

### Geography: North & South America

- To locate the environmental regions, key physical and human characteristics, countries, and major cities of North and South America using globes, atlases and aerial photographs
- To compare and contrast a region of South America with our local area
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- To describe and understand key aspects of climate zones, biomes and vegetation belts in the Americas.
- Understand features of biomes, including vegetation, wildlife, indigenous peoples and climate.

### Science:

#### Life Cycles & Reproduction

- To understand that different animals mature at different rates and live to different ages.
- To understand that puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction
- To understand the reproductive system in females & males; sexual reproduction.
- Some organisms reproduce sexually where offspring inherit information from both parents.
- To know that hormones control these changes; which can be physical and/or emotional.
- To know that the human body has two types of glands: duct glands (such as the salivary glands), and ductless glands, also known as the endocrine glands.

#### Famous Scientists

- To be able to discuss and explore the work of famous scientists and their most noteworthy achievements.
- To be able to conduct research about famous scientists.
- To know how to ask questions about famous scientists, their work, investigations



### English:

#### Reading:

**Journey To The River Sea – Iva Ibbotson**  
**Poetry: And still I rise by Maya Angelou**  
**Funky Chickens by Benjamin Zephaniah**  
**The works by Pie Corbett**

- To give/explain the meaning of words in context.
- To know how to retrieve & record information/identify key details from fiction & non-fiction.
- To understand how to explain & justify inferences with evidence from the text.
- To be able to explain how information/narrative is related & contributes to meaning as a whole.
- To know how to explain how meaning is enhanced through choice of words & phrases.
- To make comparison within & across texts.

#### Writing:

**Explorer – Katherine Rundell**

**Romeo and Juliet – William Shakespeare**

- To write effectively for a range of purposes & audiences, selecting language that shows good awareness of the reader.
- To describe settings, characters & atmosphere
- To integrate dialogue in narratives to convey character & advance the action
- To select vocabulary and grammatical structures that reflect what the writing requires, including the range of punctuation taught at key stage 2 mostly correctly
- To use verb tenses consistently & correctly.
- To use To spell correctly most words from the year 5 / year 6 spelling list.
- To maintain legibility in joined handwriting when writing at speed

### History: Mesoamerica – Maya, Aztec and Inca Civilisations.

- To understand that the civilisations of Mesoamerica were some of the earliest civilisations known to man.
- To be able to use historical sources of information to support their understanding of the traditions, religions, inventions and ways of life of ancient civilisations.
- To understand that these civilisations were sophisticated and advanced and to be able to describe how this affected their prolonged survival.
- To understand that, although these civilisations were taking place in close proximity to each other, their existence spanned over several centuries and each civilisation had aspects and features that were unique to their way of life.
- To be able to discuss some of the findings from different time periods using primary and secondary sources of information to support their thinking.

### Mathematics:

- To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use.
- To identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- To multiply one-digit numbers with up to 2 decimal places by whole numbers
- To use written division methods in cases where the answer has up to 2 decimal places
- To solve problems involving ratio/proportion.
- To solve problems involving algebra
- To add and subtract, proper and mixed fractions with different denominators.
- To multiply and divide proper and mixed fractions by whole numbers.
- To convert improper and mixed fractions with different denominators.
- To calculate fraction, decimal and percentage equivalents.
- To find fractions / percentages of amounts.
- To interpret and construct pie charts and line graphs and use these to solve problems
- To calculate and interpret the mean as an average
- To illustrate and name the parts of a circle.
- Describe positions on a four quadrant coordinate grid.
- To draw, translate and reflect 2D shapes on the coordinate plane.

### PSHE:

- To know that mental health is just as important as physical health and that both need looking after.
- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.
- To know about positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings.
- To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.
- To identify where they and others can ask for help and support with mental wellbeing in and outside school and to know the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings.
- To know that changes can mean people experience feelings of loss or grief and understand about the process of grieving and how grief can be expressed.
- To learn about strategies that can help someone cope with the feelings associated with change or loss.
- To know how balancing time online with other activities helps to maintain their health and wellbeing.
- To learn strategies to manage time spent online and foster positive habits e.g. switching phone off at night.
- To know what to do and whom to tell if they are frightened or worried about something they have seen online.

### Art: Mesoamerican Masks

- Create forms of work exploring shape, model and joins.
- Creating forms from both observation and imagination.
- Develop experience in embellishing.
- Apply knowledge of different techniques to express feelings.
- Explore how to use colour to reflect mood.

### Spanish:

- To revise and recap verbs taught in previous year groups.
- To know the names of different, common household objects and rooms.
- To be able to read a passage written in Spanish.
- To be able to write a passage in Spanish.
- To be able to hold an extended conversation in Spanish.

### RE: What is the ‘Buddhist way of life’?

- To learn about the story of how Prince Siddhattha became Buddha.
- To know that ‘Buddha’ means ‘awakened’ or ‘enlightened one’.
- To understand that there is no supreme deity in Buddhism.
- To know that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating.
- To know that there are Four Noble Truths in Buddhism.
- To understand that Buddhists follow the teachings of the Eightfold Path.
- To know that there are artefacts that help Buddhists to meditate and explore these.
- To know that worship and meditation are different.

### Music:

- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- To be able to listen to and pick out common features found in Mesoamerican music.
- To be able to play a piece of music on the ukulele using at least three chords.
- To be able to read simple musical notations.

### PE:

**Real PE - Health & Fitness Cog** – Static Balance – Stance. Coordination - Footwork.  
**Real Dance – Physical Cog** – To be able to perform a range of skills fluently and accurately in practise and performance situations.

### Computing:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs