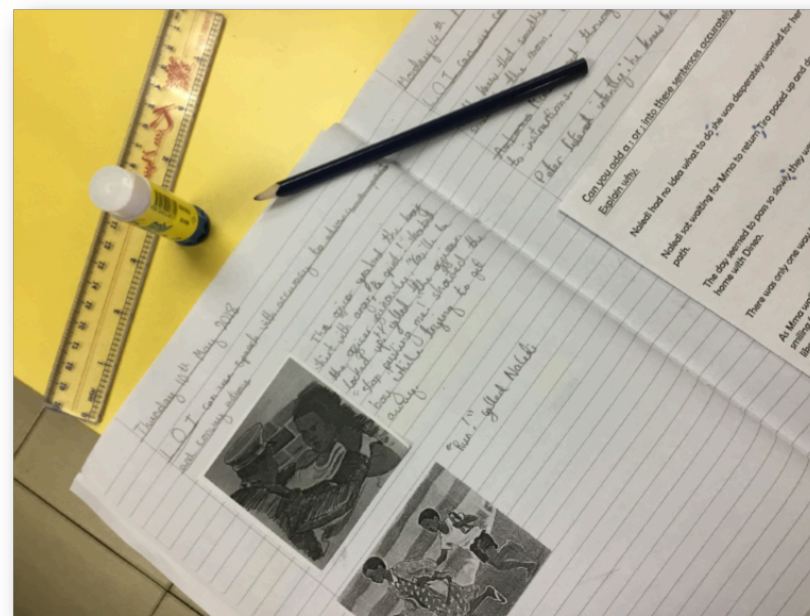




BIS HCMC - Primary

Year 6

Age Related Expectations





ENGLISH

READING

Decode:

- ☐ Reads chapter books confidently and independently, understanding the meaning of unfamiliar vocabulary.
- ☐ Uses expression and tone of voice to create different effects.

Retrieve:

- ☐ Retrieves information from a range of texts and records this coherently.

Summarise:

- ☐ Summarises the content of a text succinctly.

Infer and Interpret:

- ☐ Makes inferences using smaller details in a text.

Choices:

- ☐ Discusses and evaluate how author's use language and considers the impact on the reader.

Organisation:

- ☐ Evaluates presentational and organisational features across a range of texts.

Viewpoint:

- ☐ Discusses and evaluates authorial intent.
- ☐ Shares and justifies own viewpoints.

Comparisons:

- ☐ Makes comparisons between texts based on author, time or culture.

WRITING (Composition)

Planning and Viewpoint:

- ☐ Writes for a range of purposes and audiences, making use of wider reading and research.
- ☐ Chooses an appropriate viewpoint from which to write.

Structure and Organisation:

- ☐ Paragraphs develop information and some ideas, descriptions or themes are expanded.
- ☐ Cohesive devices are used to link paragraphs and develop cohesion across a text.
- ☐ Uses dialogue and quotes to convey character's motives and to advance the action.

Vocabulary and Effect:

- ☐ Uses various sentence structures and writing techniques to change and enhance meaning.
- ☐ Carefully selects imaginative vocabulary to interest or excite the reader.

WRITING (Accuracy)

Grammar:

- ☐ Uses relative clauses beginning with who, which, where, when, whose or that.
- ☐ Uses passive verbs to affect the presentation of information in a sentence.
- ☐ Recognises vocabulary and structures that are appropriate for formal language including subjunctive forms.
- ☐ Consistent and accurate use of tense is evident throughout writing.

Spelling:

- ☐ Spells accurately most words from the Year % ENC Word List.

Punctuation:

- ☐ Uses range of punctuation effectively, including higher level punctuation with increasing accuracy.

Handwriting:

- ☐ Usually maintains legible, fluid handwriting when writing at an efficient speed.
- ☐ Begins to adapt style and font to suit purpose.

