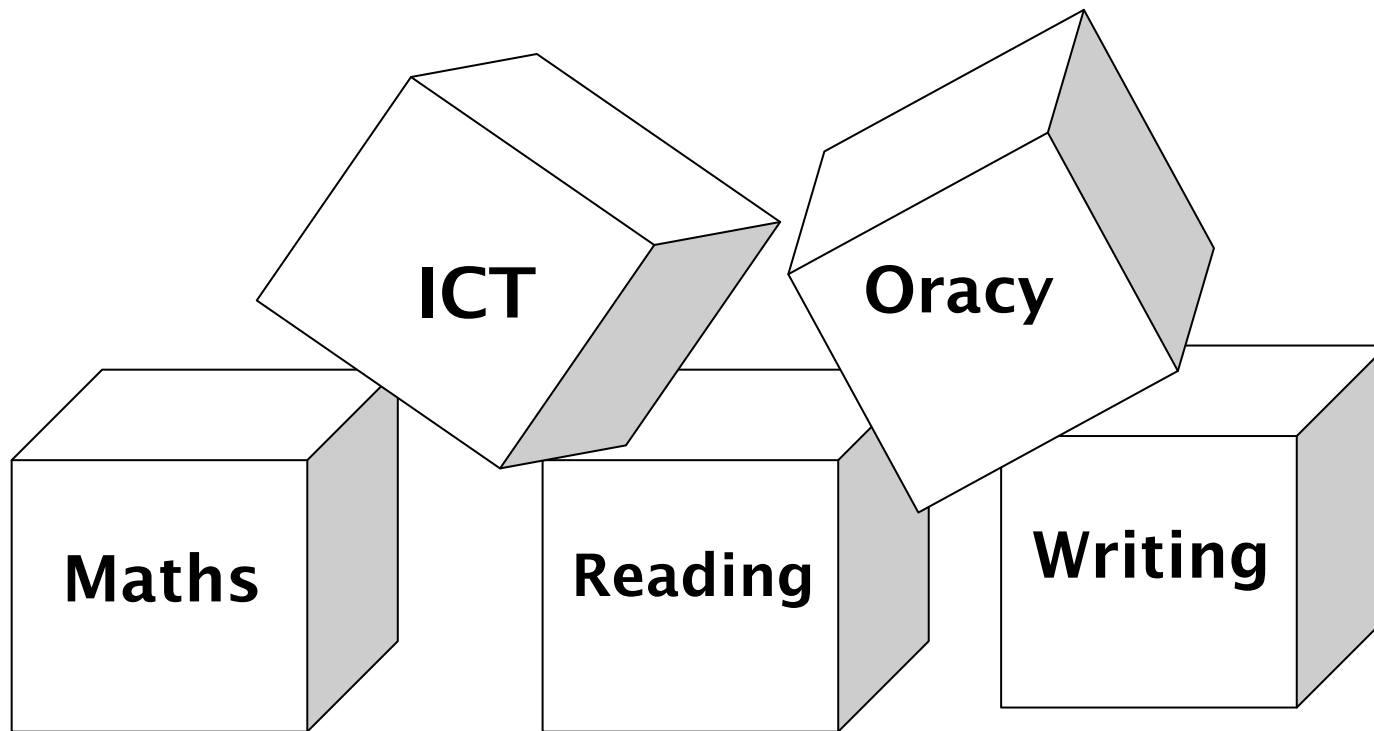


YEAR GROUP ESSENTIALS

Beaver Road Primary School

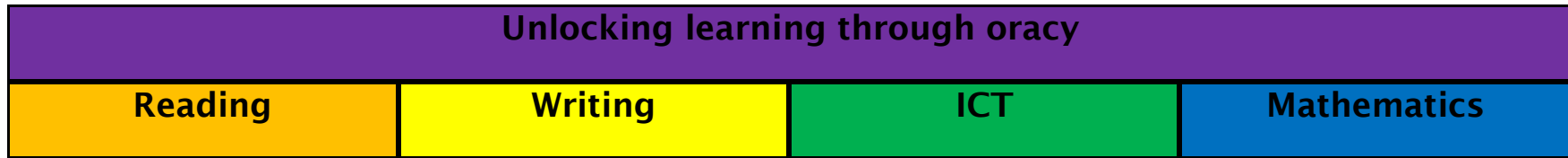
Year Group Essentials



YEAR GROUP ESSENTIALS

Content

The outline for each Year group lists key objectives for the **Academic Essentials** in:



The **Beaver Road Essentials** are designed with age-appropriate expectations in mind. In writing and mathematics we include pointers linked to areas where children often 'get stuck' in their learning.

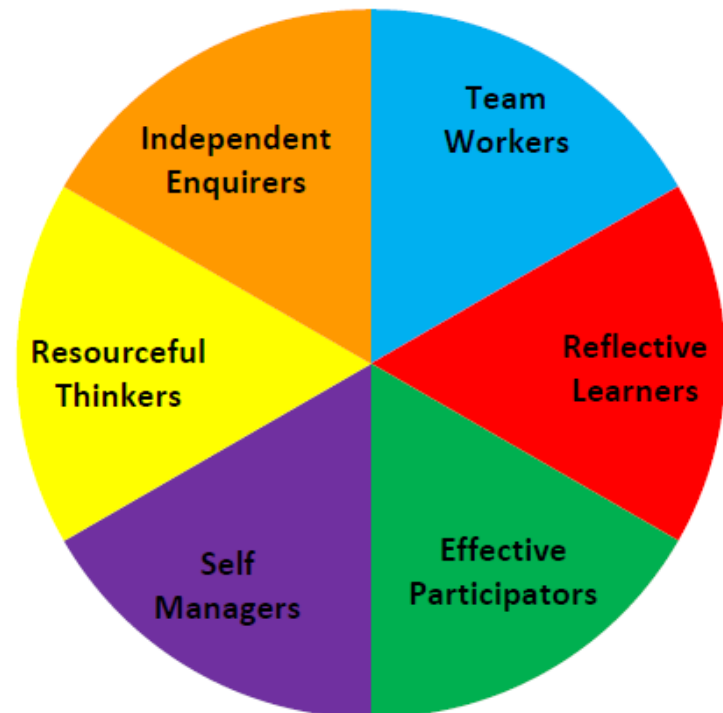
The **Academic Essentials** are those that most powerfully help children to access, advance and secure their learning in all areas.

They are crucial to enhancing the future happiness, employability and prosperity of every child.

The **Learning Essentials** in this circle diagram must be taught and nurtured across the whole School, in and out of the classroom.

We want our children at Beaver Road to be successful in each of these areas:

We list the expectations for oracy first. These are the key to unlocking access to many other areas of learning. They are also central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. The essence of these oracy expectations needs to pervade the climate of the classroom, teachers' modelling and all areas of the curriculum and school life.



YEAR GROUP ESSENTIALS

Overview of Learning Essentials

| | |
|--------------------------------|---|
| Self Management | <ul style="list-style-type: none">• Organise themselves and work out goals and priorities• Show personal responsibility, initiative, creativity and enterprise• Anticipate, take and manage risks• Commit themselves to learning and self-improvement• Respond positively to change |
| Effective Participation | <ul style="list-style-type: none">• Engage actively with issues that affect them and those around them.• Play a full part in the life of the School• Take responsible action to bring improvement for others as well as themselves• Discuss issues of concern, seeking resolution• Present a persuasive case for action• Propose practical ways forward• Try to influence others, negotiating and balancing diverse views |
| Resourceful Thinking | <ul style="list-style-type: none">• Think creatively by generating and exploring relevant ideas, and making original connections• Find links and see relationships• Explore & experiment with resources and materials• Ask 'why', 'how' and 'what if' questions• Apply imaginative thinking to solve a problem• Try different ways to tackle a problem• Work with others to find imaginative solutions and outcomes that are of value |

