History – The Ancient Egyptians: By the end of this unit what should children know?
The achievements of the Ancient Egyptians as an early civilization (the Great Pyramids, the Valley of Kings, irrigation systems in farming, mummification & medicine, hieroglyphs and the importance of the Nile).
The similarities between Ancient Egypt and Prehistoric Britain (farming revolution, chronology, conquest as an end)
The key differences between Ancient Egypt and Prehistoric Britain (ancient vs. prehistoric, culture, religion, settlements and society).
How the Ancient Egyptians compared to other early civilizations around the world (Ancient Sumer, The Indus Valley and The Shang Dynasty).
The importance of archaeology and artefacts in allowing us to know learn about this period of history within the last 200 years.
Vocabulary – vizier, dynasty, sarcophagus, mummification, hieroglyph, scarab, pharaoh, embalm, papyrus, irrigation, archaeologist, agriculture, urban, pyramid, Tutankhamun, settlement, ancient, prehistoric, millennium, Nile, civilization

Science – Light: By the end of this unit what should children know?
To know that light is needed in order to see things and that dark is the absence of light.
To know that the reflection of light is what makes materials 'shiny' or 'sparkly', rather than them being original sources, and how this links to the sun and moon.
To understand that visible light is just part of a wider spectrum.
To understand that light from the sun can be dangerous and there are a number of ways in which we can protect ourselves from the sun's dangers at Morley and in the wider world (UV levels/monitor, Slip, slop, slap, slide and shade, legionnaires hats). Locality Link – Radio Derby DJ Colin Bloomfield.
To recognise that shadows are formed when the light from a light source is blocked by an opaque object.
That shadows will change dependent on its distance from a light source and how this has been utilised by civilizations to indicate the notion of time.
Vocabulary – prism, refraction, infrared, opaque, translucent, wave, beam, speed of light, ultraviolet, spectrum, emit, lens, material, mirror, light source, absorb, shadow, block, transmit, transparent, light, dark, visible, reflection

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 Story Of Tutankhamun - By the end of this unit what should children know?
Poetry - The features of a cinquain poem. Create a toolkit to compose their own cinquain. Focus on vocabulary, word classes and syllabic length of each line.
Narrative – The features of an action novel. Create a toolkit to plan, compose, edit and redraft their own graphic novel with action, particularly focusing on fronted adverbials to build tension, advance action and create atmosphere.
Non-Fiction – The features of a non-chronological report. Create a toolkit to plan, compose, edit and redraft their own non-chronological report on the Ancient Egyptians. Focus on subject specific vocabulary and layout, particularly headings, subheadings, images and captions, and formal tone.
Vocabulary – Cinquain, syllable, fronted adverbial, atmosphere, action, tension, suspense, character, conflict, time conjunction, structure, caption, formality, headings, subheadings, subject-specific.

RE – Why Are Festivals Important To Religious Communities? - By the end of this unit what should children know?
How Pesach is celebrated by followers of Judaism and what it means to a believer today.
How Diwali is celebrated by followers of Hinduism and what it means to a believer today.
How is Diwali celebrated by people in Derby? (Kedleston Hall, Geeta Bhawan Temple, Mrs Dosanjh)
How Eid ul Fitr is celebrated by followers of Islam and what it means to a believer today.
As a largely Christian school, which religious festivals do we celebrate at Morley and what are the similarities and differences to the studied festivals from other religions?
It is an inherently 'British' thing to celebrate different religion's beliefs and festivals, and practice tolerance and respect individual liberty.
Vocabulary – Celebrate, rejoice, festival, faith, believer, follower, Judaism, Hinduism, Islam, Christianity, Eid ul Fitr, Pesach, Diwali, tolerance.

PHSE – Celebrating Differences: By the end of this unit what should children know?
That sometimes people make assumptions about a person because of the way they look or act.
There are influences that can affect how we judge a person or situation.
That some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.
What to do if they think bullying is, or might be, taking place.
The reasons why witnesses sometimes join in with bullying and don't tell anyone.
That first impressions can change.
Vocabulary –. character, judgement, different, appearance, influence, opinion, attitude, deliberate, bystander, witness,

problem-solve, cyber-bully, text message, website, physical, impression, accept, troll, role, secret

Art & Design and Technology – Textiles: Egyptian Collar – By the end of this unit what should children know?
That applique is a way of mending or decorating a textile by applying smaller pieces of fabric.
That a product's function relies on material choices.
To identify and explain some materials and their aesthetic/functional properties.
Vocabulary – applique, cross-stitch, fabric, running-stitch, patch, thread, embellish, template, cotton, silk, polyester, wrinkle, tear, water-resistant, breathable, matt, shiny, biodegrade, pinking

Computing – Computing Systems: Networks – 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.
Vocabulary – device, file, internet, network, network switch, packet data, router, server, the cloud, user, WiFi, wired, wireless, access point

Music - By the end of this unit what should children know?
That different places in the world have different musical traditions.
That the songs studied are from different places in the world, use different instruments, have a different beat, and are different speeds.
That a folk song is music that belongs to the people of a particular place. Derby – Ram Folk Song
How to compose a simple song using symmetry to develop melody, structure and rhythmic accompaniment.
Sing by improvising and identify how the pitch and melody has been developed using symmetry.
Vocabulary – time signature, ¾ time, 4/4 time, tempo (fast/slow), structure (verse, chorus), pitch (melody, harmony), timbre, acoustic, traditional, folk

Morley Away Curriculum - By the end of this unit what should children know?
Derby Museum – Applying knowledge of the Stone Age/Egyptians units from class to external workshops in the community.
Christmas Concert & Party @ Morley Hayes – Rehearsing and performing compositions for an audience.

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?
Derby Museum 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 identify adverbs for: quickly, fiercely, carefully

Geography - By the end of this unit what should children know?
The position of Egypt, and key historical settlements (Luxor, Alexandria, Thebes, Giza) on a map and how they relate to other places using N, E, S & W
The location of the Nile as a significant river within the global sphere.
Key substantive concepts to be found as a focus… • Cultural difference • Scale • Physical World (Ancient Egypt & The Nile, Climate of Egypt)
Key Disciplinary skills to be found as a focus… • Graphicacy Skills (6 figure grid references, using maps, atlases and aerial views) • Academic Skills (Ask and answer questions about cause and effect/contrasts. Selecting information as relevant)
Vocabulary – Luxor, Alexandria, Thebes, Valley of the Kings, Giza, Nile, Desert, Fertile