Geography – Climate: By the end of this unit what should children know?
Atlases & maps can be used to locate the Equator, the Tropics of Cancer & Capricorn and identify countries that lie on each of these lines of latitude.
Locations of places can be described using the language of north, south, east and west of other locations/landmarks.
Human & Physical features can provide clues to make reasonable judgements on where a photo has been taken. (flat roofs & dry soil = warm, arid climate/dense vegetation = tropical climate)
The world can be divided in to 5 distinct climate zones (polar north, temperate north, tropical, temperate south and polar south)
Defining features of each climate zone… Polar – Long cold winters, short cool summers, dry, permanent ice, extreme changes in sunlight hours Temperate – distinct seasons, mild temperatures, changeable Tropical – high temperatures, high rainfall, lack of seasonal change
Key worldwide environmental issues (e.g air pollution, water pollution, biodiversity loss) and their causes (e.g industry, agriculture, deforestation) – Covered In Science Topic
A local environmental issue (e.g noise pollution, light pollution, land pollution – litter) and what we can do to tackle it (decreasing reliance on personal vehicles, 'earth hours', litter picking, educating others) - Covered In Science Topic
Vocabulary – North, East, South, West, (NE, NW, SE, SW), Equator, Tropic of Cancer, Tropic of Capricorn, environmental issue, human impact, pollution

Science – Living Things & Their Habitats: By the end of this unit what should children know?
Scientists classify organisms based on their different characteristics (e.g ability to fly, underwater/land animal, shapes of leaves, flowering/non-flowering plants)
Classification keys are used to group, identify and name plants and animals in their local environment and wider environment.
Classification keys can be constructed using Yes/No questions to distinguish minute details between similar organisms.
That environments can change due to human activity/climate change and this can sometimes pose dangers to living things.
Vocabulary – Amphibian, Characteristics, Classify, Classification Key, Deforestation, Endangered, Environment, Extinct, Habitat, Human impact, Invertebrate, Mammal, MRS GREN, Organism, Population, Sensitivity, Threat, Vertebrate

Year 3 Maths - By the end of this unit what should children know?
Fractions
How to count up and down in tenths, recognising that tenths arise when an object, number or quantity is divided in to ten equal parts How to recognise, find and write fractions of a quantity: unit fractions and non-unit fractions with small denominators. How to count in fractions on a number line and use number lines and bar models to show equivalence. How to compare and order unit fractions, and fractions with the same denominators How to solve problems involving unit, non-unit and equivalent fractions using a range of representations (bar models, written fractions, number lines, concrete & pictorial representations). Fractions within the context of parts of a whole, numbers, measurements, shapes and unit fractions as divisions of a quantity.
Vocabulary – tenth, divide, equal, fraction, quantity, unit fraction, non-unit fraction, denominator, numerator, divisor, vinculum, add, subtract, order, compare, equivalent
Mass & Capacity
How to use digital and analogue scales to measure mass, and the contexts in which this would be necessary in their lives. How to measure, order, compare, add and subtract mass (using g (grams) and kg (kilograms))

How to measure, order, compare, add and subtract volume and capacity (using l (litres) and ml (millilitres)).

How to find and show equivalence in mass and capacity.

Vocabulary – add, subtract, order, compare, measure, gram, kilogram, litre, millilitre, equivalent, digital, analogue

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

Fractions

How to recognise and show, using diagrams, families of common equivalent fractions

How to count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10

How to solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

How to add and subtract fractions with the same denominator

How to solve problems involving the full range of fractions taught

Vocabulary – hundredth, quantity, non-unit fraction, integer, vinculum, denominator, numerator

Decimals

How to recognise and write decimal equivalents of any number of tenths or hundreds

How to recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

How to find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

How to round decimals with 1 decimal place to the nearest whole number

How to compare numbers with the same number of decimal places up to 2 decimal places

How to solve simple measure and money problems involving decimals to 2 decimal places

Vocabulary – decimal, equivalent, decimal notation, quarter, half, hundredth, tenth, decimal place, round, approximate

English – The Wild Robot – Peter Brown: - By the end of this unit what should children know?

Poetry – Free Verse – Structure – The key features of free verse poetry that can be identified to create a toolkit to compose their own writing. Focus on feeling, emotion, wonder, posing questions creating a unique 'rule-free' structure and carefully choosing vocabulary to create maximum impact, coherency and flow.

