Wednesday 9 May 2018

**Year 6 Assessments**

Dear Parents

Your child will complete their Summer Term assessments on the dates written below. It is important that your child is in school every day in the lead up to assessment week. Please also note that learning will continue in all classes until Thursday 28 June.

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| **Subject** | **Date** | **What will my child be assessed on?** |
| Numeracy | Monday 28 May | * I can count along the number line past zero. * I can read and write numbers to 10 000 000, and know how much each digit is worth. * I can use negative numbers in context. * I can order and compare numbers up to 10 000 000. * I can round whole numbers to 10 000 000, and know what the most sensible number to round to is. * I can solve multi-step addition and subtraction problems, and know which method is best to use. * I can solve word problems involving the four operations (addition, subtraction, division and multiplication). * I can use long multiplication to multiply up to 4dg by 2dg numbers. * I can divide numbers up to 4dg by a 2dg whole number using short or long division, expressing remainders as fractions or decimals. * I can check answers to calculations, choose the most appropriate method, estimate, and write my answer to a degree of accuracy. * I know which fractions, decimals and percentages are equivalent and can use them to help solve problems. * I can solve divisions that have an answer with up to two decimals places. * I know when to round decimal answers in word problems. * I can use, read, understand and convert grams and kilograms, litres and millilitres and centimeters, millimetre, metres and kilometers. * I can compare and sort complex geometric shapes. * I can find unknown angles and lengths in triangles, quadrilaterals, and regular polygons. * I can draw, translate and reflect shapes. * I can understand data in pie charts. * I can solve problems using pie charts and line graphs. * I can find and use mean as an average. * I can solve problems involving percentages. * I can solve problems involving scale, proportion and ratios using fractions. * I can use simple formulae. |
| Reading | Sunday 27 May  (and group reading throughout the week) | * Retrieve and record information from age related fiction and non-fiction texts. * Summarise the main ideas from a text. * Explain the meaning of words in context. * Infer character’s feelings, thoughts and motives, giving justifications with examples. * Justify inferences with evidence from the text. * Predict what might happen from details stated and implied, giving justifications with examples. * Explain the purpose of the key features used in fiction and non-fiction texts. * Identify the purpose and effect of words chosen by the author. |
| Writing | Monday 28 May | * Plan writing by identifying clear audience and purpose as well as utilising similar writing as models. * Use a range of devices to build cohesion across paragraphs (pronouns, adverbials, etc.). * Carefully describe settings and characters, integrating dialogue to describe and narrate. * Clearly organise and present writing (not limited to: glossary, fact box, opening linked to closing). * Proof read to identify spelling errors, ensure consistent tense and appropriate language used. * Assess and provide effective feedback to peers, identifying appropriate next steps. * Make deliberate vocabulary choices for specific effect. * Use expanded noun phrases to add carefully selected detail. * Select and use carefully selected ambitious description (adjectives, adverbs, prepositional, etc.). * Use modal verbs and adverbs to express possibility or necessity (probably, must, actually). * Use carefully placed adverbials (time, place and number) to link ideas. * Recognise and use formal / informal language, including speech. * Carefully use a wide range of conjunctions to start and extend (e.g. when, whereas, therefore, while, unless). * Use subordinate and relative clauses (who, which, where, etc.) within sentences to add precise detail. * Use of punctuation to mark clauses (comma, colon, semi-colon, dash). * Use of a colon to introduce a list and semi-colons to separate items. * Use a wide range of punctuation precisely for effect (exclamation, question, ellipsis, etc.). * Accurately indicate split speech using inverted commas. |
| Science | Sunday 27 May | * Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats. * Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering,  encouraging others  to care for  the environment. |

Please ensure your child is in school on time and for the duration of each day. If you have any questions, please do not hesitate to contact your child’s class teacher.

Thank you for your continued support.

Yours faithfully

Year 6 Team