SPEAKING AND LISTENING:

- ☐ Provides reasoned justifications for their views.
- ☐ Builds on their own and others' ideas and challenges views courteously.
- ☐ Shows confidence and fluency in talk in a range of contexts.
- ☐ Changes the mood, pace and tone of delivery for particular effect.
- ☐ Makes formal presentations in Standard English using appropriate devices.
- ☐ Listens attentively to others, building constructively on their spoken contributions by clarifying understanding and developing ideas.



MATHS

Number & Place Value

- ☐ Round any whole number to a required degree of accuracy
- ☐ Use negative numbers in context, and calculate

Addition & Subtraction

- ☐ Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why

Multiplication & Division

- ☐ Multiply numbers up to 4 digits by a two-digit whole number using an efficient written method of long multiplication. Multiply one digit numbers with up to 2dp by whole numbers.
- ☐ 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.
- ☐ Use their knowledge of the order of operations (BODMAS) to carry out calculations involving the four operations
- ☐ Solve problems involving addition, subtraction, multiplication and division.
- ☐ Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Fractions, Decimals & Percentages

- ☐ Multiply and divide simple pairs of fractions, writing the answer in its simplest form
- ☐ Divide proper fractions by whole numbers

- ☐ Solve problems involving the calculation of percentages of quantities.

Geometry & Measure

- ☐ Recognise, describe and build simple 3-D shapes, including nets.
- ☐ Calculate unknown angles in triangles, quadrilaterals, and regular polygons
- ☐ Construct and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- ☐ Translate simple shapes on the coordinate plane, and reflect them in the axes.
- ☐ Convert measurements of length, mass, volume and time, using decimal notation of up to three decimal places
- ☐ Recognise that shapes with the same areas can have different perimeters and vice versa.
- ☐ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres. and extending to other units.

Data Handling & Statistics

- ☐ Interpret and construct simple pie charts and line graphs and use these to solve problems.
- ☐ Calculate and interpret the mean, median, mode and range.

Algebra

- ☐ Use formulae to find the area of shapes, including parallelograms and triangles
- ☐ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres. and extending to other units.



- ☐ Generate and describe linear number sequences (with fractions)
- ☐ Express missing number problems algebraically
- ☐ Find pairs of numbers that satisfy an equation with two unknowns.
- ☐ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- ☐ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.



SCIENCE

BIOLOGY

(Living Processes):

Microbes, Cells & The Human Body / Systems:

- ☐ Identify and describe the main parts and functions of the human circulatory system, including the heart, blood vessels and blood.
- ☐ Recognise the impact of diet, exercise, drugs and lifestyle on the way the body and organs function.

Plants, Ecology, Biodiversity & Classification:

- ☐ Describe, and give reasons for, how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Genetics & Variation, DNA, Evolution:

- ☐ Recognise that living things have changed over time to better suit their environment, but that changes are gradual.

PHYSICS

(Physical Processes):

Electricity & Magnetism:

- ☐ Identify and build series and parallel circuits, recognising if they will work and understanding the applications of insulators and conductors.

Light:

- ☐ Use the idea that light travels in straight lines to explain how light travels from light sources to our eyes or from light sources to objects and then to our eyes and why shadows have the same shape as the objects that cast them.

INVESTIGATIVE SKILLS:

Planning:

- ☐ Identify key control variables, selecting and naming appropriate equipment to address the research question.

Carrying out practical work:

- ☐ Take measurements, using a range of equipment, with increased accuracy and precision independently using the most appropriate equipment.

Presenting Data:

- ☐ Record results of increasing complexity independently using a suitable way of recording findings.

Interpreting & Analysing data:

- ☐ Form a conclusion based on interpreting data and finding patterns.

Evaluating:

- ☐ Make informed decisions about what would happen in future investigations if other variables were changed.



International Primary Curriculum (IPC)

History

CHANGE AND CONTINUITY (chronology)

- ☐ Describe and make links between the main events, situations and changes both within and across periods.
- ☐ Select and record information relevant to an historical topic.

CAUSE AND CONSEQUENCE

- ☐ Describe, identify and changes in the periods they have studied.