Narrative – Moral Story – Direct Speech – The key features of a 'moral story' including direct speech from a single character to themselves/an audience. That a 'moral' is an important lesson that can be derived from a story and direct speech should be written between pairs of inverted commas and properly punctuated before the speech is closed.

Vocabulary – free verse, emotion, wonder, impact, coherency, flow, moral, direct speech, inverted commas

RE – Does visiting the River Ganges make a person a better Sanatani? - By the end of this unit what should children know?

Sanatana Dharma describes the eternal teachings and duties that a Hindu must abide by.

That Sanatanis belief that Brahman is one supreme deity who is everywhere and in everything

That Sanatanis carry out rituals in the river Ganges as they believe it will wash away impurities.

A ritual that happens at the Ganges and explain why this is important and significant to Sanatanis (bathing/cremating)

That Sanatanis celebrate festivals and keep water from the Ganges in shrines at home to keep the holy sites in their minds

Vocabulary – Sanatana Dharma, Brahman, Brahma, Atman, Deity, Pilgrimage, Ganges, Puranas, Samsara, Moksha, Purifying, Ashes, Cremation, Rituals, Pollutant, Toxins, Impurity

PHSE – Healthy Me: By the end of this unit what should children know?
How exercise affects my bodies and why the heart and lungs are such important organs.
The amount of calories, fat and sugar that is put into our bodies will affect our health.
There are different types of drugs (legal/illegal, medication/harmful)
There are things, places and people that can be dangerous and a range of strategies to keep ourselves safe.
Vocabulary – calories/kilojoules, drugs, attitude, safe, anxious, strategy, advice, risk, complex, emergency services

Design and Technology –Digital World – Mindful Moment Timers – By the end of this unit what should children know?
In programming, a variable is used for storing values and calculating data.
Some of the features of a micro:bit (sensors, buttons, LEDs)
An algorithm is a set of instructions to be followed by the computer.
That it is important to check code for errors/bugs.
That a simulator can be used as a way of checking code works before installing it onto an electronic device.
The term ergonomic refers to efficiency/comfort and aestethic refers to visual appeal.
Vocabulary – aesthetic, annotate, assemble, block, brand, bug, coding, computer-aided design (CAD), criteria, debug, develop, ergonomic, feedback, form, function, loop, model, program, prototype, research, script, light-emitting diode (LED), variable

Computing – Video Trailers – Digital Literacy – By the end of this unit what should children know?
That different types of camera shots can make photos or videos look more effective.
That photos and videos can be edited using film editing software (iMovie)
Transitions and text can be added to videos.
Vocabulary – camera angle, clip, cross dissolve, edit, fade to black/white, film, graphics, key events, slide, storyboard, time code, transition, voiceover, wipe

Latin - By the end of this unit what should children know?
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?
Open Centre RE trip to local Gurdwara & Hindu Temple.

Music – Fanfare For The Common Man - By the end of this unit what should children know?
The brass (French horn, trumpet, trombone and tuba) and percussion (bass drum, timpani and tam tam) that are used in this piece of music.
That 'texture' is how musical lines fit together and both thick (lots of instruments/melodies) and thin (few instruments/melodies) textures can be included in a piece of music.
That mixtures of textures can create mood and atmosphere.
That silence can have dramatic effects when used in pieces of music.
Vocabulary: speed, melody, long/short sounds, repeated rhythm, unison, homophonic
Wider Opps Flutes/Fifes

PE – Netball & Hockey - By the end of this unit what should children know?

Netball (Year 3)

- Netball is played in over 80 countries and is especially popular in England, Australia, South Africa, Jamaica & New Zealand.
- When throwing the ball, pointing hands towards your target will help to send the ball accurately.
- Spreading out as a team will help to move the defenders away from each other.
- Players cannot dribble or move with the ball. They must not lift their landing foot until releasing the ball.
- You need to maintain possession and score goals as an attacker.
- You need to stop the opposition and gain possession as a defender.

Vocabulary – attack, control, court, defend, intercept, invasion, opposition, possession, receive, technique, teammate, tournament, umpire

Hockey (Year 3)

- To send a ball accurately, you should point your stick towards the target when sending the ball.
- Dribbling is an attacking skill which helps you to move towards a goal or away from defenders.
- Spreading out as a team will help to move defenders away from each other.
- You need to maintain possession and score goals as an attacker.
- You need to stop the opposition and gain possession as a defender.

Vocabulary – accurate, attack, attacker, control, decision, defender, defend, dribble, intercept, invasion, opposition, possession, receiver, tactics, teamwork, tournament