History – Flight: By the end of this unit what should children know?
To know about the lives of significant individuals who have contributed to international achievements in the history, and future, of flight (the Wright brothers, the Montgolfier brothers, Amelia Earhart, Chuck Yeager, Yuri Gagarin, Neil Armstrong).
To know about the lives of significant British aviation pioneers who have contributed to the development of international flight (Amy Johnson, Geoffrey DeHavilland, Albert Ball, Charles Rolls, Henry Royce, Richard Branson, Sir Frank Whittle).
To understand the significance of some of the most important aviation machines (Hot Air Balloon, Wright flyer, Blackbird, Spitfire, Comet, Concorde, Boeing 747, Gossamer Albatross, Saturn V).
To know of the significance of our locality regarding aviation (Rolls-Royce, East Midlands Airport).
To understand the importance of historical sources in allowing us to have an accurate understanding of the past.
Vocabulary – Wright Brothers, Montgolfier Brothers, Amelia Earhart, Amy Johnson, Black Magic, Sir Frank Whittle, Rolls-Royce, aviation, aircraft, spacecraft, jet engine, propeller

Science – Sound: By the end of this unit what should children know?
That sounds originate from something vibrating and travel through a medium (either liquid, gas or solid) to the ear.
How the human ear converts vibrations in to sounds and how/why a hearing aid might be needed to assist in helping people to hear.
That patterns exist between the pitch of a sound and features of the object that has produced it.
That patterns exist between the volume of a sound and the strength of vibrations that produced it.
That sounds get fainter as the distance from the sound source increases.
How the characteristics of different musical instruments (e.g Ukelele, flute) allows us to create a wide range of sounds through varying vibrations.
Vocabulary – sound, volume, loud, amplitude, quiet, travel, wave, particles, ear, high, low, pitch, energy, distance, vibrate, soundproof, absorb, music, vibration, instruments, hammer, anvil, ear drum, stirrup, cochlea, pinna, eustachian tube, cochlear implant, amplifier, speaker, earmold, ear hook, receiver, auditory nerve, ear lobe, transmitter

Year 3 Maths - By the end of this unit what should children know?
Multiplication & Division
How to write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digits x 1 digit (both formally and mentally).
How to solve a range of problems, including missing number problems, involving multiplication and division.
How to solve scaling and correspondence problems where *n* objects are connected to *m* objects.
Length & Perimeter
How to measure in metres, centimetres and millimetres using appropriate measuring apparatus, and which are the most appropriate unit of length for the measurement of any given object.
Equivalence between metres:centimetres and centimetres:millimetres.
How to add and subtract different lengths, using conversions to a common unit to assist in doing so accurately.
How to measure perimeters with apparatus and use known values to calculate perimeters when faced with unknown values.
Vocabulary – product, calculation, equation, integer, inverse operation, commutative, multiplication (lots of, multiply, times), solution, division (divide, groups, sharing), unit of measurement (cm, m, mm), equivalent, length, width, height, perimeter.

Year 4 Maths - By the end of this unit what should children know?
Multiplication & Division
How to recognise and use factor pairs and commutativity in mental calculations.
How to multiply and divide whole numbers, involving decimals, by 10, 100 or 1000.
How to multiply a 2-digit number by a 3 digit number using formal written layout.
How to use place value and known derivatives to multiply and divide mentally (including multiplying by 0 and 1, dividing by 1 and multiplying together 3 numbers.
Recalling multiplication and division facts for multiplication tables up to 12 x 12.
Length & Perimeter
How to convert between different units of measure (specifically, mm, cm, m and km).
How to measure and calculate the perimeter of a rectilinear figure in squares, centimetres and metres.
The mathematical concepts needed to calculate perimeter problems involving unknown values.
Vocabulary – expanded method, expression, inverse, multiplication (lots of, multiply, times), commutative, distributive, product, short/long multiplication, common factor, divisor, equivalent, share, decimal, integer, rectilinear, unit of measurement (mm, cm, m, km), perimeter.

