History – The Stone Age: By the end of this unit what should children know?
The different sub-era names and characteristic changes (Palaeolithic, Mesolithic, neolithic) of the Stone Age, including the emergence of hunter-gatherers and early farmers in the late neolithic period.
The changes in religion, travel and technology between the Stone Age and Bronze Age
The reasons for the introduction of hill forts, tribality and kingdoms and the changes in farming, art and culture in the Iron Age.
What made these periods 'Prehistoric' and how/why British history began following the end of the Neolithic era.
The importance of archaeology and artefacts in allowing us to know about this age in prehistoric Britain.
Vocabulary – stone age, bronze age, iron age, neolithic, palaeolithic, mesolithic, prehistoric, tribe, alloy, kingdom, archaeologist, artefact,

Science – Rocks: By the end of this unit what should children know?
That different kinds of rocks are grouped together based on their appearance and simple physical properties.
What fossils are and how they are formed when things that have lived are trapped within rock.
To know some of the fossils found within the Peak District, and why we find those specific fossils (trilobites, brachiopods and coral)
That soils differ and are made from rocks and organic matter (material derived from recently living organisms)
The different ways in which sedimentary (e.g Sandstone), igneous (e.g Granite) and metamorphic (e.g Marble) rocks have formed, and examples of each.
What the Derbyshire Dome is, and how it forms the geology of the Peak District (Shale, Limestone and Sandstone).
Vocabulary – sedimentary, metamorphic, igneous, sandstone, shale, granite, chalk, limestone, marble, soil (peaty, clay, sandy), crystal, grain, permeable, impermeable.

Year 4 Maths - By the end of this unit what should children know?

Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Year 3 Maths - By the end of this unit what should children know?

Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Year 2 Maths – By the end of this unit what should children know?

Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

English – Stone Age Boy, Stone Boy Bone Boy, Ug, How To Wash A Woolly Mammoth - By the end of this unit what should children know?

Poetry – Acrostic?

Narrative – Character description?

Non-Fiction – The features of a set of instructions & recounts. Create a toolkit to plan, compose, edit and redraft their own set of instructions. How to use the imperative verbs effectively in instructional writing.

Vocabulary –

RE – What do different people believe about God? - By the end of this unit what should children know?

Some of the reasons that people may or may not believe in God.

What Christians mean when they say 'Father, Son & Holy Spirit.

Some Muslim beliefs about God based on 12 of the 99 names of Allah. (Allah is forgiving 'the Forgiver', Allah is kind 'the Generous')

That Hindu murtis/statues symbolise Gods/Goddesses.

Some of the artefacts religious people use when they talk to God or pray.

That prayer is a way that religious believers communicate with God.

Vocabulary – Bible, Quran, God, Allah, Shahadah, Murti, Communicate, Belief, Mohammad

Latin – Word Roots - By the end of this unit what should children know?

That much of today's English language came from Latin 'Word Roots'

That the Ancient Greeks gave us many words in English

Classical languages influence modern times – including Latin mottoes

That word roots can be used to create and decipher invented words

Vocabulary – prefix, suffix, word root, Latin, romance language, classic, modern, ancient

PHSE – Being Me: By the end of this unit what should children know?

To understand that I am important and recognise my self-worth and personal strengths.

To understand what challenge is and set myself personal goals.

To recognise feelings of happiness, sadness, worry and fear in myself and others.

To know why rules are needed and how these relate to choices and consequences.

To know that actions can affect others' feelings and that others may hold different views.

To develop compassion and empathy for others and work collaboratively in any environment.

Vocabulary – welcome, valued, achievements, proud, pleased, personal goal, praise, feelings, nightmare, solutions, support, dream, behaviour, group dynamics, teamwork, viewpoint, ideal school, belonging.

Art & Design and Technology – Cave Paintings and Stonehenge – By the end of this unit what should children know?
Explore the key features and purpose of cave art from the Stone Age
Discover how and why these prehistoric cave paintings were created
Learn how prehistoric cave art was made.
Understand how our knowledge of the past is constructed from arrange of sources (archaeology, material remains, cave paintings).
Learn what materials and tools Stone Age people used to paint:
Understand why cave paintings are important in history.
Vocabulary – Cave art, cavern, charcoal, colour, drawing, earth, outline, pastels, petroglyph, pictograph, pigment, prehistoric, proportion, shade, silhouettes, stencil

Computing – Online Safety – By the end of this unit what should children know?
• To know that not everything on the internet is true: people share facts, beliefs and opinions online. • To understand that the internet can affect your moods and feelings. • To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. • To know what social media is and that age restrictions apply

Vocabulary – Accurate, Age-restricted, Autocomplete, Beliefs, Block, Content, Digital devices, Fact, Fake news, Internet, Opinion, Password, Persuasive, Privacy settings, Reliable, Report, Requests, Search engine, Security questions, Sharing, Smart devices, Social media platforms, Social networking, Wellbeing

PE – Athletics - By the end of this unit what should children know?
Running - Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.
Jumping - If you jump and land quickly it will help you to jump further.
Throwing - The speed of the movement helps to create power. So, moving from to slow to fast will help you to throw further.
Vocabulary – accuracy, baton, control, event, further, PB, power, relay, speed, strength, technique

Morley Away Curriculum - By the end of this unit what should children know?
Bluebells – Connecting with other children from their house.

Music – I've Been To Harlem - By the end of this unit what should children know?
A pentatonic scale uses the notes F, G, A, C, D
An ostinato is a repeating pattern
A call-and-response song involves two people singing the same words and melody in turn.
The musical notation for crotchet, quavers and semiquavers

Vocabulary – pentatonic scale, ostinato, melody, call and response, crotchet, quavers, semiquavers, unison, round, pitch, chord, phrase, accompaniment, improvise, compose

Leaders of the Future - By the end of this unit what should children know?
Bluebells – Being role models within their house groups and leading younger children in an external environment.
Leadership skills and qualities will be taught and developed in PE & PSHCE lessons to
Vocabulary – Collaboration, Communication, Consistent, Courage, Creative, Delegation, Empathy, Influence, Inspirational, Passion, Reflective, Respect, Supportive