Geography – Study and make maps of Morley and conduct fieldwork of our local area: By the end of this unit what should children know?
Understand and describe the physical features of Morley (Rivers/Streams/Brooks, Wells, Nature Reserves, Vegetation – *Coniferous, Non-Coniferous, Coppice, Orchard, Grassland, Marsh*)
Know that *altitude* refers to how high a place is above sea level.
Understand that *contour lines* on maps show the shape of the land by connecting points that are at the same height.
Understand and describe the human features of Morley (Church, School, Pub, Golf Course, Restaurant, Major Road, Minor Road, Dual Carriageway, Water Tower, Farms, Railway, Footpaths).
That 4 figure grid references can be used to identify key features of the local landscape using an OS map (and that 6 figures can be more precise and helpful).
That an eight-point compass can be used to precisely help with direction.
That maps are drawn to a given scale to help with calculating distances.
Key land uses of the local area (Morley Hayes Golf Club, Breadsall Priory Golf Club, Mr Pumpkin, Broomfield College Farms) including local visits.
Vocabulary – Agriculture, Human, Physical, Coniferous, Non-Coniferous, Coppice, Orchard, Grassland, Marsh, Contour, Altitude, Footpath, NE, NW, SE, SW, Housing, Leisure, Litter, Ordnance Survey, Topographic, Retail, Symbol

Science – Plants: By the end of this unit what should children know?
Understand and describe the functions of different parts of a flowering plant: roots, stem/trunk, leaves, flowers).
That plants require certain things for life and growth (air, light, water, nutrients from the soil) and this can vary from plant to plant.
The way in which water is transported within plants.
The role that flowers play in the life cycle of plants, including pollinations, seed formation and seed dispersal.
That different factors have different effects on plant growth (e.g. light, fertiliser)
How a local farm successfully grows thousands of pumpkins each year (Mr Pumpkin).
Vocabulary – Absorb, Dispersal, Function, Germination, Pollination, Reproduction, Requirements, Transportation, Roots, Stem, Nutrient, Fertiliser

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

<u>Place Value</u>

- 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

English – Harry Potter & The Philosopher's Stone - By the end of this unit what should children know?
Poetry – Ballad – Oracy – Sorting Hat (Morley Version)
Narrative – Fantasy – Setting – Castle Description (Seeing Hogwarts For The First Time)
Non-Fiction – Biography – Language & Organisational Devices *Factfile – Fantastic Beast?*
Vocabulary –

RE – What does it mean to be a Christian in Britain today? By the end of this unit what should children know?
Describe some examples of what Christians do to show their faith, making connections to a Christian belief or teaching.
How to describe two things that might be hard or a challenge to Christians in Britain today.
Describe an example of a Christian they have studied and their actions.
Vocabulary – Artefact, Belief, Communion, Community, Emotion, Faith, Mood, Spiritual, Teaching, Worship,

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 – Landscapes: By the end of this unit what should children know?
How to plan a watercolour landscape by studying the composition of local Derbyshire landscape paintings by Iain Mackay.
Demonstrate the knowledge of visual art concepts by using them in their own work: foreground, background, middle ground, horizon line, vanishing point, vanishing line and perspective.
How to use the value element of art to create tint and shade.

How to use atmospheric perspective, for objects that are in the distance.
Vocabulary – Background, middle-ground, foreground, horizon line, vanishing point, vanishing line, composition perspective, atmospheric perspective, focal point, shade, tint, value scale.

Computing – Online Safety – By the end of this unit what should children know?
Some of the methods used to encourage people to buy things online
Technology can be designed to act like or impersonate living things
Technology can be a distraction and identify when someone might need to limit the amount of time spent using technology
What behaviours are appropriate to stay safe and be respectful online
Vocabulary – accuracy, ad, advantage, advertisement, belief, bot, computer, disadvantage, distraction, fact, hashtag, implications, in-app purchases, influencer, opinion, program, recommendation, reliable, risk, screentime, search results, snippet, sponsored, trustworthy

Latin - By the end of this unit what should children know?
Year 3 – I can translate the names of the family: mater, pater, filia, filius, infans, servi
Year 3 – I understand key language: sum, es, sumus, estis, sedate, salve, omes,
Year 3 – I can begin to link English words to Latin.
Year 4- I can recap on my previous learning from Year 3
Year 4 - I can translate nouns for: games, beads, weapons, houses, streets
Year 4 – I can identify adverbs for: quickly, fiercely, carefully

Morley Away Curriculum - By the end of this unit what should children know?
Peak Wildlife Park – Connecting with other children from their house.
How to be responsible for their own and other's behaviour (particularly younger students) on a whole-school visit.
The life cycle of a pumpkin plant. How a local farm grows tens of thousands of pumpkins each year so successfully.
Vocabulary – Agriculture, Biodegradable, Citizen, Cycle, Responsible,

PE – Swimming - By the end of this unit what should children know?
How to swim competently, confidently and proficiently over a distance of at least 25 metres
How to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
How to perform safe self-rescue in different water-based situations

Music – This Little Light Of Mine/Fifes - By the end of this unit what should children know?
Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).
Sing in a Gospel style with expression and dynamics.
Sing Part 1 of a partner song rhythmically.
Play a bass part and rhythm ostinato along with *This little light of mine*.
Listen and move in time to songs in a Gospel style.
Vocabulary – pentatonic, 'blue' note, verse, chorus, call-and-response, echo, phrase, off-beat, articulation, legato, staccato, melody & accompaniment, unison, solo, ensemble, improvise

Leaders of the Future - By the end of this unit what should children know?
Peak Wildlife Park – 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