YEAR GROUP ESSENTIALS

| | |
|----------------------------|--|
| Reflective Learning | <ul style="list-style-type: none">• Evaluate their strengths and limitations as learners• Review their work and act on outcomes• Set themselves realistic goals and criteria for success• Monitor their own performance and progress• Invite feedback and deal positively with praise, setbacks & criticism.• Make changes to improve their learning• Communicate their learning in relevant ways to different audiences |
| Independent Enquiry | <ul style="list-style-type: none">• Gather, process and evaluate information in their investigations• Plan what to do and how to go about it• Draw conclusions and evaluate outcomes• Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes• Use range of techniques to collect and organise information |
| Team Working | <ul style="list-style-type: none">• Work confidently with others, adapting to different contexts and taking responsibility for their own role• Listen and take account of others' views• Form collaborative relationships, resolving issues and reaching agreed outcomes• Adapt behaviours to suit different roles and situations• Show fairness and consideration towards others |

YEAR GROUP ESSENTIALS

Academic Essentials: Reception

Learning through oracy

Talking to others

- Can talk about how a story starts
- Know they need to vary speech and thought between talking to a friend and talking to the class
- Use complete sentences to explain or describe things
- Can stand up in front of others and tell them about something that has happened to them

Talking with others

- Use talk to co-operate and contribute when playing with others
- Can listen carefully to what is being said and repeat this if they need to
- Know not to interrupt when someone else is saying something

Reading

- Enjoy rhyming and rhythmic activities.
- Distinguish one sound from another.
- Show awareness of rhyme and alliteration.
- Be confident with phase 2 and 3 in Letters and Sounds.
- Recognise rhyme in spoken words.
- Be a red reader by spring and a yellow reader by summer.

Writing

- Write own name (first and surname) using capital letters correctly.
- Form letters correctly.
- Write labels and captions.
- Begin to form simple sentences.
- To have awareness of finger spaces and full stops

ICT

- Explore multimedia programme.
- Begin to record text and images.
- Sort and match objects on screen
- Capture images with camera (with support). Discuss images.
- Begin to record sounds.
- Use programmable/remote control toys: understand 'forward' and 'back'.
- Click on hyperlinks to navigate a web site and find information.
- Talk about online safety.
- Log onto school network

Mathematics

- Count to 20 and back.
- Count reliably at least 10 objects.
- Use 'more' and 'less' to compare two numbers.
- Count reliably at least 10 objects.
- Estimate number of objects and check by counting.
- Recognise written numerals 1 to 9.
- Say one more/less (to 10).
- Add two small groups of objects (to 10).
- Record simple number sentences and the answers.
- Know number bonds to 10.

YEAR GROUP ESSENTIALS

Learning Essentials: Reception

| Learning Essentials | | | | | |
|---|---|--|--|---|--|
| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
| <p>Dress and undress independently and manage own personal hygiene.</p> <p>Select and use activities and resources independently.</p> <p>Cope independently with personal hygiene, including washing hands without reminders.</p> | <p>Work as part of a group or class, taking turns and sharing fairly.</p> <p>Show consideration for others' feelings when working together.</p> | <p>Show confidence to initiate ideas, try new activities and speak in a familiar group.</p> <p>Persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion.</p> <p>Test out own ideas through provision, though not always able to explain their thinking.</p> <p>Are willing to have a go at new experiences.</p> <p>Show tenacity when working on a task; either independently or with others.</p> | <p>Respond to significant experience, showing a range of suitable feelings.</p> <p>Express a range of emotions fluently and appropriately.</p> <p>Show developing awareness of own needs, views and feelings and are sensitive to those of others.</p> <p>Consider the consequences of words and actions for self and others.</p> <p>Take feedback on board and suitably moderate actions and behaviours.</p> <p>Pick out and explain something they have enjoyed.</p> | <p>Work alone in an area of provision or on an adult directed task for appropriate lengths of time.</p> <p>Maintain attention and concentrate.</p> <p>Sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors etc.</p> | <p>Form good relationships with adults and peers.</p> <p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that others can be expected to respect their needs, views, cultures and beliefs.</p> <p>Take into account the ideas of others.</p> |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 1

Learning through oracy

Talking to others

- Able to express feelings and ideas when speaking about matters of immediate interest.
- Can talk in ways that are audible and intelligible to peers.
- Show some awareness of the listener by adjusting spoken language and using body language.

Talking with others

- Listen attentively and engage with the speaker.
- Take turns in small group situations or with talk partner.
- Can listen to what others in group suggest and then say what they agree with.

