Geography – Trade: By the end of this unit what should children know?
Name and locate major counties and cities in the UK (*Derbyshire, Leicestershire, Nottinghamshire, Yorkshire, Staffordshire, Lincolnshire, Lancashire, East Anglia, Essex, Sussex, Kent)* and what their key trade is.
Know local traders that import and export and export based on supply and demand, and that this changes within seasons. – *import; supermarkets, export; Rolls Royce*
Know that different areas in the world have different trade centres based on natural resources (including energy, food, minerals and water)
Identify the location of countries in the rest of world of (*China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa* and identify in relation to NSEW of each other and which hemisphere they are part of.
How trade has changed over time due to geopolitical relations, expansion of empire and transport available for transporting cargo and trading.
Vocabulary – county, city, UK, trade, import, export, supply, demand, trade centre, natural resource, energy, minerals, hemisphere, NSEW, geopolitical, empire, transport, cargo, interdependence,

Science – Electricity: By the end of this unit what should children know?
Some common appliances that run on mains electricity (televisions, lights, interactive whiteboards, microwaves, toasters, kettles, electric ovens).
Some portable appliances that run on a battery that has stored electricity after connection to mains electricity (tablets, phones, charging blocks, laptops)
How to construct a simple series electrical circuit, identifying (using pictorial representations) and naming its basic parts (including cells, wires, bulbs, switches and buzzers).
Whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (including if a switch is open or closed)
Some common conductors and insulators (associating metals with being good conductors)
Vocabulary – electricity, appliance, battery, store, circuit, voltage, current, volt, amp, watt, cell, wire, bulb, switch, buzzer, loop, open, closed, conductor, insulator, metal

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

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

English – The Miraculous Journey Of Edward Tulane by Kate DiCamillo: - By the end of this unit what should children know?
Narrative – Sequel – Plan, write, edit and publish a sequel narrative based on part of 'The Miraculous Journey Of Edward Tulane', focusing on building suspense through the use of dialogue, ellipsis and cliffhangers.
Non-Fiction – Diary – Plan, write, edit and publish a diary extract. Focus on assuming the identity of a character and conveying emotion using imagery, simile and metaphor.
Vocabulary – sequel, dialogue, ellipsis, inverted commas, cliffhanger, suspense, diary, date, identity, imagery, simile, metaphor

RE – Why Is Jesus Inspiring To Some People? - By the end of this unit what should children know?
The difference between a miracle and a magic trick.
What is inspiring to Christians about a miracle story of Jesus (Feeding the 5000/walking on water)
What a 'Beatitude' is, and what their own Beatitude might consist of.
Who is inspiring to them, and what makes that person inspiring.
The events of Good Friday & Resurrection day.
Vocabulary – inspire, beatitude, miracle, Good Friday, Resurrection, Easter,

PHSE – Healthy Me: By the end of this unit what should children know?
How different friendship groups are formed, how they fit in to them and which friends they value the most.
That there are leaders and followers within groups, and that they can take on different roles according to different situations.
The facts about smoking, vaping, alcohol and their effects on health (particularly the lungs and liver).
Some of the reasons people start to smoke or drink alcohol.
Ways to resist when people are putting pressure on them.
What they, individually, think is right and wrong.
Vocabulary – Friendship, emotions, relationships, groups, value, roles, leader, follower, assertive, agree, disagree, smoking, vaping, pressure, peers, guilt, alcohol, liver, disease, anxiety, fear, believe, opinion.

Art & Design and Technology – Pneumatic Toy (Hot Air Balloon) – By the end of this unit what should children know?
Draw accurate diagrams, that are correctly labelled. How pneumatic systems work.
Use thumbnail sketches to communicate two ideas. That pneumatic systems can be used as part of a mechanism.
Select appropriate materials to build a working pneumatic system. That pneumatic systems operate by drawing in, releasing and pressing in air.
Assemble their pneumatic system, test and finalise ideas against the design criteria.
Vocabulary – mechanism, lever, pivot, linkage system, pneumatic system, input, output, component, thumbnail sketch, research, adapt, properties, reinforce, motion.

Computing – Programming – By the end of this unit what should children know?
How to use loops to improve programming.
That scratch is a programming language and how to use some of its basic functions.
How to decompose a programme.
What a loop is and how to use them to improve programming.
How to remix a programme.
The definitions of decomposition and algorithm and how they are used to create accurate code.
Can explain the purpose of an algorithm.
That you can remix and adapt existing code.
Vocabulary – algorithm, animation, application, code, code block, debug, decompose, game, interface, loop, predict, program, remixing code, repetition code, review, Scratch, sprite, tinker.

Morley Away Curriculum - By the end of this unit what should children know?
Rolls Royce STEM Trip – Derby Heritage Centre – 14TH March

PE – By the end of this unit what should children know?
Real PE: Cognitive
How to order instructions, movements and skills.
When and why someone is working or performing well (including myself)
How to identify areas for improvement for others (and myself)
Different criteria for judging a performance
Vocabulary – improvement, angle, fluidly, attacking, defending, complete, increasing

Leaders of the Future - By the end of this unit what should children know?
What Christians believe Jesus did to make him an inspiring leader.
How to work as part of a team to plan and deliver a collaborative leadership project for a charity chosen by the class (Pancreatic Cancer UK). - Morley Market
Leadership skills and qualities will be taught and developed in PE & PSHCE lessons.

Music – From A Railway Carriage - By the end of this unit what should children know?
How to use their voices and play musical instruments with increasing accuracy, fluency, control and expression.
How to use and understand staff and other musical notations.
The understanding of stories, origins, traditions, history and the social context of music they are using.
The structure of musical ideas that give pieces a beginning, middle and end.
An appropriate composition in response to different stimuli (stories, verse, images and musical sources)
Vocabulary – Duration (steady beat, repetition, rhythm), Structure (pattern, fugue, round), Texture (unison, layers, combining sounds), Timbre (effect, musicality), collaboration

Latin - By the end of this unit what should children know?
Read, identify and speak numbers 1-10 in Latin
Understand Latin adverbs, their endings and position within the sentence
Translate new sentences using a combination of previous knowledge and etymology