

# Southcoates

## Primary School

### Year 6

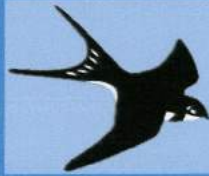
This booklet contains information about the key skills your child needs to develop this year in order to work at the appropriate level for a child their age.

Please keep this information and ask your child about it from time to time: Which ones have they got? Which ones are they struggling with?

If you want to know more about how you can help your child to develop these skills please ask their class teacher.



- I can have a rapid recall of multiplication and division facts out of sequence to  $12 \times 12$  and use facts to find square numbers.
- I can multiply and divide decimals and whole numbers to 1000 mentally by 10 or 100.
- I can read, write and order numbers to three decimal places and know the value of each digit.
- I can subtract numbers like these accurately:  
 $470 - 281 =$       and       $65.70 - 28.85 =$
- I can add several numbers of different values, including numbers with 2 decimal places.
- I can multiply numbers like these accurately:  
 $2634 \times 4 =$ ,  $52 \times 27 =$       and       $520 \times 62 =$
- I can use the chunking method to divide numbers like these accurately:  
 $702 \div 14 =$       and       $27.24 \div 6 =$

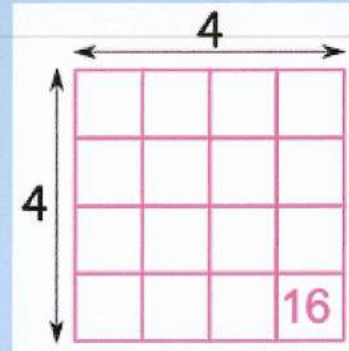


### Top Tips for Parents!

- **Square numbers:**

The number you get when you multiply a number by itself.

Example:  $4 \times 4 = 16$ , so 16 is a square number.



Here are the first few square numbers:

$$0 \quad (= 0 \times 0)$$

$$1 \quad (= 1 \times 1)$$

$$4 \quad (= 2 \times 2)$$

$$9 \quad (= 3 \times 3)$$

$$16 \quad (= 4 \times 4)$$

$$25 \quad (= 5 \times 5)$$

- **Put Decimals in order of size:**

E.g. 1.06, 0.099, 0.25 and 1.67

PLACE VALUE CHART

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths	Ten-Thousandths	Hundred-Thousandths	Millionths
----------	-------------------	---------------	-----------	----------	------	------	---------------	--------	------------	-------------	-----------------	---------------------	------------

# W

# Y6



Southcoates  
Primary School

# r

- I can use capital letters, full stops, question marks, exclamation marks, speech marks, commas, apostrophes, dashes, ellipses, **brackets**, **colons** and **semi colons** in my sentences.

# i

- I can use 3 different ways to begin a sentence.
- I can vary my sentence structure to create different effects in my writing. E.g. use short sentences to show suspense, mystery or surprise and use longer sentences when writing description.

# t

- I can link my paragraphs together using connectives.
- I can use metaphors, similes, powerful verbs, adjectives and adverbs to make my writing more interesting.
- I can write formally (to someone I don't know) and informally (to someone I do know) depending on the audience.
- I can spell words that I know and that are new to me accurately.

# i

# n

# g

# W

# Y6



Southcoates  
Primary School

## Top Tips for Parents!

- Brackets () are used to include extra information. E.g. The dog (whose name was Fido) came speeding towards us.
- Colons(:) are used to introduce a list. E.g. Tom had lots of pets: a cat, a dog, 3 fish and a parrot.
- Semi-colons(;) are used to join 2 sentences together. E.g. The spider was behind the television; then it scuttled out and frightened us.
- Paragraphs show a change of focus, time or place in a piece of text.
- Connectives are words that join pieces of information within a sentence. E.g. and, but, so, also, because, meanwhile, however, although, thus.
- A metaphor is when you describe something as being something else. E.g. The sun is an orange.
- A simile is when you compare something to something else. E.g. As small as an ant. As brave as a lion. Blue like the sky.
- Powerful verbs are exciting doing words that we don't often use. E.g. roar, whimper, thrashed.
- Adjectives are describing words. E.g. blue flower, handsome man, pretty girl.
- Adverbs describe how you do something. E.g. spoke loudly, ran quickly.

# r

# i

# t

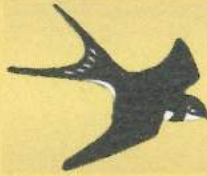
# i

# n

# g

# R

# Y6



Southcoates  
Primary School

# e

# a

# d

# i

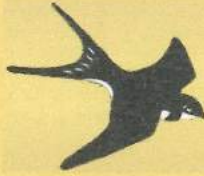
# n

# g

- I can confidently use different strategies to help me read and understand unknown words.
- I can understand what I'm reading and explain to someone else what I have read.
- I can find the hidden meaning in a text and explain my ideas and views.
- I know and can explain how and why texts are structured in different ways.
- I can recognise when everyday and specific words relating to the text are used.
- I can give my opinion about the texts I have read.
- I know that texts can come from different cultures and can be set in the past.
- I can sit and read a text independently for at least 20 minutes.

# R

# Y6



Southcoates  
Primary School

# e

# a

# d

# i

# n

# g

### Top Tips for Parents!

- When your child comes across a word that they cannot read they can:
  - ⇒ Break it into smaller parts
  - ⇒ Sound the word out
  - ⇒ Read the whole sentence - what word could fit in?
  - ⇒ Learn all of the high frequency words from Year 1 and 2
- The structure of a text refers to how a text is set out. Different texts are set out in different ways to help the reader find the information they are looking for. E.g.:
  - ⇒ Recipes - these have a list of ingredients first and then numbered instructions
  - ⇒ Newspapers have a headline and the text is set out in columns
- Specific words are used to help the reader understand the text. E.g. recipes use words such as ingredients, cook, mix, place, bowl and sieve.
- Cultures refers to stories from other Countries.