Reading

- Read up to 100 familiar words.
- Can sound out CVC /CCVC/CVCC words without prompt.
- Able to predict what happens next in stories.
- Know difference between fiction and non-fiction books.
- Know to stop at a full stop.
- Know that most fiction books have good and sometimes bad characters.
- Working within the orange band.
- Secure at Phase 5 in letters and sounds.

Writing

- Write first and last name with capital letters where needed.
- Write simple sentences using connectives.
- Use capital letters to start sentences and full stops to end them.
- Can form letters correctly.

ICT

- Access and use a word or picture bank.
- Word process simple text.
- Collect basic data in a chart.
- Create a pictogram and answer simple questions.
- Capture and download images/video from camera.
- Record a sound and play back.
- Create simple series of instructions: understand 'left' and 'right'.
- Use forward and back when navigating a web site.
- Follow safety rules on web.
- Create simple group/class presentation.
- Create simple talking book using template.

Mathematics

- Count at least 20 objects reliably.
- Count on and back in 1s, 2s, 5s and 10s.
- Be familiar with the 2, 5, 10 times tables.
- Can double to at least 10.
- Read, write & order numbers from 0 to at least 20.
- Put numbers 0 – 20 in order.
- Say what is one more & one less (0 – 30).
- Add & subtract two numbers under 10.
- Know & use bonds to 10 and total to at least 5 (and subtraction facts).

YEAR GROUP ESSENTIALS

Learning Essentials: Year 1

Empowering Learning (Years 1 and 2)

| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
|---|--|---|---|--|--|
| Think about more than one way to solve a problem. | Recognise when they need to talk to someone about a concern and that this can help them. | Think of own ideas once given a starting point. | Know and understand what they do well. | Use all senses to gather information about what is being investigated. | Work collaboratively in a group; taking turns. |
| Ask for help if the time is appropriate. | Listen to the point of view of others in a dispute. | Play, observe and experiment to find things out. | Understand what they need to do next to improve. | Ask sensible questions about their work. | Happy both to lead and to be directed by others. |
| Choose and use equipment needed for a set task. | Suggest a way forward following a dispute. | Have a go at something new. | Recognise where work could have been done better. | Take enough time to make sense of a problem that is presented. | Enjoy collaborative tasks. |
| Use a variety of strategies to control feelings. | | Leave an activity and go back if it takes a long time to solve. | Know what helps them learn well. | | Prepared to listen to the ideas of others without interrupting them. |
| | | Generate questions linked to learning challenge. | Tell others why they enjoy a task. | | Consider views of all group members during discussions. |
| | | | Pick the best time to talk to someone. | | |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 2

Learning through oracy

Talking to others

- Recount experiences, giving some detail and using appropriate descriptive language.
- Think of a range of questions to ask a visitor or when on a visit.
- Know how to vary talk to hold listeners' attention.
- Make specific vocabulary choices and use non-verbal features to engage listener.

Talking with others

- Help to organise group to take on different roles.
- Recognise the need to take equal turns in a group situation.
- Listen to and build on the contribution of the previous speaker.
- Make helpful contributions when speaking in turn.
- Try to hear and consider the different preferences and interests in the group.

Reading

- Can read ahead to help with fluency and expression.
- Can comment on plot, setting and characters in familiar and unfamiliar stories.
- Self correct when mistake is made.
- Know whether text being read refers to the present or the past.
- Make good attempt at reading unfamiliar words.
- Be working within gold band.
- Working with support for spelling.

Writing

- Write simple compound sentences.
- Use 'and' and 'then' to join ideas.
- Use time connectives such as 'then', 'before', 'meanwhile'.
- Begin to use subordination in relation to time and reason.
- Use present and past tenses consistently and correctly.
- Use capital letters, including I, and full stops correctly.
- Use question marks.
- Use commas in a list.

ICT

- Create pictures.
- Input data into prepared spreadsheet and use to answer questions.
- Create class storyboard.
- Film short scenes and edit with others.
- Predict outcomes of set of instructions when using control.
- Create simple series of instructions: using right angle turns and simple repeats. Test and amend a series of instructions.
- Use pre-saved selection of websites and resources to answer research questions.
- Contribute to group email.
- Create group presentation, including recording narration.
- Save work to a personal folder.

