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This booklet has been produced to provide parents and carers with information about the end of year expectations for Y5. These are academic expectations but also personal and social ones too.

We work hard in school to teach your child the knowledge and skills they will need to be ready to start Y6.

Please could we ask you to help during the holidays with the following areas of learning to ensure they are ready for next year.

If you need any advice or further help, please get in touch with the class teacher.

Thank you!

Ryhill Junior, Infant and Nursery School



Things you need to know before starting Year 6

Maths

- * I can count forwards and backward with positive and negative numbers through zero.
- * I can count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- * I can compare and order numbers up to 1,000,000.
- * I can compare and order numbers with 3 decimal places.
- * I can identify all multiples and factors, including finding all factor pairs.
- * I can use known tables to derive other number facts.
- * I can recall prime numbers up to 19.
- * I can recognise and use square numbers and cube numbers.
- * I can recognise place value of any number up to 1,000,000.
- * I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

Round 419,722 to the nearest 1,000 420,000

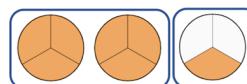
HTh	TTh	Th	H	T	o
4	1	9	7	2	2

- * I can round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- * I can add and subtract:
- Numbers with more than 4-digits using formal written method.
- * I can use rounding to check answers.
- * I can multiply: 4-digits by 1-digit/ 2-digits.
- * I can multiply & divide: Whole numbers & decimals by 10, 100 and 1,000
- * I can divide: Up to 4-digits by 1-digit

$$\begin{array}{r} 1 \ 2 \ 2 \ 3 \\ \times \ 5 \\ \hline 6 \ 11 \ 11 \ 15 \end{array}$$

Maths

- * I can recognise and use thousandths.
- * I can recognise mixed numbers and improper fractions and convert from one to another.



$$\frac{7}{3} = 2\frac{1}{3}$$

- * I can identify and write equivalent fractions.
- * I can multiply proper fractions and mixed numbers by whole numbers.
- * I can solve time problems using timetables and converting between different units of time

$$\begin{aligned} \frac{3}{4} &= \frac{\boxed{}}{12} & \text{Multiplication by 3} \\ \frac{\boxed{}}{5} &= \frac{9}{15} & \text{Division by 3} \end{aligned}$$

Writing

- * I can add phrases to make sentences detailed.
- * I can use a range of sentence openers – judging the impact or effect needed. (e.g. using adverbs)
- * I can begin to adapt sentence structure to text type.
- * I can use pronouns to avoid repetition. (e.g. I, me, you, they)
- * I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- * I can use the following to indicate parenthesis: brackets, dashes, comma
- * I can use commas to make my sentences clear.
- * I can link clauses in sentences using a range of subordinating and coordinating conjunctions. (e.g. and, but, because, if, although)
- * I can use verb phrases to create subtle differences (e.g. she began to run).
- * I can consistently organise my work into paragraphs.
- * I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- * I can write legibly, fluently and with increasing speed.

Personal, Social and Emotional development

- * I can pack my own bag for each school day with what I need
- * I can look after and organise all of my own uniform and necessary equipment, including labelling and bringing it on the right days.
- * I can organise and bring my own PE kit on the correct day.
- * I can and will take responsibility for my own learning and homework .
- * I can make the most of all the opportunities offered to me e.g. try new sports, take part in concerts and events, represent the school .

Reading

- * I can summarise main points of an argument or discussion within my reading and make up own mind about issue/s.
- * I can compare between two texts.
- * I can appreciate that people use bias in persuasive writing.
- * I can appreciate how two people may have a different view on the same event.
- * I can draw inferences and justify with evidence from the text.
- * I can vary my voice for direct or indirect speech.
- * I can recognise clauses within sentences.
- * I can explain how and why a writer has used clauses to add information to a sentence.
- * I can use more than one source when carrying out research.
- * I can create a set of notes to summarise what has been read.