History – The Stone Age: By the end of this unit what should children know?
I know the different sub-eras of the Stone Age, including the emergence of hunter-gatherers and early farmers in the late neolithic period.
I can describe the changes in religion, travel and technology in the Bronze Age
I know that the introduction of hill forts, tribality and kingdoms, farming, art and culture was in the Iron Age.
I understand what made these periods 'Prehistoric' and how/why British history began following the end of the Neolithic era.
The understand 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, BC/AD

Science – Rocks: By the end of this unit what should children know?
I know that different kinds of rocks are grouped together based on their appearance and simple physical properties.
I know what fossils are and how they are formed when things that have lived are trapped within rock.
I can name some of the fossils found within the Peak District, and why we find those specific fossils there (trilobites, brachiopods, bivalve molluscs and coral)
I know that soils are made from rocks and organic matter.
I understand 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.
I know 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

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

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

English – Stig Of The Dump - By the end of this unit what should children know?
Poetry – I know the features of a list poem. Create a toolkit to compose their own list poem. Use similes effectively to created vivid, relatable imagery.
Narrative – I know the features of historical fiction. Create a toolkit to plan, compose, edit and redraft their own story with historical aspects, focusing on a historically accurate setting. How to expand noun phrases with modifiers and use pronouns appropriately to aid cohesion and avoid repetition in writing.
Non-Fiction – I know the features of a set of instructions. Create a toolkit to plan, compose, edit and redraft their own set of instructions. I can use imperative verbs effectively in instructional writing.
Vocabulary – simile, imagery, historical, noun phrase, modifier, setting, adjective, pronouns, cohesion, repetition, imperative, instruction

RE – Why Is The Bible Important To Christians Today? - By the end of this unit what should children know?
I know how the bible uses different stories to tell a 'bigger' story, and what this 'bigger story' is.
I understand how and why the Christians use the Bible in modern day life.
I can recall and name some Bible stories that inspire Christians (e.g. The Good Samaritan, Daniel and the Lion's Den, Job and his Faithfulness, Noah and his Faithfulness)
I understand the key element of 'forgiveness' in many of the stories told by Jesus (The Lost Son, The Pharisee and the Tax Collector, The Unforgiving Servant, The Lost Sheep)
Vocabulary – forgiveness, bible, Christian, influence, inspiration, parable, disciple, faithfulness.

Leaders of the Future - By the end of this unit what should children know?
Yorkshire 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.
Vocabulary – Collaboration, Communication, Consistent, Courage, Creative, Delegation, Empathy, Influence, Inspirational, Passion, Reflective, Respect, Supportive

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

PHSE – Being Me: By the end of this unit what should children know?
I understand that I am important and recognise my self-worth and personal strengths.
I understand what challenge is and set myself personal goals.
I can recognise feelings of happiness, sadness, worry and fear in myself and others.
I know why rules are needed and how these relate to choices and consequences.
I know that actions can affect others' feelings and that others may hold different views.
I can develop my 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?
I can explore the key features of cave art from the Stone Age.
I know how and why these prehistoric cave paintings were created.
I can demonstrate an understanding of a watercolour resist.
I can create a 2D composition using an overlap technique.
I can select and apply arrange of drawing and painting techniques.
Vocabulary – Palaeolithic, prehistoric, earth colour, pigment, native, charcoal, geometric shape, pictograph, petroglyph, overlap, resist, stencil, blend.

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

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

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