Mathematics

- Count to at least 100.
- Explain value of digits (to 3 digits).
- Read, write & order numbers up to 100.
- Count on and back in ones & tens from any number under 100.
- Know & use all bonds to 20.
- Know and use number families to 20.
- Know all number pairs to 100 using 'ten' numbers.
- Can double all numbers up to 10 and halve all even numbers up to 20.
- Know by heart x2, x5 and x10.
- Tell time to half & quarter hour.
- Use the symbols +, -, x ÷ and = to record number sentences.

YEAR GROUP ESSENTIALS

Learning Essentials: Year 2

Empowering Learning (Years 1 and 2)

| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
|---|-------------------------|--|--|---|--|
| <p>Think about more than one way to solve a problem.</p> <p>Ask for help if the time is appropriate.</p> <p>Choose and use equipment needed for a set task.</p> <p>Use a variety of strategies to control feelings.</p> | | <p>Think of own ideas once given a starting point.</p> <p>Play, observe and experiment to find things out.</p> <p>Have a go at something new.</p> <p>Leave an activity and go back if it takes a long time to solve.</p> <p>Generate questions linked to learning challenge.</p> | <p>Know and understand what they do well.</p> <p>Understand what they need to do next to improve.</p> <p>Recognise where work could have been done better.</p> <p>Know what helps them learn well.</p> <p>Tell others why they enjoy a task.</p> <p>Pick the best time to talk to someone.</p> | <p>Use all senses to gather information about what is being investigated.</p> <p>Ask sensible questions about their work.</p> <p>Take enough time to make sense of a problem that is presented.</p> | <p>Work collaboratively in a group; taking turns.</p> <p>Happy both to lead and to be directed by others.</p> <p>Enjoy collaborative tasks.</p> <p>Prepared to listen to the ideas of others without interrupting them.</p> <p>Consider views of all group members during discussions.</p> |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 3

Learning through oracy

Talking to others

- Develop ideas and feelings through sustained talk.
- Show good awareness of the listener and organise what is said accordingly.
- Understand the need to use a different style, tone and loudness of speech when speaking to a larger audience.
- Use special words linked to the topic being discussed.

Talking with others

- Listen carefully and then make relevant comments in response to what has been said.
- Agree about what is the most difficult problem in the task and how to tackle it.
- Find it easy to come up with different ideas related to a specific problem.
- Can summarise the main issues associated with a talk they have listened to.

Reading

- Read on to search for meaning of unfamiliar word.
- Use knowledge of alphabet to locate information in dictionaries.
- Comment on the way characters relate to each other.
- Use a range of strategies to decode unfamiliar words.
- Can comment on the way non-fiction text is organised.

Writing

- Show relationships of time, reason and cause through subordination and use of connectives.
- Able to group ideas into paragraphs.
- Use exclamation marks.
- Use speech marks.
- Use apostrophe for omission.

ICT

- Combine text, images and sounds.
- Input data into data base; generate graphs and charts.
- Use pictogram to answer questions.
- Manipulate sound on story board.
- Experiment with variables to control models and simulations: use 90° and 45° turns.
- Use email.
- Perform web searches.
- Contribute to blog & wiki/forum etc...
- Understand safety of personal information.
- Create presentation.

Mathematics

- Read, write and order numbers to 1000; know value of each digit.
- Count on and back in ones, tens or hundreds from any number under 1000.
- Know by heart addition & subtraction facts to 20.
- Use pairs of numbers that total 100 (and subtraction facts).
- Add and subtract one digit and two digit numbers.
- Know by heart x2, x3, x4, x5, x6 and x10 (and division facts).
- Do simple divisions, e.g. 27 divided by 5.
- Find simple fractions, e.g. 1/2, 1/3, 1/4, 1/5, 1/10 of shapes & amounts.
- Use £.p and know value of amounts.
- Tell time to nearest 5 minutes.

