range of different calculations mentally, including with large numbers. **Eg/ 1024 - 100**
- 6.5) Multiply and divide decimals mentally by 10 and 100 and 1000. **Eg/ 0.08 x 10 = 0.8, 2.5 x 100 = 250, 234 ÷ 1000 = 0.234**
- 6.6) Simplify fractions using common factors **Eg/ 8/56 = 1/7** and find equivalent fractions (fractions with the same value) using common multiples. **Eg/ 1/8 = 3/24**
- 6.7) Find pairs of factors for numbers up to 100 **Eg/ The factor pairs of 24 are 1x24, 2x12, 2x8, 4x6**
- 6.8) Calculate simple percentages of whole numbers. **Eg/ 15% of £250 = £37.50**
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|--|-------------------|------------------------|
| | $U.t \pm U.t$ | Eg/ 0.9m + 0.7m |
| 6.9) Calculate: (including in the context of real life e.g. money, measures etc) | $TU/HTU \times U$ | Eg/ £234 x 8 |
| | $ThHTU \times U$ | Eg/ 1345km x 4 |
| | $U.t \times U$ | Eg/ 0.6cm x 8 |
| | $HTU/TU \div U$ | Eg/ 550 mm ÷ 5 |
| | $U.t \div U$ | Eg/ 0.8 ÷ 4 |

Code Our Code of Conduct

In the classroom

- We try hard to do our best and help others to do theirs
- We are kind, polite and helpful to everyone in the school community
- We respect other people, their possessions and school property
- We ask for help when we need it
- We accept responsibility for the things we do

In the playground

- We play fairly and with respect
- We let children join in our games
- We help children who are sad or hurt
- We take responsibility for our own behaviour and the choices we make
- We ask adults to help us sort out problems in the playground
- We put away the equipment we have used
- When the whistle blows we stand still until our class is asked to walk into school

In the lunch hall

- We wait sensibly and quietly at our tables and in the queue
- We use please and thank you when our meal is served
- We always use quiet voices
- We stay at our table while we are eating
- We try not to waste food and try new foods
- We keep our area tidy and clear away our mess
- When we are finished, we walk sensibly out to play



Non-Negotiables

End of year expectations

Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All 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 children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.