



Year 6



Curriculum Objectives



READING

| Objective | Child Speak Target | Greater Depth Target |
|--|---|---|
| <p>[EXS] Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>↳ GD objective: Confidently apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> | <p><i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i></p> | <p><i>I confidently use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i></p> |
| <p>[EXS] Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by continuing to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> | <p><i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i></p> | <p><i>I continue to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i></p> |
| <p>[EXS] Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by reading and comparing books that are structured in different ways and reading for a range of purposes.</p> | <p><i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i></p> | <p><i>I understand what I read, even though books are set out in different ways and are written for different purposes, comparing their styles.</i></p> |
| <p>[EXS] Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, comparing and understanding their key features.</p> | <p><i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i></p> | <p><i>I can compare and understand the key features of myths, legends and traditional stories and modern fiction.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|--|---|---|
| <p>[EXS] Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by making detailed and content-specific comparisons within and across books.</p> | <p><i>I can make comparisons within and across books I have read.</i></p> | <p><i>I can make detailed comparisons within and across books I have read.</i></p> |
| <p>[EXS] Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by preparing a range of poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to a range of different audiences.</p> | <p><i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i></p> | <p><i>I am able to confidently read aloud and perform a range of poems and plays, and use appropriate intonation, tone and volume to help different audiences with their own understanding.</i></p> |
| <p>[EXS] Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>↳ GD objective: Understand what they read by clarifying that the book makes sense to them, discussing their understanding in depth, comparing the book with others they have read and exploring the meaning of words in context and through other examples.</p> | <p><i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i></p> | <p><i>I check my understanding of books I have read through discussion, comparing it with other books I have read and exploring the meaning of words.</i></p> |
| <p>[EXS] Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>↳ GD objective: Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from a combination of their actions, and justifying inferences with a range of quality evidence.</p> | <p><i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i></p> | <p><i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with a range of quality evidence.</i></p> |
| <p>[EXS] Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].</p> <p>↳ GD objective: Understand what they read by accurately predicting what might happen from specific details stated and implied [based on increasingly more challenging texts, themes, conventions and knowledge about the author or genres].</p> | <p><i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i></p> | <p><i>From my reading, I can accurately predict what may happen in a story from details given and suggested in the text.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|---|---|
| <p>[EXS] Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>↳ GD objective: Understand what they read by independently summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in a range of contexts.</p> | <p><i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i></p> | <p><i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read independently.</i></p> |
| <p>[EXS] Understand what they read by identifying how language, structure and presentation contribute to meaning.</p> <p>↳ GD objective: Understand what they read by evaluating how language, structure and presentation contribute to meaning in a range of contexts.</p> | <p><i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i></p> | <p><i>I can evaluate how language, structure and presentation all contribute to meaning in texts I read.</i></p> |
| <p>[EXS] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>↳ GD objective: Discuss and evaluate how authors use language, including figurative language, considering the impact on a range of readers and suggest possible changes.</p> | <p><i>I know authors use particular language which will have impact on me, the reader.</i></p> | <p><i>I know authors use particular language which will have impact on me, the reader and suggest possible improvements.</i></p> |
| <p>[EXS] Retrieve, record and present information from non-fiction.</p> <p>↳ GD objective: Independently retrieve, record and present information from non-fiction with clarity in a range of contexts.</p> | <p><i>I can retrieve, record and present information from non-fiction.</i></p> | <p><i>I can independently retrieve, record and present information from non-fiction with clarity.</i></p> |
| <p>[EXS] Provide reasoned justifications for their views.</p> <p>↳ GD objective: Provide reasoned and detailed justifications for their views in a range of contexts.</p> | <p><i>I am able to justify my views.</i></p> | <p><i>I am able to justify my views in greater detail.</i></p> |

