



Loreto Convent School, Gibraltar

YEAR 6 GUIDELINES

ENGLISH

The Literary Curriculum:

This is a book-based approach to the teaching of primary English. This scheme engages children as writers and immerses them in a literary world while ensuring the progression of skills within the National Curriculum.

Each book focuses on key outcomes for writing, grammar, punctuation and spelling. Year 6 will be reading the following books:

- 'The Unforgotten Coat' by Frank Cottrell Boyce
- 'Grimm Tales for Young and Old' by Philip Pullman
- 'A Beautiful Lie' by Irfan Master
- 'The Promise' by Nicola Davies

Reading

Word reading

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

Pupils will be given the opportunity to read from a selection of non-fiction texts as well as novels which include:

- 'Holes' by Louis Sachar
- 'Journey to the River Sea' by Eva Ibbotson
- 'Lord of the Flies' by William Golding
- 'Private Peaceful' by Michael Morpurgo
- 'Star of Kazan' by Eva Ibbotson

Comprehension

Pupils will follow Schofield and Sims 'Complete Comprehension'; a whole school programme designed to equip pupils with everything they need to become strong, successful readers.



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Writing

Composition – Fiction

We continue to work on developing pupils' writing skills to improve their creative pieces. This includes working on:

- Planning their writing;
- Working on language techniques to write more descriptive settings and create an atmosphere;
- Working on language techniques to create suspense;
- Using a wide range of devices to build cohesion within and across paragraphs;
- Editing their work assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Composition – Non-Fiction

We learn the features present in, and work on producing:

- Journalistic writing;
- Autobiographies and Biographies;
- Persuasive letters ;
- Discussion texts;
- Personal Response to a text;
- Character Studies.

Handwriting

Pupils will continue to work on improving their cursive handwriting, increasing accuracy, fluency and speed. We will focus on writing using accurate letter joins in all written work. Pupils will complete one piece of handwriting homework per week.



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Spelling

We follow Spelling Book 6 [Schofield and Sims] throughout the year. To this we add all words which are statutory requirements in the National Curriculum for the year which are linked to this year group's spelling scheme.

Vocabulary, Grammar & Punctuation

We work on Grammar Pupil Book 4 [Nelson] throughout the year as well as on the following:

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] 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 [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



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MATHEMATICS (Abacus Scheme)

Number

- Place value

Pupils will read, write, order and compare numbers up to 10,000,000 and determine the value of each digit;

Pupils will round any whole number to a required degree of accuracy;

Pupils will use negative numbers in context, and calculate intervals across 0;

Pupils will solve number and practical problems that involve all of the above.

- Four Operations

Pupils will multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication;

Pupils will divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number; remainders, fractions, or by rounding, as appropriate for the context

Pupils will perform mental calculations, including with mixed operations and large numbers;

Pupils will identify common factors, common multiples and prime numbers;

Pupils will solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why;

Pupils will use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

- Fractions, Decimals and Percentages

Pupils will use common factors to simplify fractions; use common multiples to express fractions in the same denomination;

Pupils will compare and order fractions;

Pupils will add and subtract fractions with different denominators and mixed numbers;

Pupils will multiply simple pairs of proper fractions;

Pupils will divide proper fractions by whole numbers;

Pupils will multiply one-digit numbers with up to 2 decimal places by whole numbers;

Pupils will use written division methods in cases where the answer has up to 2 decimal places;



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Pupils will recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

Pupils will solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts;
Pupils will solve problems involving the calculation of percentages;
Pupils will solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

Pupils will use simple formulae;
Pupils will generate and describe linear number sequences;
Pupils will express missing number problems algebraically;
Pupils will find pairs of numbers that satisfy an equation with 2 unknowns;
Pupils will enumerate possibilities of combinations of 2 variables.

Measurement

Pupils will solve problems involving the calculation and conversion of units of measure;
Pupils will use, read, write and convert between standard units, converting measurements of length, mass, volume and time;
Pupils will recognise that shapes with the same areas can have different perimeters and vice versa;
Pupils will recognise when it is possible to use formulae for area and volume of shapes

;

Pupils will calculate the area of parallelograms and triangles;
Pupils will calculate, estimate and compare volume of cubes and cuboids using standard units.

Geometry [Shape/Position/Direction]

Pupils will draw 2-D shapes using given dimensions and angles;
Pupils will recognise, describe and build simple 3-D shapes, including making nets;
Pupils will compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons;
Pupils will illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ;



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Pupils will recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles;
Pupils will describe positions on the full coordinate grid;
Pupils will draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Pupils will interpret and construct pie charts and line graphs and use these to solve problems;
Pupils will calculate and interpret the mean as an average.

SCIENCE

We study the following topics:

- Evolution and Inheritance
- Our Bodies
- Light and Sight
- Classifying Living Things
- Changing Circuits

RELIGION

We follow the scheme “The Way, The Truth and The Life” Book 6.

HISTORY

We study the following topics:

- The Victorians;
- Gibraltar: Sieges.

GEOGRAPHY

We study the following topics:

- Rivers;
- Mountains;
- Coasts;
- What’s on the News.