


**English**

**Reading**

- **Retrieve** and record information and identify key details from fiction and non-fiction
- Make **inferences** from the text and to explain and justify inferences with evidence from the text

**Writing**

- Use correct punctuation in all writing, including full-stops, capital letters, commas, inverted commas **colons** and **semi-colons**
- Include **fronted adverbial phrases** as sentence starters to add detail to a piece of writing
- Use **subordinating conjunctions**, such as *while, when, since, because, until, if*
- Write a persuasive piece of writing using persuasive language, linked to our topic of North America



**Art: Portraits**

**The key knowledge will focus on:**

- **Colour:** Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
- **Line:** Lines and marks can be expressive and show movement or emotion.
- **Pattern:** Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.
- **Tone:** Tone can help show the foreground and background in an artwork.

**Music: Animal Kingdom**

- To explore the relationship between pitches to create harmonies
- To understand how chords are formed and adapted
- To compose music using harmony, intervals and chords

**Additional Key Vocabulary:**  
**Rhythm, melody, harmony, lyrics**

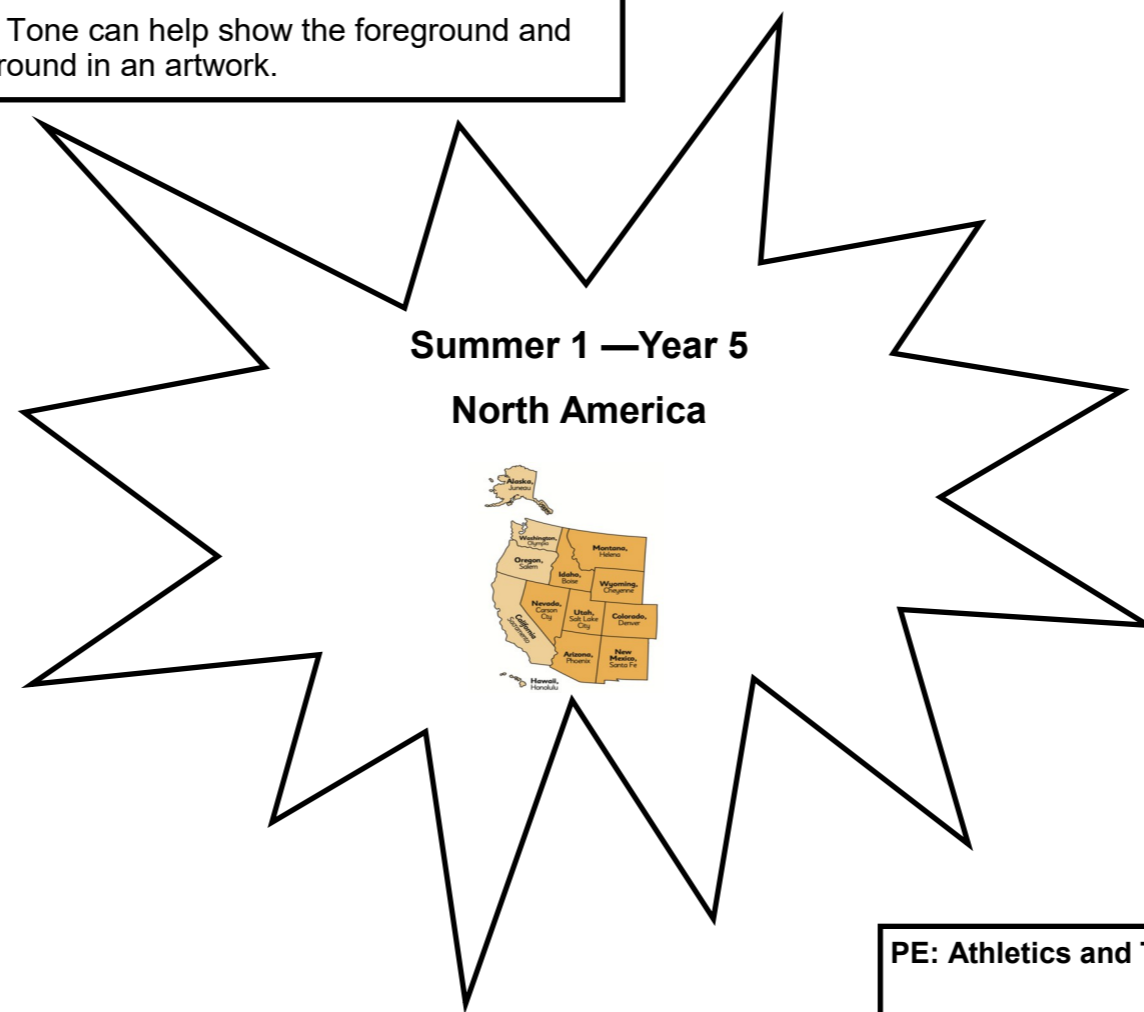
**Maths**

- To classify **angles**
- To estimate and measure angles on a straight line and around a point
- To draw and measure angles accurate using a **protractors**
- To identify **regular** and **irregular polygons**
- To investigate 3D shapes
- To read and plot **coordinates**
- To describe and complete **translations**
- To identify **lines of symmetry**

**Geography: North America**

- To identify the countries of North America
- To investigate and compare climates in North America
- To explore the geographical features of North America
- To explore the time zones of North America and compare them with other time zones
- To compare and contrast a region in the UK with a region in North America (Western Area of North America)
- To research the human and physical features of a North American country

**Additional Key Vocabulary:**  
 Tundra, subarctic, subtropical, tropical, temperate, climate, Greenwich Meridian, Human Geography, Physical Geography, culture, currency



**Science: Life Cycles**

- To describe the process of **sexual** reproduction in flowering plants.
- To describe the process of **asexual** reproduction in plants
- To describe the process of sexual reproduction in animals.
- To observe and compare the **life-cycles** of animals in our local environment with other animals around the world
- To compare how different animals reproduce and grow. T
- To find out about the work of **naturalists**

**Additional Key Vocabulary:**  
**Anther, filament, petal, stigma, style, ovary, sepals, carpel, stamen, pollination, fertilization, fertilised clone, genetics, organism, sperm, embryo, hermaphrodites, predators, prey, biome, gestation**

**RE: How did Buddha teach his followers to find Enlightenment?**

- To understand what is meant by the term **'enlightenment'**
- To engage with the meaning of **'enlightenment'**
- To enquire into how the Buddha found **'enlightenment'**
- To explore **'enlightenment'** in Buddhist texts and stories
- To explore the impact of Buddha's **'enlightenment'** on the Buddhist community
- To search for **'enlightenment'** in Buddhist living

**Computing**

- To build a simple circuit to connect to a **microcontroller** to a computer
- To design sequences for given output devices
- To know how to use reasoning to explain how some simple **algorithms** work and to detect and correct errors in algorithms and programs, identifying the outcome of user input in an algorithm

**PE: Athletics and Tennis (Thursday and Friday)**

- To understand pace and apply different speeds over varying distances
- To develop fluency and co-ordination when running for speed.
- To develop technique in relay changeovers.
- To build momentum and power in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.
- To return the ball using a backhand and forehand ground stroke
- To develop the underarm serve and understand the rules of serving.
- To apply rules, skills and principles to play against an opponent.