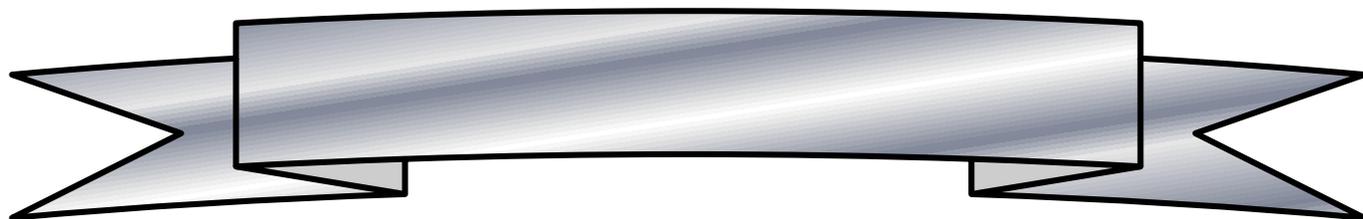


**Marlborough Primary School**

# Achievement

## Profile

**Year 6**



## ENGLISH - Speaking and Listening

I can:

- Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary
- Ask questions to develop ideas and take account of others' views
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions and can take on different roles
- Listen to, and consider the opinions of, others in discussions
- Make contributions to discussions, evaluating others' ideas and respond to them
- Sustain and argue a point of view in a debate, using the formal language of persuasion
- Express possibilities using hypothetical and speculative language
- Engage listeners through choosing appropriate vocabulary and register that is matched to the context
- Perform poems and plays from memory, making deliberate choices about how to convey ideas

## ENGLISH - Reading

I can:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand unfamiliar words
- Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia
- Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words
- Read fluently, using punctuation to inform meaning
- Talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions
- Read books that are structured in different ways
- Recognise texts that contain features from more than one text type
- Evaluate how effectively texts are structured and presented
- Read non-fiction texts to help with my learning
- Read accurately and check understanding.
- Recommend books to others and give reasons
- Identify key themes in texts.
- Identify and discuss the conventions in different text types
- Identify the key points in a text
- Recite a range of poems by heart, e.g. narrative verse, sonnet
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

## ENGLISH - Writing

I can:

- Convert verbs into nouns by adding a suffix
- Distinguish between homophones and other words which are often confused
- Spell the commonly mis-spelt words from the Y5/6 word list
- Understand that the spelling of some words need to be learnt specifically
- Use any dictionary or thesaurus
- Use a range of spelling strategies
- Choose the style of handwriting to use when given a choice
- Identify the audience for and purpose of the writing
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Use range of sentence starters to create specific effects
- Use developed noun phrases to add detail to sentences
- Use the passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise a text, conveying key information in writing
- Vary sentence structure depending whether formal or informal
- Use a variety of organisational and presentational devices correct to the text type
- Write in paragraphs which can clearly signal a change in subject, time, place or event
- Use colons to introduce a list and semi-colons within lists and hyphens to avoid ambiguity

## English - Next Steps in Learning

## Mathematics - Number

I can:

- Use negative numbers in context, and calculate intervals across zero
- Round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Solve problems involving the calculation of percentages
- Multiply 1-digit numbers with up to two decimal places by whole numbers
- Perform mental calculations including with mixed operations with large numbers
- Use knowledge of order of operations to carry out calculations involving all four operations
- Add, subtract, multiple and divide fractions using the concept of equivalent fractions
- Express missing number problems algebraically
- Find pairs of numbers that satisfy number sentence involving two unknowns
- Find algebraic formula for number sequences with a common difference e.g. 3, 7, 11, 15
- Find algebraic formula for number sequences with a changing difference e.g. 2, 5, 10, 17

## Mathematics - Measurement, Geometry and Statistics

I can:

- Recognise, describe and build simple 3D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygon
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter
- Read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and visa-versa, using decimal notation to up to 3 decimal places
- Calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units
- Interpret and construct pie charts and line graphs and use these to solve problems
- Translate and transform shapes using co-ordinates in 4 quadrants

## Mathematics - Next Steps in Learning

## Science - Working Scientifically

I can:

- Plan different types of scientific enquiry and control variables in a fair test
- Measure accurate and precisely using a range of equipment
- Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Explain causal relationships in an enquiry
- Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

## Science - Biology

I can:

- Classify living things into broad groups based on similarities & differences
- Identify and name the main parts of the human circulatory system
- Describe the function of the heart, blood vessels and blood
- Discuss the impact of diet, exercise, drugs and lifestyle on health
- Describe how the earth and living things have changed over time
- Explain about reproduction and offspring
- Explain evolution and link with adaptation over time

## Science - Physics

I can:

- Explain how light travels and explain how we see objects
- Give reasons for why shadows have the same shape as the object that casts them
- Explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc
- Explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
- Compare and give reasons for why components work and do not work in a circuit
- Draw circuit diagrams using correct symbols.

## Science - Next Steps in Learning

## History

I can:

- Place features of historical events and people from the past societies and periods in a chronological framework
- Summarise the main events from a period of history, explaining the order of events and what happened
- Explain how Britain has had a major influence on the world
- Understand how Britain may have learnt from other countries and civilizations
- Identify and explain differences, similarities and changes between different periods of history
- Identify and explain propaganda
- Describe a key event from Britain's past using a range of evidence from different sources
- Describe the features of historical events and way of life from periods studied; presenting to an audience

## Geography

I can:

- Use Ordnance Survey symbols and 6 figure grid references
- Answer questions by using a map
- Use maps, aerial photographs, plans and e-resources to describe what a locality might be like
- Describe how some places are similar and dissimilar in relation to their human and physical features
- Name the largest desert in the world and locate desert regions in an atlas
- Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles
- Explain how time zones work and calculate time differences around the world

## Computing

I can:

- Use logical reasoning to detect errors in algorithms
- Explore 'what if' questions by planning different scenarios for controlled devices
- Select, use and combine software on a range of digital devices
- Use a range of technology for a specific project
- Understands the risks of online use of technology and identify how to minimise risks

## Art and Design

I can:

- Explain chosen specific technique and tools to create art
- Explain the style of their work and how it has been influenced by a famous artist
- Apply over print techniques to create different patterns
- Use feedback to make amendments and improvement to my art
- Use a range of e-resources to create art
- Justify design plans in a convincing way
- Consider culture and society in my plans and designs
- Test and evaluate products against clear criteria
- Explain how products should be stored and give reasons
- Work within a budget

## Music

I can:

- Sing in harmony confidently and accurately
- Perform parts from memory
- Take the lead in a performance
- Use a variety of different musical devices in my composition (including melody, rhythms and chords)
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time

## Physical Education

I can:

- Understand and play fairly to agreed rules
- Make a team and communicate plan
- Demonstrate good ball skills in term of throwing, catching, passing and maintaining possession under pressure
- Lead others in a game situation
- Combine my own work with that of others
- Link complex sequences of movement to specific timings
- Develop and perform dance sequences in a specific style
- Demonstrate stamina and determination Plan a route and a series of clues for someone else taking account of safety issues

## RE

I can:

- Show understanding and respect for the beliefs of others
- Share knowledge about key religious characters, festivals and events such as Diwali, Eid-ul-fitr Easter and Harvest