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. To compare Stone Age with today.

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.

Year 2 – Events beyond living memory that are significant globally or nationally (building of Stonehenge and Creswell Craggs in Derbyshire)

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).

Year 2 – compare and group together different rocks (materials) on the basis of their simple physical properties.

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?

Addition & Subtraction

Estimate and use inverse operations to check answers to calculations.

Apply existing knowledge of addition and subtraction to complex, multi-step problems, deciding which operations to use and why.

Area

Find the area of rectilinear shapes by counting squares

Make shapes accurately, given specific criteria, and compare the areas of different shapes.

Multiplication & Division

Recall multiplication and division facts for multiplication tables up to 12 × 12

Use place value and known facts to multiply and divide mentally (including by 1 & 0, and multiplying 3 numbers together)

Recognise and use factor pairs

Multiply two-digit and three-digit numbers by a one-digit number using formal written methods

Solve complex, multi-step mathematical problems and show detailed mathematical reasoning.

Vocabulary – Estimate, increase, decrease, column(ar) addition/subtraction, factor, factor pair, divisible, area, breadth, width, square centimetre, square metre, rectilinear, perimeter, right angle

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

Addition & Subtraction

Add and subtract numbers with up to 3 digits, using formal written columnar methods

Solve missing number problems and use number facts/place value to complete complex problem solving and reasoning questions.

Multiplication & Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for 2 digit numbers multiplied/divided by 1 digit numbers, using mental and formal written methods.

Solve problems involving missing numbers and correspondence, using detailed mathematical reasoning.

Vocabulary – hundreds, column(ar) addition/subtraction, inverse operation, exchange, remainder, equation, sum, calculation

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

Addition & Subtraction

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

Compare and sort common 2-D and 3-D shapes and everyday objects.

Year 2 English – Stig Of The Dump - By the end of this unit what should children know?

Poetry – List Poem – To plan, write, edit and publish a list poem using capital letters, full stops and commas correctly in a list.

Non-Fiction – Instructions – To plan, write, edit and publish a set of instructions using the correct punctuation for questions, statements, exclamations and commands.

Year 3 English – Stig Of The Dump - By the end of this unit what should children know?

Poetry – List Poem – To plan, write, edit and publish a list poem using capital letters, full stops and commas correctly in a list.

Non-Fiction – Instructions – To plan, write, edit and publish a set of instructions using the correct punctuation for questions, statements, exclamations and commands. To choose appropriate imperative verbs and adverbs to add detail to instructions.

Year 4 English – Stig Of The Dump - By the end of this unit what should children know?

Poetry – List Poem – To plan, write, edit and publish a list poem using capital letters, full stops and commas correctly in a list.

Non-Fiction – Instructions – To plan, write, edit and publish a set of instructions using the correct punctuation for questions, statements, exclamations and commands. To choose appropriate imperative verbs and adverbs to add detail to instructions.

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.
To understand that Allah is God, To know some of the 99 names of Allah, To know what the names tell us about people's beliefs in Allah
Vocabulary – Bible, Quran, God, Allah, Shahadah, Murti, Communicate, Belief, Mohammad

Latin – Hands Up Latin Chapter 1 - By the end of this unit what should children know?

I can read and identify key language: est is, et and, in in, mercator merchant, piscatrix fishmonger, pistor baker, salve hello, taberna taberna, vale goodbye, via street
I can retell the mythology tale of the labours of Hercules.
I can read and identify simple sentences:
Marcus est puer. Marcus is a boy.
pistor est in via. The baker is in the street.
salve, carnifex! Hello, butcher!
Vocabulary – est, et, in, Mercator, piscatrix, pistor, salve, taberna, vale, via

PHSE – Celebrating Differences: By the end of this unit what should children know?

That everybody's family is different and important to them.
That sometimes family members don't get along and there are reasons for this
That conflict is a normal part of relationships

That a witness (to bullying) can make a situation better or worse depending on what they do.
That some words are used in hurtful ways and this can have consequences
Vocabulary –. Family, loving, caring, safe, connected, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, tell, consequences, hurtful, compliment

Computing – Computing Systems – By the end of this unit what should children know?

That a network is two or more devices connected, and that different networks have different purposes.
The key components making up Morley's school network.

The difference between wired and wireless connections.

That files are saved on a server, and the role of a server in networks when requesting a website.

The parts of a website's journey to reach your computer.

That routers connect to send information and data is broken in to packets.
Year 2 – Recognise common uses of information technology at and beyond school
Vocabulary – device, file, internet, network, network switch, packet data, router, server, the cloud, user, WiFi, wired, wireless, access point

PE – Basketball/Football - By the end of this unit what should children know?

Basketball

- pointing your hands towards the target when throwing helps accuracy

- dribbling is an attacking skill which helps you to move towards goal/away from defenders
- spreading out will help to move defenders away from each other
- as an attacker you need to maintain possession and score goals
- as a defender you need to stop the opposition and gain possession

Vocabulary – accurate, attack, communicate, control, intercept, invasion, opponent, possession, referee, shoot, tactic, teammate, teamwork, tournament

Football

- pointing your kicking foot towards the target helps with accuracy
- dribbling is an attacking skill which helps you to move towards goal/away from defenders
- spreading out will help to move defenders away from each other
- as an attacker you need to maintain possession and score goals
- as a defender you need to stop the opposition and gain possession

Vocabulary – accurate, attack, communicate, control, defend, delay, intercept, invasion, pitch, possession, shoot, referee, tactics, teamwork, tournament, track

Year 2 – Participate in team games, developing simple tactics for attacking and defending

Morley Away Curriculum - By the end of this unit what should children know?

Derby Museum -

Music – The Pink Panther Theme - By the end of this unit what should children know?

How to improvise and compose, creating atmospheric music for a scene with a given set of instruments.
How to listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.

How to talk about the effect of particular instrument sounds (timbre).

Year 2 – listen with concentration and understanding & experiment with/combine sounds

Vocabulary – staccato, quite/loud, smooth, detached, clashing, scraping, tinkling, sull, smooth, harsh, rough, glissando, twang, tremolo, pluck, strum, mute/dampen

Leaders of the Future - By the end of this unit what should children know?

Christmas Show -

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