



Loreto Convent School, Gibraltar

YEAR 6 GUIDELINES

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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

Pupils will learn to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

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
- 'Star of Kazan' by Eva Ibbotson



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Comprehension

Pupils will learn to:

- To read with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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.

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.



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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.

Spelling

Pupils will continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

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:



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Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>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>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>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>].</p> <p>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 <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>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>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>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>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>



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MATHEMATICS

Number

Place Value

Pupils will learn to:

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across 0.
- Solve number and practical problems that involve all of the above.

Four Operations

Pupils will learn to:

- 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 written method of long division, and interpret remainders as whole number; remainders, fractions, or by rounding, as appropriate for the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- 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 learn to:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.



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- Compare and order fractions.
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions.
- Divide proper fractions by whole numbers.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

Pupils will learn to:

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

Algebra

Pupils will learn to:

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with 2 unknowns.
- Enumerate possibilities of combinations of 2 variables.

Measurement

Pupils will learn to:

- Solve problems involving the calculation and conversion of units of measure.



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- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units.

Geometry [Shape/Position/Direction]

Pupils will learn to:

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid.
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Pupils will learn to:

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.



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SCIENCE

Living things and their habitats

Pupils will learn to:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Pupils will work scientifically by:

- Using classification systems and keys to identify some animals and plants in the immediate environment. They will research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Animals including humans

Pupils will learn to:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Pupils will work scientifically by:

- Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.



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Evolution and inheritance

Pupils will learn to:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Pupils will work scientifically by:

- Considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.
- Finding out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.
- Comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels.
- Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

Light

Pupils will learn to:

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



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Pupils will work scientifically by:

- Deciding where to place rear-view mirrors on cars.
- Designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.

Electricity

Pupils will learn to:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.

Pupils will work scientifically by:

- Systematically identifying the effect of changing one component at a time in a circuit.
- Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

RELIGION

Our aim is that children leave Loreto Convent School with a wide range of happy and rich memories in RE formed through interesting and exciting experiences driven through an engaging and comprehensive curriculum. The Religious Education within the school promotes awe, wonder, reverence and spirituality within every pupil. It is based on knowledge and



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understanding of the Catholic faith, enabling them to develop a living and personal faith in Jesus Christ and allows them to know and love God.

Pupils will develop an awareness of God's presence in their lives and the lives of others, developing the spiritual life of each child through prayer and reflection. Pupils will be prepared for life in a multi faith society by fostering respect for and understanding of rich cultural diversity.

Learning about Religion

Pupils will gain **knowledge and understanding** of:

- Beliefs, teachings and sources.
- Celebration and ritual.
- Social and moral practices and way of life.

Learning from Religion

Pupils will develop the ability to **reflect on meaning** by:

- Engagement with own and others' beliefs and values, *and*
- Engagement with questions of meaning and purpose.

Pupils in Year 6 follow the scheme 'The Way, the Truth and the Life.'

Modules studied:

1. The Kingdom of God.
2. Justice.
3. Exploring the Mass.
4. Jesus, the Messiah.
5. The Transforming Spirit.
6. Called to Serve.



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HISTORY

Knowledge and Understanding

Pupils will:

- Gain a coherent chronological *knowledge and understanding* of Britain's past and that of the wider world.
- Gain and deploy a historically grounded understanding of abstract terms.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Victorian Britain**.
- Study a local history ***The History of Gibraltar***.

Historical Skills

Pupils will:

- Develop their *historical skills* to be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



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GEOGRAPHY

Knowledge and Understanding

Pupils will:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Describe and understand key aspects of physical geography and human geography.

Topics covered:

- Rivers.
- Mountains.
- Coasts.

Geographical Skills

Pupils will:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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PHYSICAL EDUCATION

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities which help build character and embed values such as fairness and respect.

Pupils in Year 6 will be given the opportunity to apply and develop a broader range of skills, building on from those taught throughout Key Stage 1 and 2. Pupils will also be given further opportunities to compare their performances with previous ones and learn how to improve to achieve their personal best.

Pupils will be covering the following key skills that are continuously built on throughout Key Stage 2:

Fundamental movement skills:

- Pupils will be taught how to run, jump, throw and catch in isolation and in combination across a range of sports [for example basketball, netball, cricket, rounders, gymnastics and athletics].
- Pupils will be given opportunities to develop their flexibility, strength, technique, control and balance across a range of activities [for example gymnastics and athletics].

Games skills and basic tactics:

- Pupils will be taught how to play competitive and modified games [for example, badminton, basketball, cricket, football, hockey, netball and rounders], and learn how to apply basic principles suitable for attacking and defending.

Teamwork skills:

- Pupils will be taught how to communicate, collaborate and compete with and against each other.



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Swimming competency:

- Building on from the skills taught in Year 5, pupils in Year 6 will continue to refine a range of strokes, for example; front crawl, backstroke and breaststroke, in order to swim competently, confidently and proficiently over a distance of 25 metres.

COMPUTING

Pupils will design, write, and debug programs using block coding that will accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Those pupils who attend Robotics club will have an enhanced opportunity to develop their coding knowledge.

- Pupils will use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Pupils will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Computer Science

- Pupils will understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer or communication and collaboration.
- Pupils will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

ICT

- Pupils will select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



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Digital Literacy

- Pupils will be taught how to use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

MUSIC

Listening

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Singing

Pupils will learn to:

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four-part rounds.

Improvising & Composing

Pupils will learn to:

- Create music with multiple sections that include repetition and contrast.
- Extend improvised melodies beyond 8 beats.
- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale. Play and notate this melody.
- Compose melodies made from pairs of phrases.



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- Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
- Compose a ternary piece.

Performing

Pupils will learn to:

- Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic range.
- Accompany this same melody.
- Engage with others through ensemble playing.

Reading notation

Pupils will learn to:

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave.
- Read and play confidently from rhythm notation cards.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.



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SPANISH

Pupils work from the Mira 1 and Lengua (Anaya) Schemes. Each unit will cover the following key skills:

- Listening.
- Reading.
- Writing.
- Speaking.

There are four Spanish sets:

1. Beginners.
2. Intermediate.
3. Advanced.
4. Native Speakers.

Pupils will be taught grammar, vocabulary, spellings, and comprehension skills. These will be based on the different topics covered throughout the book which will enable them to communicate in everyday situations.

ART AND DESIGN

Pupils will be taught to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Pupils will learn about great artists, architects and designers in history.