

# Outcomes Booklet

I am a Year 6 Learner

Below are the targets set for **your child** this **half term**. They will complete a range of tasks in school and through their homework to help achieve their targets.

Learning Challenge: Are all medicines marvellous?

## English Outcomes



### Reading:

| Word Reading   | Comprehension  |
|--|--|
| <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to read unfamiliar words</li> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul> <p>Read fluently, using pronunciation to inform meaning.</p> | <p>Build on others' ideas and opinions about a text/discussion</p> <p>Identify and discuss themes and conventions in a range of texts.</p> <p>Present a counter argument in response to others' views.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.</p> <p>Express a personal point of view about a text, giving reasons linked to evidence from texts.</p> <p>Raise queries about texts.</p> <p>Make comparisons within and across books</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Ask questions to extend understanding</p> <p>Recognise texts that contain features from more than one text type.</p> <p>Read and discuss an increasingly wide range of fiction, poetry, fiction from our literary heritage and books from other cultures and traditions</p> <p>Identify key points in text.</p> |



### Writing:

| Transcription/ Punctuation and grammar | Composition  |
|--|--|
| <p>∴, to clarify meaning</p>           | <p>Use the correct grammatical structures, features, and vocab.</p> <p>Subjunctive form</p> <p>Vary sentence structure</p> |

### Spoken Language:



Can you express possibilities using hypothetical and speculative language?

Can you explain ideas and opinions giving reasons and evidence?

Can you take an active role in discussions and can take on different roles?

# Maths Outcomes



| Number  | Measure, Geometry & Statistics  |
|---|---|
| <ul style="list-style-type: none"> <li>✓ Times tables up to 12 x 12</li> <li>✓ Perform mental calculations, identify common factors, multiples and prime numbers</li> <li>✓ Use your knowledge of the order of operations to carry out calculations involving the four operations</li> <li>✓ Associate a fraction with division and calculate decimal fraction equivalents</li> <li>✓ Recall and use equivalence between simple fractions, decimals and percentages, including in different contexts</li> <li>✓ Divide proper fractions by whole numbers</li> <li>✓ Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>✓ Solve problems involving the relative size of two quantities, where missing values can be found using integer multiplication and division facts</li> <li>✓ Carry out calculations involving the four operations</li> <li>✓ Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places</li> </ul> | <ul style="list-style-type: none"> <li>✓ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> <li>✓ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate?</li> <li>✓ Solve problems involving the calculation of % and the use of &amp; comparisons</li> <li>✓ Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>✓ Calculate and interpret the mean as an average</li> <li>✓ Find pairs of numbers that satisfy an equation with unknown numbers</li> <li>✓ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> </ul> |



# Science Outcomes

|   |
|---|
| <p>Can you name and identify and describe the functions of the heart, vessels and blood?</p> <p>Can you recognise the influence of diets, exercise, drugs and lifestyle on the way your body functions?</p> <p>Can you describe the ways nutrients in water are transported in animals including humans?</p> <p>Can you present a report on your findings through presentation/written response?</p> <p>Can you plan and carry out an investigation by controlling variables fairly and accurately?</p> <p>Can you record measurements in different ways?</p> |
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# Wider Curriculum Outcomes



| Geography/History   | Computing  | Arts   |
|---|--|--|
| <p>Can you explain why some places are similar and others are different in relation to physical features?</p> <p>Can you explain how human activity has caused an environment to change?</p> <p>Can you place a specific event on a timeline?</p> <p>Can you recognise similarities and differences between periods of history with medicine?</p> <p>Can you explain how some events in medicine breakthroughs might be seen as more significant than others?</p> | <p>Can you create a sophisticated multi-media presentation?</p> <p>Can you present a film for an audience?</p> <p>Can you adapt a film for a different audience?</p> | <p>Can you make a record of the styles and qualities of Quentin Blake?</p> <p>Can you explain why you have combined tools to create drawings?</p> <p>Can you create emotions through sketches with accuracy and imagination?</p> |