History – The Tudors – What impact did Henry VIII have?/How does Elizabethan life impact us today? : By the end of this unit what should children know?
The political, societal and religious changes within the kingdoms of Great Britain from the start to the finish of the Tudor reign.
The timeline of monarchs and the reasons behind their changing power within the Tudor reign (Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I).
The key causes and consequences of Henry VIII's decision to break away from the Catholic church (love, power, dissolution of monasteries, Protestantism)
A study of Hardwick Hall, and how it is significant both in Elizabethan England and present-day Derbyshire.
The legacy of Tudor England in life today (Church of England, Shakespeare, Tudor buildings).
Vocabulary – dissolution, alliance, act of union, monasteries, tyrant, armada, rebellion, Protestantism, Catholicism, treason, kingdom, Tudor, monarchy, execute, divorce, Hardwick Hall, Henry VIII, Elizabeth I, Bess of Hardwick, Shakespeare

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?
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
Money
How to use decimal knowledge to write amounts of money involving pounds and pence. How to estimate, compare and calculate different measures, including money in pounds and pence
Vocabulary – pounds (£), pence (p), coins, change, notes, addition, sum, difference, approximate, amount, cash, credit, debit
Time
How to read, write and convert time between analogue and digital 12- and 24-hour clocks.

How to solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Vocabulary – digital, analogue, 24hr, 12hr, second, minute, hour, day, week, month, year, half, quarter, estimate, convert, o'clock, a.m., p.m.

Year 3 Maths - By the end of this unit what should children know?
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
Money
How to add and subtract amounts of money to give change, using both £ and p in practical contexts. To have fluency in recognising the value of coins and giving change using manageable amounts.
Vocabulary – pounds (£), pence (p), coins, change, notes, addition, sum, difference, approximate, amount, cash, credit, debit
Time
How to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. How to estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours. Know the number of seconds in a minute and the number of days in each month/year/leap year. Compare durations of events with consistent accuracy.
Vocabulary – Roman numerals, digital, analogue, 12-hour, 24-hour, estimate, second, minute, hour, day, week, month, year, half, quarter, o'clock, a.m, p.m., morning, afternoon, noon, midnight

English – My Friend Walter: - By the end of this unit what should children know?
Narrative – Plan, write, edit and publish their own kenning.
Narrative – Plan, write, edit and publish a playscript based on part of 'My Friend Walter', focusing on structure & layout, stage direction and writing for character.
Narrative – Plan, write, edit and publish a persuasive letter using persuasive techniques (including repetition, rule of three, statistics, emotion, opinion, hyperbole).
Vocabulary – kenning, verb, cryptic, colon, stage direction, narrator, speaker, bracket, AFOREST, persuasion, hyperbole

RE – What does it mean to be a Hindu in Britan today? - By the end of this unit what should children know?
The ways in which Hindus express their faith through puja, aarti and bhajans.
Examples of what Hindus have and do within their families to show their faith (Dharma, Artha, Kama and Moksha)
Who Mahatma Gandhi was and why he is a Hindu hero.
Vocabulary – Dharma, Artha, Kam, Moksha, Puja, Diva, Deity, Murti, Aarti, Bhajan, Ghandi

PHSE – Friendships : By the end of this unit what should children know?
Some reasons people feel jealousy, and that it can be damaging to relationships.
That loss is a normal part of relationships and negative feelings are a normal part of loss.
That memories can support us when we lose a special person or animal.

That change is a natural part of relationships/friendships and sometimes it is better for a relationship/friendship to end if it is causing negative feelings.
Vocabulary –. Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction.

Art & Design and Technology – – By the end of this unit what should children know?
Use key phrases to talk about and compare portraiture artwork.
Can reflect on the artwork of Hans Holbein the Younger.
Draw accurate shaped portraits and self-portraits
Vocabulary – portrait, self-portrait, facial features, proportion, lines, shading, tones, realistic, micrography, observation.

Computing – – By the end of this unit what should children know?
Understand the terminology around database.
How to sort, filter and interpret data.
To represent data in different ways.
To compare paper and computerised database.
How to sort data for a purpose.
Vocabulary – data, database, spreadsheet, records, pros, cons, filter, interpret,

Music – Just 3 Notes/Samba With Sergio - By the end of this unit what should children know?
How to recognise/read rhythm notation and listen to, copy and compose their own rhythm patterns.
How to compose and perform ostinatos using three pitches (C-D-E)
What samba is and that in Brazil it supports communities to be successful.
Vocabulary – ostinato, score, duration, rhythm, arrangement, pitch, structure, beat, call & response, repinique, samba, carnival, fanfarra (fanfare), Escolas de samba (samba schools)

Morley Away Curriculum - By the end of this unit what should children know?
Lea Green Residential Trip – Teambuilding, problem solving, leadership skills and making memories.

PE – Year 3 Cog 5 – Physical - By the end of this unit what should children know?
How to perform a range of skills with control and consistency and use these to perform a sequence of movements with changes in level, direction or speed.
How to perform and repeat longer sequences and select/apply a range of learned skills.
How to perform a variety of movements and skills with good body tension.
How to link actions together so that they flow.
Some key inspirational role models (Beth Tweddle, Becky/Ellie Downie, Damien Walters, Karam Singh)
Vocabulary: sequences, apply, extend, gradually, mini back support, correct

Leaders of the Future - By the end of this unit what should children know?
Leadership skills and qualities will be taught and developed in PE & PSHCE lessons.