YEAR GROUP ESSENTIALS

Learning Essentials: Year 3

Empowering Learning (Years 3 and 4)

| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
|--|---|--|---|--|--|
| Enjoy taking responsibility. | Persuade others to accept a proposal even though others may not at first agree with the suggestion. | Ask questions to check understanding. | Understand the factors that stop them from learning effectively. | Understand basics of cause and effect. | Take on a specific allocated role in a group. |
| Enjoy challenges, especially open-ended or deeper-thinking ones. | Know how to make an idea even better. | Have a go at something that may not work. | Can say who or what helps them learn and how and why. | Devise sensible questions to ask different people. | Work harmoniously and constructively with others in a joint activity. |
| Prioritise tasks. | Know that their ideas can help other people. | Generate questions to link ideas related to topic. | Gauge when a task has been completed to the best of their ability. | Show work in different ways (e.g. mind mapping) to represent thinking. | Respect and tolerate the values and beliefs of others within a joint activity. |
| Work within time frame. | Able to put their points across. | Tenacious when things get difficult. | Value feedback that will help them improve their learning. | Follow up a question to gain clarification. | Communicate capably as team members so as to convince others of their point of view. |
| Not put off by change. | Always prepared to listen to the points made by others (including opposing views). | Keep emotions in check when tasks get tough. | Review their learning and ponder what will help make them more effective as learners. | Use more than one piece of evidence to support their findings. | Give feedback to others in group on their performance. |
| | Show empathy. | | | | Work readily in different teams. |
| | | | | | Keep focused on a task and avoid distractions. |
| | | | | | Will get on with a task without any need to be reminded what to do. |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 4

Learning through oracy

| Talking to others | | Talking with others | |
|---|---|--|---|
| <ul style="list-style-type: none"> Adapt talk to suit specific audience, e.g. younger children or adults. Give listeners/partners clear reasons or evidence for their views. Speak with good diction so that the audience can hear clearly what is said. Give listeners enough detail to communicate meaning clearly. | | <ul style="list-style-type: none"> Happy to attempt different roles and responsibilities, according to what is needed. Able to discuss ways of making use of what they have learnt from a discussion, presentation or broadcast. Explain how the group discussion arrived at an agreed view in relation to the aim of the task. Make thoughtful use of the resources available to develop and illustrate ideas in discussion. | |
| Reading | Writing | ICT | Mathematics |
| <ul style="list-style-type: none"> Familiar with words which begin with 'silent letters'. Retell the story and show good grasp of the main points of a text. Can make sensible predictions about what is likely to happen in the story. Familiar with most phonic blends that start words and with the common word endings. Are happy to have a go at reading aloud in different contexts. Able to use appropriate voices for characters and adopt a story-telling voice when needed. | <ul style="list-style-type: none"> Vary sentence structure by use of phrases and clauses. Use connectives to link paragraphs. Consistently use first and third person correctly. Use commas to mark clauses. Use apostrophes for possession. | <ul style="list-style-type: none"> Create text, images and sounds for specific audience (capturing images from range of sources). Use in presentation. Make branching database. Create questionnaire: record, analyse data and answer questions. Use spreadsheets (linked to maths). Create animation with small toy. Make and edit a simple film; including title scenes. Draw regular shapes using control technology: using range of angle turns. Use personal favourites to access range of web sites. Select relevant information from websites. Open, edit and send email attachments. Add attachments to email. Upload a document to the web/portal/VLE. Understand privacy/copyright. | <ul style="list-style-type: none"> Read, write and order numbers to 10,000, and know value of each digit. Know by heart all times tables to 10x10 (and division facts). Round numbers (up to 3 digits) to nearest 10 or 100. Add and subtract mentally pairs of two digit numbers Multiply and divide 2 digit numbers by 10 or 100. Divide (up to 4 digits) numbers by 10 or 100. Multiply and divide numbers up to 100 by 2, 3, 4 or 5 and find remainders. Identify pairs of fractions that total 1. Tell times to nearest minute. |

