



New City Primary School Subject Overview
Core Curriculum Overview Year 6
Summer Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	Revision Cycle Leaflets	Revision Cycle Homophones	Narrative Link to Performance	Play Scripts	Play Scripts	<u>Assessment Week</u>	Life Stories
<u>Grammar</u>	Exclamation and Question Marks	Speech marks Commas	Punctuation	Apostrophes	Nouns and Pronouns	<u>Assessment Week</u>	Adjectives and Contractions
<u>Spellings</u>	Ai words	Ee sound	Homophones	Suffixes and Prefixes	Verb endings	<u>Assessment Week</u>	'ive' words
<u>Comprehension</u>	AF5 Explain and comment on writer's use of language, including grammatical and literal features at word and sentence level	AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	AF3 Deduce, infer or interpret information, events or ideas from texts.	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level	<u>Assessment Week</u>	AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.
<u>Writing</u>	Write for a wide range of purposes Summarising and organising material Write down key words including new vocabulary they have learnt from	Write for a wide range of purposes Audience and purpose Amend grammar and structure of writing,	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Write for a range of purposes. Read aloud what they have written with appropriate intonation to make the meaning clear	Write for a range of purposes. Perform to whole group using intonation to clarify meaning	<u>Assessment Week</u>	Describing personal and real life events Select appropriate grammar and vocabulary Read aloud what they have written with appropriate

	their reading.						intonation to make the meaning clear
<u>Mathematics</u>	<p><u>Mathematics and Music</u></p> <p>Exploration of the use of mathematics in Music, octaves, scales, time, rhythm, interval, frequency; harmony; clapping; bell ringing; (Mozart, musical dice game length of strings and sound; (Pythagoras, Bach); use of repetition; rounds; cannons; blues; symmetry; frequency, pitch, sine waves; measures; beat, ICT</p>	<p><u>Mathematics and Architecture</u></p> <p>Exploration of the use of mathematics in Architecture, plans, views, orthogonal, isometric, oblique drawings; 1-point, 3-point perspective, focal points, (Alberti, Brunelleschi's invention), radial lines, instruments; Hindu temples, Cathedrals; Greek, Islamic, Egyptian architecture; bridges; structures, forces</p>	<p><u>Mathematics and Art</u></p> <p>Exploration of the role of mathematics in Art, role of shapes, form, perspective (<u>Michelangelo</u>, Giotto <u>Raphael</u>, <u>Botticelli</u>, <u>Titian</u>, <u>Canaletto</u>); use of randomness in paintings (Mondrian); cubism, use of shape in paintings (Nash, Kandinsky, Matisse)</p>	<p><u>Mathematics and financial management</u></p> <p>Review of a particular financial matter involving analysis of costs, expenditure, charges, exchanging or borrowing money; commission; interest rates; short/long term loans; repayment of loans; cost of living, personal expenditure; insurance; credit cards; ways of saving on costs; mobile phone charges</p>	<p><u>Mathematics and Design</u></p> <p>Practical design on a mathematical theme e.g. design/plan use for mathematics of school display, playground, room; mathematical toys or learning equipment; resources to support learning by young or disabled children</p>	<u>Assessment Week</u>	<p><u>Mathematics and Nature</u></p> <p>Exploration of use of mathematics to describe, measure and explain emotions, behaviours, patterns, or growth in nature; Fibonacci sequence; Golden ratios; spirals in shells and fruit, and sunflowers; 3-D spirals, springs; soap bubbles; lattices of triangles, hexagons; bees; population movement; weather patterns</p>
<p><u>Computing</u> <u>We are APP</u> <u>Developers.</u></p> <p><u>Online Safety</u></p>	To develop a Toolkit for an APP.	To design and create assests (such as backgrounds and sound effects) for the app.	To establish how each part of the app will work.	To create and check the code.	To identify errors in the code and correct them.	To build test and review the app.	
<u>Science</u>	<p><u>Light</u></p> <p>To label parts of the eye and explain their function.</p> <p>To explain the difference between primary and secondary sources</p>	<p><u>Light</u></p> <p>To recognise that light appears to travel in straight lines</p>	<p><u>Light</u></p> <p>To know that some objects are translucent, some are opaque and some are transparent.</p> <p>To explain how a</p>	<p><u>Light</u></p> <p>To explore how to change the size of a shadow.</p> <p>To represent and report on findings.</p> <p>To take accurate</p>	<p><u>Light</u></p> <p>To explore how light can be reflected and bent in various ways</p> <p>To explore how white light can be</p>	<u>Assessment Week</u>	<p><u>Light</u></p> <p>To make observations and raise further questions to investigate.</p> <p>To recognise that</p>

	of light.		shadow is formed	measurements. To identify and manage variables in an investigation	split up		light is made up of more than one colour
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