English – FArTHER – Grahame Baker Smith: - By the end of this unit what should children know?
Poetry – Acrostic – The structural, layout and language features of an acrostic poem. How to compose their own acrostic poem using grammatical devices (similes, onomatopoeia, alliteration, verbs (rule of 3)) to engage the audience.
Narrative – Adventure Story – Plan, write, edit and publish an adventure narrative based on the text 'FArTHER', focusing on using paragraphs to structure a piece of writing and make links between paragraphs using cohesive writing.
Non-Fiction – Informal Letter – Plan, write, edit and publish an informal letter. Focus on using personalisation and informal language appropriately for a specific target audience.
Vocabulary – Acrostic, adventure, informal, personalisation, cohesion, structure, simile, onomatopoeia, alliteration, verb, layout, repetition.

RE – Why Do People Pray? - By the end of this unit what should children know?
The ways in which prayer can comfort and challenge believers.
The similarities and differences between how Christians, Muslims and Hindus pray.
The key prayers of the First Surah of the Qur'an, the Lord's Prayer and the Hindu Gayatri Mantra.
That some people are spiritual but not religious, and that others may believe it is more use to be kind or to help someone that to pray for them.
Vocabulary – Preparation, prayer, amen, Subha beads, Makkah, body language, wudu, murti, shrine, puja tray, bhajan, gayatri mantra, offering, hymn, mandir, worship

PHSE – Dreams & Goals: By the end of this unit what should children know?
What their own hopes and dreams are and that they may not always come true.
That reflecting on positive and happy experiences can help them to counteract disappointment.
How to make a new plan and set new goals, even if they have been disappointed.
How to work out the steps they need to take to achieve a goal.
How to work as part of a successful group and share in the success of the group.
Vocabulary – Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment

Art & Design and Technology – – By the end of this unit what should children know?
How to create depth in artwork using space.
How to develop a composition using; placement, size and one-point perspective.
How to add detail to artwork to show movement by showing how high or low an object is in relation to its surroundings.
How to use effect/control in pieces of artwork to create the illusion of depth.
Vocabulary – Placement, one-point perspective, depth, space

Computing – Computing Systems: Email – By the end of this unit what should children know?
That email stands for 'electronic mail'.
That an attachment is an extra file added to an email.
That emails should contain appropriate and respectful content.
That cyberbullying is bullying using electronics such as a computer or phone.
The importance of email in daily life and worldwide communications.
Vocabulary – Attachment, Bcc, Cc, compose, content, cyberbullying, document, domain, download, email address, emoji, fake, font, genuine, hacker, icons, inbox, link, personal information, reply, responsible digital citizen, scammer, spam email subject bar, theme, tone, username, virus, WiFi

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?
Visit Newark Air Museum to learn about the history and future of flight.
Visit Springwood Leisure Centre each week to take part in dance, gymnastics and another sport.

Music – Latin Dance - By the end of this unit what should children know?
The influences that created Latin music and some if it's key musical features.
The syncopated rhythms in Latin Dance and the chorus:verse structure.
The stories, origins, traditions, history and social context of Latin music.
Wider Opps Ukeleles
Vocabulary – beat, syncopation, 4 beat bar, rhythm pattern, melody, chords, song (verse, chorus, instrumental), call and response, accompaniment, piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos, Latin, salsa, Latin America

Geography - By the end of this unit what should children know?
The position of key airports in the UK and where they are in relation to the points of a compass/distance from locality.
The locations and flight paths of significant historical flights.
Key substantive concepts to be found as a focus… • Human environment • Interdependence and sustainability • Scale
Key Disciplinary skills to be found as a focus… • Graphicacy Skills (6 figure grid references, using maps, atlases and flight paths – aerial views) • Academic Skills (Ask and answer questions about reliability and consequence. Selecting information as relevant)