YEAR GROUP ESSENTIALS

Learning Essentials: Year 4

Empowering Learning (Years 3 and 4)

| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
|--|---|--|---|--|--|
| Enjoy taking responsibility. | Persuade others to accept a proposal even though others may not at first agree with the suggestion. | Ask questions to check understanding. | Understand the factors that stop them from learning effectively. | Understand basics of cause and effect. | Take on a specific allocated role in a group. |
| Enjoy challenges, especially open-ended or deeper-thinking ones. | Know how to make an idea even better. | Have a go at something that may not work. | Can say who or what helps them learn and how and why. | Devise sensible questions to ask different people. | Work harmoniously and constructively with others in a joint activity. |
| Prioritise tasks. | Know that their ideas can help other people. | Generate questions to link ideas related to topic. | Gauge when a task has been completed to the best of their ability. | Show work in different ways (e.g. mind mapping) to represent thinking. | Respect and tolerate the values and beliefs of others within a joint activity. |
| Work within time frame. | Able to put their points across. | Tenacious when things get difficult. | Value feedback that will help them improve their learning. | Follow up a question to gain clarification. | Communicate capably as team members so as to convince others of their point of view. |
| Not put off by change. | Always prepared to listen to the points made by others (including opposing views). | Keep emotions in check when tasks get tough. | Review their learning and ponder what will help make them more effective as learners. | Use more than one piece of evidence to support their findings. | Give feedback to others in group on their performance. |
| | Show empathy. | | | | Work readily in different teams. |
| | | | | | Keep focused on a task and avoid distractions. |
| | | | | | Will get on with a task without any need to be reminded what to do. |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 5

Learning through oracy

Talking to others

- Talk in extended turns to express straightforward ideas and feelings.
- Capture listeners' interest with intriguing situation, setting and character when telling story or recalling event.
- Describe situation, creature or character in such clear detail and language that others identify it easily and confidently.
- Able to present conflicting views of an argument and reach a considered conclusion.

Talking with others

- Show good understanding of what has been said and are able to introduce new ideas that are valid.
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.
- Know as group leader what to do to help the discussion to develop well.
- Reflect on the contributions of different members of the group and consider the effect of each role.

Reading

- Familiar with all common word endings and initial clusters, and with common silent letters.
- Able to skim texts to gain an overview.
- Use more than one source of evidence when carrying out research.
- Know some acceptable abbreviations used in books, e.g., anon, etc.
- Can create a set of key notes to help summarise what has been read.
- Appreciate that people use bias in persuasive writing, notably in articles and advertisements.
- Understand that two people may have different perspectives on the same event, whether in history or in today's news.

Writing

- Adapt sentence construction to different text types, purposes and readers.
- Add phrases to make sentences more precise.
- Use range of sentence openers consistently.
- Consistently organise writing in paragraphs.
- Use pronouns to avoid repetition.
- Punctuate accurately.

ICT

- Plan and devise multi-model texts containing hyperlinks.
- Create a formula in a spreadsheet.
- Develop animation skills: scripting, recording and editing sound, using narration and dialogue.
- Edit short films and evaluate quality.
- Combine instructions and procedures to turn devices on/off or control events.
- Download and upload files to web/portal/VLE.
- Compare bias and accuracy on web.
- Use email.
- Present to an audience drawing materials from range of sources.

Mathematics

- Read, write and order numbers to 2dp; know value of each digit.
- Multiply & divide positive integers up to 10,000 by 10 or 100.
- Order set of positive and negative integers.
- Calculate halves & doubles of decimals (to 1dp).
- Explain place value to 2dp
- Round numbers with 1 or 2dp to nearest integer.
- Use division to find fraction of a number.
- Work out difference between two numbers (to 4 digits).
- Add and subtract numbers up to 10,000.
- Know by heart all multiplication facts to 10x10 (& division facts).
- Double numbers to 100 in head.
- Multiply or divide 3-digit by 1-digit number.
- Multiply 2-digit by 2-digit integer.