WRITING

| Objective | Child Speak Target | Greater Depth Target |
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| <p>[EXS] Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>↳ GD objective: Correctly apply in a range of contexts more prefixes and suffixes and understand the guidance for adding them.</p> | <p><i>I add prefixes and suffixes using the rules we have worked on in class.</i></p> | <p><i>I use and apply prefixes and suffixes using the rules we have worked on in class.</i></p> |
| <p>[EXS] Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>↳ GD objective: Independently spell more words with 'silent' letters [for example: knight, psalm, solemn].</p> | <p><i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i></p> | <p><i>I can spell more words that include silent letters independently, such as knight, psalm and solemn.</i></p> |
| <p>[EXS] Continue to distinguish between homophones and other words which are often confused.</p> <p>↳ GD objective: Confidently distinguishes between a range of homophones and other words which are often confused.</p> | <p><i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i></p> | <p><i>I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i></p> |
| <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>↳ GD objective: Use knowledge of morphology and etymology in spelling and understand that the spelling of a wider range of words needs to be learnt specifically, as listed in English Appendix 1.</p> | <p><i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i></p> | <p><i>I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i></p> |
| <p>[EXS] Use dictionaries to check the spelling and meaning of words.</p> <p>↳ GD objective: Use dictionaries accurately and independently to check the spelling and meaning of words.</p> | <p><i>I use a dictionary to check how words are spelled and what words mean.</i></p> | <p><i>I use a dictionary accurately to check how words are spelled and what words mean.</i></p> |
| <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>↳ GD objective: Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p> | <p><i>I use the first three or four letters of a word to quickly find it in a dictionary.</i></p> | <p><i>I use the first four letters of a word to quickly find it in a dictionary independently</i></p> |
| <p>Use a thesaurus.</p> <p>↳ GD objective: Confidently use a thesaurus in a range of contexts.</p> | <p><i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i></p> | <p><i>I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words in my text.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|---|---|
| <p>[EXS] Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>↳ GD objective: Write legibly, fluently and with speed by confidently choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> | <p><i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i></p> | <p><i>I make sure others can read my handwriting and confidently decide whether or not to join specific letters.</i></p> |
| <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p> <p>↳ GD objective: Write legibly, fluently and with speed by consistently choosing the writing implement that is best suited for a task.</p> | <p><i>I choose the writing tool that is best suited for a task.</i></p> | <p><i>I consistently choose the writing tool that is best suited for a task.</i></p> |
| <p>[EXS] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.</p> | <p><i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i></p> | <p><i>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</i></p> |
| <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>↳ GD objective: Plan their writing by independently noting and developing initial ideas, drawing on reading and research where necessary in a range of contexts.</p> | <p><i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i></p> | <p><i>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i></p> |
| <p>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</p> <p>↳ GD objective: Plan their writing by considering in depth how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</p> | <p><i>I plan my writing by considering how other authors have developed characters and settings.</i></p> | <p><i>I plan my writing by considering in detail how other authors have developed characters and settings.</i></p> |
| <p>[EXS] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> | <p><i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i></p> | <p><i>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|--|---|---|
| <p>[EXS] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.</p> | <p><i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i></p> | <p><i>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</i></p> |
| <p>Draft and write by precisising longer passages.</p> <p>↳ GD objective: Draft and write by independently precisising longer passages across a range of subjects.</p> | <p><i>I can precis a longer passage to create a short text with the same meaning.</i></p> | <p><i>I can precis a longer passage independently to create a short text with the same meaning.</i></p> |
| <p>[EXS] Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of contexts.</p> | <p><i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i></p> | <p><i>I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.</i></p> |
| <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>↳ GD objective: Draft and write by independently applying further organisational and presentational devices to structure text and to guide the reader [for example: headings, bullet points, underlining] in a range of contexts.</p> | <p><i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i></p> | <p><i>I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.</i></p> |
| <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>↳ GD objective: Evaluate and edit by confidently assessing the effectiveness of their own and others' writing in a range of contexts.</p> | <p><i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i></p> | <p><i>I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i></p> |
| <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>↳ GD objective: Evaluate and edit by independently proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in a range of contexts.</p> | <p><i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i></p> | <p><i>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i></p> |
| <p>[EXS] Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>↳ GD objective: Evaluate and edit by always ensuring the consistent and correct use of tense throughout a piece of writing in a range of contexts.</p> | <p><i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i></p> | <p><i>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|---|--|
| <p>[EXS] Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>↳ GD objective: Evaluate and edit by independently ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register in a range of contexts.</p> | <p><i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i></p> | <p><i>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i></p> |
| <p>Proof-read for spelling and punctuation errors.</p> <p>↳ GD objective: Accurately proof-read for spelling and punctuation errors in a range of contexts.</p> | <p><i>I proof-read my work to correct spelling and punctuation mistakes.</i></p> | <p><i>I accurately proof-read my work to correct spelling and punctuation mistakes.</i></p> |
| <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>↳ GD objective: Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p><i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i></p> | <p><i>I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.</i></p> |
| <p>[EXS] Indicate grammatical and other features by using hyphens to avoid ambiguity.</p> <p>↳ GD objective: Indicate grammatical and other features by using hyphens confidently to avoid ambiguity.</p> | <p><i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i></p> | <p><i>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man eating shark is not the same as man-eating shark.</i></p> |
| <p>Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by recognising and applying a wider range vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> | <p><i>I can write out formal speech or texts using appropriate vocabulary.</i></p> | <p><i>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</i></p> |
| <p>[EXS] Develop their understanding of the concepts set out in English Appendix 2 by using passive and modal verbs to affect the presentation of information in a sentence.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using a range of passive and modal verbs to affect the presentation of information in a sentence in a range of contexts.</p> | <p><i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i></p> | <p><i>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|---|--|
| <p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example: big, large, little] and choose the most appropriate alternative for effect.</p> | <p><i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i></p> | <p><i>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</i></p> |
| <p>[EXS] Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 6 independently linking ideas across fluently paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example: the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</p> | <p><i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i></p> | <p><i>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i></p> |
| <p>Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>↳ GD objective: Independently use and apply grammatical terminology for Year 6 understanding layout devices [for example: headings, sub-headings, columns, bullets, or tables, to structure text] across a range of styles and subjects.</p> | <p><i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i></p> | <p><i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables independently across a range of styles and subjects.</i></p> |
| <p>[EXS] Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>↳ GD objective: Indicate grammatical and other features by confidently using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> | <p><i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i></p> | <p><i>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</i></p> |
| <p>[EXS] Indicate grammatical and other features by using inverted commas and other punctuation to indicate direct speech.</p> <p>↳ GD objective: Indicate grammatical and other features by independently using inverted commas and other punctuation to indicate direct speech.</p> | <p><i>I can punctuate speech accurately using speech marks and other punctuation.</i></p> | <p><i>Independently, I can punctuate speech accurately using speech marks and other punctuation.</i></p> |
| <p>Indicate grammatical and other features by using a colon to introduce a list and punctuating bullet points consistently.</p> <p>↳ GD objective: Indicate grammatical and other features by independently using a colon to introduce a list and punctuating bullet points consistently.</p> | <p><i>I use bullet points accurately and use a colon to introduce a list.</i></p> | <p><i>Independently, I use bullet points accurately and use a colon to introduce a list.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|--|---|
| <p>Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.</p> <p>↳ GD objective: Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading at a greater depth.</p> | <p><i>I can talk about my work using the learning from my Year 6 grammar list.</i></p> | <p><i>I can talk about my work using the learning from my Year 6 grammar list in greater depth.</i></p> |

