

	<p><b>Maths Objectives</b></p> <p>To know and use numbers  To add and subtract  To multiply and divide  To use fractions  To understand the properties of shapes  To describe position, direction and movement  To use measures  To use statistics  To use algebra</p>	<p><b>English Objectives</b></p> <p>To present neatly  To spell correctly  To punctuate accurately  To write with purpose  To use imaginative description  To organise writing appropriately  To analyse writing  To present writing  To read words accurately  To understand texts  To listen carefully and understand  To develop a wide and interesting vocabulary  To speak with clarity  To tell stories with structure  To hold conversations and debates</p>	<p><b>Science</b></p> <p>To work scientifically  To understand plants  To understand animals and humans  To investigate living things  To understand evolution and inheritance  To investigate materials</p> <p><u>Learning Opportunities</u></p> <p><b>Plants</b>  Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.</p> <p><b>Evolution and inheritance</b>  Look at resemblance in offspring.  Look at changes in animals over time.  Look at adaptation to environments.</p> <p><b>All living things</b>  Identify and name plants and animals  Look at classification keys.  Look at the life cycle of animals and plants.  Look at classification of plants, animals and micro-organisms.  Look at reproduction in plants and animals, and human growth and changes.</p> <p><b>States of Matter</b>  Look at solids, liquids, gases, changes of state, evaporation, condensation and the water cycle</p> <p><b>Eco Links</b>  - impacts of longer lives  - disruptions to life cycles  - effect of destruction of habitats</p>	<div style="text-align: center;">  <p><b>Christian Values:</b>  Thankfulness  Service</p> </div>	
	<p><b>PSHE/RSE</b></p> <p>Twinkl Life Unit - VIPs (Y5)  Twinkl Life Unit - TEAM (Y6)</p>	 <p><b>Secret Suffolk</b>  (The Natural World Around us)</p>		<p><b>Evolution and inheritance</b>  Look at resemblance in offspring.  Look at changes in animals over time.  Look at adaptation to environments.</p> <p><b>All living things</b>  Identify and name plants and animals  Look at classification keys.  Look at the life cycle of animals and plants.  Look at classification of plants, animals and micro-organisms.  Look at reproduction in plants and animals, and human growth and changes.</p> <p><b>States of Matter</b>  Look at solids, liquids, gases, changes of state, evaporation, condensation and the water cycle</p> <p><b>Eco Links</b>  - impacts of longer lives  - disruptions to life cycles  - effect of destruction of habitats</p>	<p><b>RE</b></p> <p>To understand beliefs and teachings  To understand practices and lifestyles  To understand how beliefs are conveyed  To reflect  To understand values.</p> <p><u>Learning Opportunities</u>  Study the beliefs, festivals and celebrations of Christianity.  Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.  Study three of the major six religions not studied in depth in order to gain a brief outline.  Study other religions of interest to pupils</p>
<p><b>Design and technology</b></p> <p>To master practical skills  To design, make, evaluate and improve  To take inspiration from design throughout history</p> <p><u>Learning Opportunities</u>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p><b>Geography</b></p> <p>To investigate places  To investigate patterns  To communicate geographically</p> <p><u>Learning Opportunities</u>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.  • Use a wide range of geographical sources in order to investigate places and patterns.  • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><b>Eco Links - Local effects of Climate Change eg coastal erosion</b>  - Sea pollution (beach clean)  - Effect on local flora/fauna</p>	<p><b>Art and Design</b></p> <p>To develop ideas  To master techniques  To take inspiration from the greats</p> <p><u>Learning Opportunities</u>  Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques.  Learn about the great artists, architects and designers in history</p>	<p><b>Music</b></p> <p>To perform  To compose  To transcribe  To describe music</p> <p><u>Learning Opportunities</u>  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.  Improvise and compose music using the inter-related dimensions of music separately and in combination.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand the basics of the staff and other musical notations.  Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.  Develop an understanding of the history of music.</p>		
<p><b>Computing</b></p> <p>To code  To connect  To communicate  To collect</p> <p><u>Learning Objective</u>  Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.  Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.  Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p><b>Art and Design</b></p> <p>To develop ideas  To master techniques  To take inspiration from the greats</p> <p><u>Learning Opportunities</u>  Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Develop and share ideas in a sketchbook and in finished products.  Improve mastery of techniques.  Learn about the great artists, architects and designers in history</p>		<p><b>Music</b></p> <p>To perform  To compose  To transcribe  To describe music</p> <p><u>Learning Opportunities</u>  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.  Improvise and compose music using the inter-related dimensions of music separately and in combination.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand the basics of the staff and other musical notations.  Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.  Develop an understanding of the history of music.</p>	

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Literacy Opportunities	Mathematical Opportunities
<p>Write stories set in places pupils have been.</p> <p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write stories of adventure.</p> <p>Write stories of mystery and suspense.</p> <p>Write letters.</p> <p>Write plays.</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</p> <p>Write instructions.</p> <p>Write recounts.</p> <p>Write persuasively.</p> <p>Write explanations.</p> <p>Write non-chronological reports.</p> <p>Write biographies.</p> <p>Write in a journalistic style.</p> <p>Write arguments.</p> <p>Write formally.</p> <p>Learn by heart and perform a significant poem.</p> <p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Learn poetry by heart.</p> <p>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <p>Take part in conversations about books.</p> <p>Learn a wide range of poetry by heart.</p> <p>Use the school and community libraries.</p> <p>Look at classification systems.</p> <p>Look at books with a different alphabet to English.</p> <p>Read and listen to whole books.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p> <p>Listen to and learn a wide range of subject specific vocabulary. Through reading identify vocabulary that enriches and enlivens stories.</p> <p>Speak to small and larger audiences at frequent intervals.</p> <p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p> <p>Listen to and tell stories often so as to internalise the structure.</p> <p>Debate issues and formulate well-constructed points.</p>	<p>Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</p> <p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p> <p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p> <p>Explore numbers and place value so as to read and understand the value of all numbers.</p> <p>Add and subtract using efficient mental and formal written methods.</p> <p>Multiply and divide using efficient mental and formal written methods.</p> <p>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</p> <p>Describe position, direction and movement in increasingly precise ways.</p> <p>Use and apply measures to increasingly complex contexts.</p> <p>Gather, organise and interrogate data.</p> <p>Understand the practical value of using algebra</p>