Geography – Morley Around The World: By the end of this unit what should children know?
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.
There are four hemispheres (N, E, S, W) and I can use an atlas to identify the locations of countries and their capitals within each of these hemispheres.
That I can make reasonable judgements on where an image has been taken based on human (street signs, land use, types of buildings, roads (including which side of the road is being used)) and physical features (local weather, mountains, coastlines, soil, vegetation cover)
Vocabulary – City, Climate, Continent, County, Country, Human, Physical, Population, Scale, hemisphere, similarities, differences, capital, settlement, locality, community, culture, urban, rural,

Science – Animals, Including Humans: By the end of this unit what should children know?
Living things need food to grow and to be strong and healthy.
Animals need food, water and air to stay alive but whilst plants can make their own food, animals cannot.
To stay healthy, humans need to exercise, eat a healthy diet and be hygienic
Specific ways to improve their own diet so that it is more nutritionally balanced.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Skeletons do three important jobs (protect organs inside the body, allow movement and support the body to stop it from falling to the floor.
Skeletal muscles work in pairs to move bones they are attached to by taking in turns to contract and relax.
Vocabulary – Balanced, Carbohydrate, Dairy, Diet, protein, fibre, fats, vitamins, minerals Endoskeleton, Exoskeleton, Fibre, Hydrostatic skeleton, Invertebrate, Nutrition, Protein, Vertebrate, muscles, tendons, contract, relax, hydrostatic, joints, saturated fats, unsaturated fats, healthy, energy, nutrients, skull, clavicle, scapula, ribcage, vertebral column, humerus, ulna, pelvis, radius, femur, tibia, fibula

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

English – The Boy Who Biked The World: The Americas - By the end of this unit what should children know?
Narrative – Epic Journey – Characterisation -
Non-Fiction – Advertising – Persuasion & Audience -
Vocabulary – AFORRESTT, epic, characterisation, journey, adventure, personality, traits, eccentricities, idiosyncrasies, disposition, landscape, environment, target, persuasion

RE – What do different people believe about God? - By the end of this unit what should children know?
Describe some of the ways in which Christians, Hindus and Muslims describe God.
Identify how and say why it makes a difference in people's lives to believe in God.
How to ask questions and suggest some of their own responses to ideas about God.
Vocabulary – Allah, Artefact, Bible, Humanist, Qur'an, Metaphor, Muslim, Prayer, Symbolism, Trinity

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

Art & Design and Technology – Cooking & Nutrition: Eating Seasonally – By the end of this unit what should children know?
How climate effects where food grows.
How to identify seasonal ingredients from the UK.
How to describe the texture and flavours of ingredients.
How to follow instructions from a recipe.
What the benefits of seasonal fruit and vegetables and their impact on the environment.
Vocabulary – appearance, arid, climate, complementary, export, import, Mediterranean, mock-up, polar, seasonal, temperate, tropical.

Computing – Programming (1) – By the end of this unit what should children know?
That a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.
What a conditional statement is in programming.
That using variables can help you to create a quiz on scratch.
• **Vocabulary –** code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation, position, program, project, script, sprite, stage

PE –By the end of this unit what should children know?
Swimming
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
Balance
How to balance dynamically whilst undertaking a range of movements (lunging, sinking, extending and driving)

Leaders of the Future - By the end of this unit what should children know?
Harry Potter Studios Trip – Being role models in the community and representing the school in an external environment.
Workshops – Being leaders in fire safety, railway safety and anti-bullying
Christmas Concert – Rehearsing and performing individual and group compositions for an audience.
Leadership skills and qualities will be taught and developed in PE & PSHCE lessons.

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 link Latin to modern day English with multiple examples and make connections between Latin, French and Spanish.