MATHS

| Objective | Child Speak Target | Greater Depth Target |
|---|--|---|
| <p>[EXS] Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>↳ GD objective: Confidently read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> | <p><i>I can work with numbers up to 10 000 000 and know what each digit represents.</i></p> | <p><i>I can work with numbers up to 10 000 000 confidently and know what each digit represents.</i></p> |
| <p>[EXS] Solve number and practical problems that involve large numbers, rounding and negative numbers.</p> <p>↳ GD objective: Independently solve more complex number and practical problems that involve large numbers, rounding and negative numbers.</p> | <p><i>I can solve number and practical problems that involve large numbers, rounding and negative numbers.</i></p> | <p><i>I can solve more complex number and practical problems that involve large numbers, rounding and negative numbers independently.</i></p> |
| <p>[EXS] Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>↳ GD objective: Efficiently divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting and explaining remainders according to the context.</p> | <p><i>I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.</i></p> | <p><i>I can efficiently divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.</i></p> |
| <p>[EXS] Perform mental calculations, including with mixed operations and large numbers.</p> <p>↳ GD objective: Rapidly and accurately perform mental calculations, including with mixed operations and large numbers.</p> | <p><i>I can multiply, divide, add and subtract large numbers in my head.</i></p> | <p><i>I can rapidly multiply, divide, add and subtract large numbers in my head.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|---|---|---|
| <p>[EXS] Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>↳ GD objective: Use their knowledge of the order of operations to carry out calculations involving the four operations in different contexts and explaining why the order is important.</p> | <p><i>I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.</i></p> | <p><i>I know why addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems in different contexts.</i></p> |
| <p>[EXS] Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>↳ GD objective: Solve addition and subtraction multi-step problems in a range of contexts and across subjects, using the most efficient operations and methods to use and why.</p> | <p><i>I can solve addition and subtraction multi-step problems, deciding where to add or subtract.</i></p> | <p><i>I can solve addition and subtraction multi-step problems across different subjects or themes, choosing the most efficient methods.</i></p> |
| <p>[EXS] Solve problems involving addition, subtraction, multiplication and division.</p> <p>↳ GD objective: Solve problems across a range of contexts and subjects involving addition, subtraction, multiplication and division.</p> | <p><i>I can solve problems involving addition, subtraction, multiplication and division.</i></p> | <p><i>I can solve problems across a range of themes and subjects involving addition, subtraction, multiplication and division.</i></p> |
| <p>[EXS] Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>↳ GD objective: Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions to solve multi-step problems.</p> | <p><i>I add and subtract fractions with different denominators and mixed numbers.</i></p> | <p><i>I add and subtract fractions with different denominators and mixed numbers to solve real-life problems.</i></p> |
| <p>[EXS] Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$].</p> <p>↳ GD objective: Multiply pairs of proper fractions, writing the answer in its simplest form [for example, $1/6 \times 1/3 = 1/18$] to solve real-life problems.</p> | <p><i>I can multiply fractions such as $1/4 \times 1/2 = 1/8$.</i></p> | <p><i>I can multiply fractions such as $1/6 \times 1/3 = 1/18$ to solve real-life problems.</i></p> |
| <p>[EXS] Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].</p> <p>↳ GD objective: Solve problems by dividing proper fractions by whole numbers [for example, $1/3 \div 4 = 1/12$] in a variety of contexts.</p> | <p><i>I know how to divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].</i></p> | <p><i>I know how to divide proper fractions by whole numbers [for example, $1/3 \div 4 = 1/12$] to solve problems.</i></p> |
| <p>[EXS] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$].</p> <p>↳ GD objective: Confidently associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$], using knowledge across subjects.</p> | <p><i>I can change a fraction into a decimal - for example, I can change $3/8$ to 0.375 by dividing 1 by 8 and multiplying by 3.</i></p> | <p><i>I can change a fraction into a decimal confidently - for example, I can change $3/8$ to 0.375 by dividing 1 by 8 and multiplying by 3.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|--|---|---|
| <p>[EXS] Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>↳ GD objective: Multiply one-digit numbers with up to two decimal places by whole numbers in a range of contexts.</p> | <p><i>I can multiply numbers such as 1.45 by a one-digit number - for example 1.45×7.</i></p> | <p><i>I can multiply numbers such as 1.45 by a one-digit number - for example 1.45×7 in a range of contexts.</i></p> |
| <p>[EXS] Use written division methods in cases where the answer has up to two decimal places.</p> <p>↳ GD objective: Confidently choose and use written division methods in cases where the answer has up to two decimal places.</p> | <p><i>I use written division methods in cases where the answer has up to two decimal places.</i></p> | <p><i>I use written division methods confidently in cases where the answer has up to two decimal places.</i></p> |
| <p>[EXS] Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>↳ GD objective: Solve complex problems which require answers to be rounded to specified degrees of accuracy.</p> | <p><i>I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.</i></p> | <p><i>I can solve complex problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.</i></p> |
| <p>[EXS] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>↳ GD objective: Rapidly recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> | <p><i>I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and $\frac{1}{2}$.</i></p> | <p><i>I can quickly recall the decimal value, percentage and fraction of a range of values in context. - such as 0.5, 50 per cent and $\frac{1}{2}$.</i></p> |
| <p>[EXS] Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> <p>↳ GD objective: Solve real-life problems involving the calculation of percentages [for example, of measures, and such as 17% of 360] and the use of percentages for comparison.</p> | <p><i>I can find the percentage of an amount - such as finding 15 per cent of 360.</i></p> | <p><i>I can find the percentage of an amount - such as finding 17 per cent of 360 to solve real-life problems.</i></p> |
| <p>[EXS] Use simple formulae.</p> <p>↳ GD objective: Confidently use formulae to solve problems.</p> | <p><i>I know how to use simple formulae such as $n - 10 = 2$.</i></p> | <p><i>I can use formulae confidently to solve problems such as $2n - 10 = 2$.</i></p> |
| <p>[EXS] Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>↳ GD objective: Find all the pairs of numbers that satisfy an equation with two unknowns.</p> | <p><i>I can find pairs of numbers that satisfy an equation with two unknowns.</i></p> | <p><i>I can find all the pairs of numbers that satisfy an equation with two unknowns.</i></p> |
| <p>[EXS] Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>↳ GD objective: Solve more complex problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> | <p><i>I solve problems about different units of measure with three decimal places.</i></p> | <p><i>I solve more complex problems about converting different units of measure with three decimal places.</i></p> |

| Objective | Child Speak Target | Greater Depth Target |
|--|---|---|
| <p>[EXS] Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> <p>↳ GD objective: Confidently use, read, write and convert between standard units in real-life contexts, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> | <p><i>I can convert measurements of length, weight, volume and time up to three decimal places in length (for example 0.345kg = 345g).</i></p> | <p><i>I can convert measurements of length, weight, volume and time confidently, up to three decimal places in length (for example 0.345kg = 345g).</i></p> |
| <p>[EXS] Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>↳ GD objective: Accurately compare and classify geometric shapes based on a range of their properties and sizes and independently calculate unknown angles in any triangles, quadrilaterals, and irregular polygons.</p> | <p><i>I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</i></p> | <p><i>I can accurately classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and irregular polygons.</i></p> |
| <p>[EXS] Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>↳ GD objective: Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles and use this to solve extended and real-life problems.</p> | <p><i>I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</i></p> | <p><i>I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles and use this to solve real-life problems</i></p> |