YEAR GROUP ESSENTIALS

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| | | | |
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YEAR GROUP ESSENTIALS

Learning Essentials: Year 5 and 6

Empowering Learning (Years 5 and 6)

| Self management | Effective participation | Resourceful thinking | Reflective learning | Independent enquiry | Team working |
|---|--|---|---|--|---|
| Recognise risks that may be involved when tackling work. | When making suggestions, can break down practical ideas into manageable steps. | Always prepared to explore more than the first possible solution to a problem. | Accept different types of feedback and learn from it. | Recognise that sometimes you need expertise from others to help solve a problem. | Able to take on a range of roles within the group. |
| Able to assess risk and make sensible decisions. | Act as an advocate for views and beliefs that may differ from their own. | Link ideas from different topic areas to solve problems and present findings. | Explain & discuss in different ways what they have learnt from others. | Use feedback from a range of source to help solve a problem. | Accept constructive criticism from others in their group to enable them to improve their performance. |
| Cope well with additional pressure. | Prepared to discuss and debate issues until a sensible compromise is reached. | Persevere even when the solution is not readily available. | Make good use of time to reflect on what they have learnt. | Show that they are confident enough to plan clear steps to take to improve their learning. | Share a working environment with others and respect their varying needs. |
| Organise things well, including resources and others, when working independently. | Able to act as ambassador for class/school etc. | Understand the difference between a task that is too difficult and one that requires them to think more deeply. | Identify strengths and weaknesses in their work, and give reasons. | Give more than one reason to support an argument. | When suggesting ideas, can break them down into manageable steps suited to others in the group |
| Confident and capable when allowed to organise their own time and space. | Act as a 'buddy' or mediator. | Aware that solutions can depend on an understanding of other issues. | Take account of others' viewpoints when considering success. | | Able to work with dispositions, views and beliefs that differ from their own |
| | | Generate questions which promote higher order thinking. | Understand that attitude and behaviour can affect learning, and are prepared to adjust. | | Eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on |
| | | Know the difference between sensible risks and fool-hardy risks. | Weigh the strength of different reasons to support an argument. | | |

YEAR GROUP ESSENTIALS

Academic Essentials: Year 6

Learning through oracy

Talking to others

- Vary vocabulary, grammar and non-verbal features to suit the needs of audience.
- Shape talk very deliberately for effect and clarity.
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- Able to agree some good ways for opening and closing an interview.
- Can present a spoken argument that develops coherently and logically and supports its points with evidence and persuasive language.

Talking with others

- Recognise significant detail and implicit meanings in others' contributions.
- Comfortable in developing others' ideas in different ways.
- Show a growing ability to shape the direction of the talk.
- Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing.
- Work together as a group to prepare an argument against or for the motion in a debate.

Reading

- Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.
- Familiar with most spelling patterns, including complex ones that they come across in reading.
- Aware that the pace of reading can add to the excitement.
- Appreciate how a set of sentences has been organised to create maximum effect.
- Uses skimming, scanning and note-taking to identify the key points in a text.
- Recognise how time connectives help to move a story on.

Writing

- Refine sentence constructions to express subtle distinctions of meaning, including hypothesis, speculation and supposition.
- Use punctuation to clarify meaning in sentences.
- Use paragraphs to signal changes in time, scene, action, mood or person.
- Use simple links between paragraphs.
- Rearrange the sentence construction to add meaning.
- Use a full range of punctuation correctly.
- Organise paragraphs coherently.
- Use, entirely consistently, the language associated with first, second and third person.
- Develop use of subordinate clauses.

ICT

- Create presentations with range of links, images and sounds.
- Collect live data using data-logging equipment identifying data errors, patterns and sequences.
- Undertake film making; including scripting, roles, rehearsal, evaluation, quality of shorts, appropriateness of sound, saving to different media.
- Use cause and effect, e.g. input from sensors to trigger events; or virtually.
- Create and refine series of instructions.
- Manipulate images.
- Design own webpage.

Mathematics

- Multiply and divide decimals mentally by 10 or 100, and integers to 1000.
- Use tables to work with decimals (to 1dp).
- Use multiplication facts to derive squares of numbers to 12×12 .
- Order mixed set of numbers (up to 3dp).
- Work out simple % of whole numbers.
- Work out which fraction is larger/smaller by cancelling common factors.
- Use pencil & paper methods to multiply & divide.
- Use pencil & paper methods to add & subtract decimals.
- Multiply 2 and 3 digit integers by 2-digit integer.
- Multiply and divide decimals by 10 or 100 in the head.
- Add and subtract using decimals.
- Order numbers (up to 3dp).

YEAR GROUP ESSENTIALS