SIGNIFICANCE

- ☐ Describe significant features of a particular period in history.
- ☐ Describe significant people in periods studied and evaluate their impact.
- ☐ Compare and contrasts trends over time.

INTERPRETATION

- ☐ Recognise why some events, people and changes are portrayed differently.
- ☐ Read and compare how historical sources can be different from and contradict one another.
- ☐ Reflect on the context of time, place and viewpoint, for sources used.

EVIDENCE AND ENQUIRY

- ☐ Identify relevant evidence to answer a question about the past and record/evaluate its importance.
- ☐ Enquire into and describe historical events and their effects on people's lives.
- ☐ Describe the value of the sources used.

- ☐ and give reasons for the causes and consequences of historical events

Geography

CONTEXTUAL WORLD KNOWLEDGE

(place/space & scale):

- ☐ Identify the main physical and human features and environmental issues in particular localities.
- ☐ Compare and contrast the weather and climatic conditions between host and home country and how they affect the environment and the lives of people.
- ☐ Explain the significance of lines of latitude and longitude (equator, hemispheres and time zones).
- ☐ Explain how places are linked through the movement of goods and people.

UNDERSTANDING

(Interaction of physical and human processes/Sustainability):

- ☐ Understand how and why people manage and sustain their environment.
- ☐ Understand how the key features of particular localities influence the way people live.
- ☐ Understand how the geographical features affect the lives of the people.

COMPETENCE IN GEOGRAPHICAL ENQUIRY

(Virtual/Fieldwork/ Investigation/ Practical work):

- ☐ Investigate the impacts of recent and proposed changes in particular localities.
- ☐ Enquire into geographical factors and their effects on people's lives.



- ☐ Use appropriate techniques to gather information.

APPLICATION OF SKILLS:

- ☐ Use appropriate geographical vocabulary.
- ☐ Use a variety of equipment to make measurements.
- ☐ Use maps in a variety of scales to locate the position and geographical features.
- ☐ Identify and explain geographical patterns shown on maps.
- ☐ Use the eight points of a compass, four figure grid references, symbols and map keys.

Art

RESEARCH AND INVESTIGATE:

- ☐ Use a variety of sources when investigating and researching.
- ☐ Understand that art changes over time: compare and contrast different art movements and can begin to place them on a timeline.

DEVELOP AND REFINE IDEA:

- ☐ Reflect on personal work and persevere in order to improve or modify it.

COMPOSE VISUAL ELEMENT:

- ☐ Improve the application of formal elements and combine with greater conceptual understanding.

APPLY TECHNICAL SKILLS:

- ☐ Independently refine technical skills.

SHOW PERSONAL VISION:

- ☐ Using own concept, independently select and effectively use relevant processes.

Design Technology (DT)

Design:

- ☐ Design a product that takes into account how it will be used and who the user will be.
- ☐ Generate designs using a variety of methods including prototypes, cross-sectional diagrams and computer aided designs.
- ☐ Create innovative designs that improve on existing products.

MAKE:

- ☐ Create circuits using a number of components.
- ☐ Cut materials with precision using appropriate tools.
- ☐ Select appropriate materials and components according to functionality and aesthetics.

EVALUATE:

- ☐ Evaluate the design of existing products and suggest improvements.
- ☐ Refine work and techniques as work progresses, continually evaluating the product design.
- ☐ Effectively evaluate ideas and products against criteria and consider the views of others to improve their work.
- ☐ Understand how key events and individuals in design and technology have helped shape the world e.g. fairgrounds.

TECHNICAL KNOWLEDGE:

- ☐ Understand how mechanical systems and processes work.
- ☐



- ☐ Understand how to use computers to programme, monitor and control a product.

FOOD AND NUTRITION:

- ☐ Create and refine recipes including ingredients, methods, cooking times and temperatures.
- ☐ Demonstrate a range of cooking and baking techniques.

International Skills

- ☐ Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.