



DUBAI BRITISH SCHOOL



END OF YEAR OBJECTIVES
YEAR SIX
'Enjoy, Aspire, Achieve'



DUBAI BRITISH SCHOOL

Dear Parents,

In 2014 as an integral part of the reform of the English National Curriculum, known as 'Wow learning!' at Dubai British School (DBS), end of Key Stage expectations (Year 2 & 6) were set out.

At DBS we have taken this a step further and have split the English National Curriculum into end of year expectations for all year groups. This booklet provides those key objectives which form the end of year expectations in the core subjects of English (reading & writing), Mathematics and Science for children at DBS. All these key objectives will be worked on throughout the year and will be the focus of direct teaching.

The emphasis within the new curriculum is on depth as well as breadth, and children are given the opportunity within lessons to use and apply skills and curriculum knowledge which has been taught.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please visit us at school and talk to your child's teacher.

Yours faithfully,

Simon Jodrell

Primary Headteacher

Dubai British School

Mathematics

- √ Calculate intervals across zero
- √ Use negative numbers in context
- √ Round whole numbers to 10 000 000 to a required degree of accuracy
- √ Solve multi-step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why
- √ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- √ Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding
- √ Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy
- √ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- √ Use written division methods in cases where the answer has up to two decimal places
- √ Solve problems which require decimal answers to be rounded to specified degrees of accuracy
- √ Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa
- √ Compare and classify geometric shapes based on increasingly complex geometric properties and sizes
- √ Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons
- √ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- √ Interpret data in pie charts
- √ Solve problems using pie charts and line graphs
- √ Calculate and interpret the mean as an average
- √ Solve problems involving the calculation of percentages and the use of percentages for comparison
- √ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Reading

- √ 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
- √ 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
- √ 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
- √ Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
- √ Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- √ Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- √ Retrieve, record and present information from non-fiction
- √ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- √ Provide reasoned justifications for their views
- √ Understand what they read by: predicting what might happen from details stated and implied

Writing

- √ 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
- √ Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- √ Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- √ Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- √ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- √ Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
- √ Proof-read for spelling and punctuation errors
- √ 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
- √ Using passive verbs to affect the presentation of information in a sentence
- √ Use of the semi-colon, colon and dash to mark the boundary between independent clauses, Use of the colon to introduce a list and use of semi-colons within lists, Punctuation of bullet points to list information, How hyphens can be used to avoid ambiguity

Science

- √ Plan different types of scientific enquiries to answer questions
- √ Recognise and control variables where necessary
- √ Take measurements using a range of scientific equipment
- √ Take measurements with increasing accuracy and precision
- √ Take repeat readings when appropriate
- √ Record data and results of increasing complexity using scientific diagrams and labels
- √ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts
- √ Record data and results of increasing complexity using line graphs
- √ Report and present findings from enquiries, including conclusions and causal relationships
- √ Report and presents findings from enquiries in oral and written forms such as displays and other presentation
- √ Report and present findings from enquiries, including explanations of, and degree of, trust in results
- √ Identify scientific evidence that has been used to support or refute ideas or arguments
- √ Use test results to make predictions to set up further comparative and fair tests



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