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 – Animals Including Humans: By the end of this unit what should children know?
The simple functions of the basic parts of the digestive system in humans (specifically the mouth, tongue, teeth, oesophagus, stomach and intestines).
The different types of teeth in humans (incisor, canine, molar, wisdom) and their simple functions.
That humans are diphyodonts (only replacing teeth once in their life) alongside most mammals. Few animals like elephants, kangaroos and manatees are polyphyodonts).
What damages teeth (grinding, smoking, sugar, brushing too hard, coffee, alcohol) and how to look after them (brushing, flossing, healthy diet, braces, check ups).
That ecosystems rely on food chains, consisting of producers, consumers, predators and prey.
How the human teeth/digestive system compares with that of a horse (Broomfield trip)
Vocabulary – saliva, enzymes, oesophagus, stomach, small intestine, large intestine, incisor, canine, molar, wisdom tooth, diphyodont, polyphyodont, bruxism (grinding), flossing, braces, consumer, producer, predator, prey, digestion

Year 4 Maths - By the end of this unit what should children know?
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.
Shape
How to compare and classify geometric shapes based on properties and sizes (including quadrilaterals and triangles) Identify, compare and order angles up to 180 degrees using mathematical terminology (acute, obtuse, right angle, straight line). Identify lines of symmetry in 2D shapes, in various orientations, and how to complete their own symmetrical figures when given a plane of symmetry.
Vocabulary – compare, classify, geometric, quadrilateral, triangle, degrees, acute, obtuse, right angle, straight line (180 degrees), symmetry orientation, plane, 2D, 3D
Statistics
How to interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs How to solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Vocabulary – line graph, interpret, discrete, continuous, time graph

Position & Direction

How to describe positions on a 2D grid as coordinates in the first quadrant.

How to plot specified points, given as coordinates, and to use them to draw sides of a given polygon.

How to describe movements between positions as translations up, down, left and right.

Vocabulary – grid, coordinate, x coordinate, y coordinate, quadrant, polygon, translation

Year 3 Maths - By the end of this unit what should children know?

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

Shape

How to draw 2D shapes and make 3D shapes using modelling materials. Different 3D shapes (including prisms and pyramids) in different orientations and how to describe them using vertices, edges and faces.

The different angles that are properties of shapes (acute, obtuse, right angle) and whether they are greater than or less than a right angle.

To describe turns accurately, knowing that two right angles make a half turn and three make a three quarter turn and four make a full turn.

The difference between horizontal, vertical, perpendicular and parallel lines and how to identify them in shapes.

Vocabulary – 2D, 3D, prism, pyramid, orientation, vertices, edges, faces, angles, acute, obtuse, right angle, half turn, quarter turn, three quarter turn, horizontal, vertical, perpendicular, parallel

Statistics

How to interpret and present data using bar charts, pictograms and tables.

How to solve one and multi-step problems using information presented in bar charts, pictograms and tables.

Vocabulary – bar chart, pictogram, table, interpret, input, statistic, difference

English – : - By the end of this unit what should children know?
My Friend Walter/What's So Special About Shakespeare?

Poetry – Limericks – Plan, write, edit and publish their own Limericks focusing on rhythm, rhyme and structure.

Non-Fiction – **Biography –** Plan, write, edit and publish their own biography either using the class text as an inspiration (Shakespeare - guided) or an Olympic/Euro 2024 hero as an inspiration for their independent work. Focus on the cause and effect involved in the chosen individual's life.

Vocabulary – rhythm, rhyme, structure, limerick, biography, cause, effect

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 – Changing Me : By the end of this unit what should children know?
That personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm, and this is how babies are made.
The names of different internal and external body parts needed to make a baby (penis, testicles, vagina/vulva, womb/uterus, ovaries)
How the female and male body change during puberty.
That personal hygiene is important during puberty and as an adult.
That change is a normal part of life and that some changes cannot be controlled and have to be accepted.
That changes can bring about a range of emotions.
Vocabulary –. Personal, Unique, Characteristics, Parents, Sperm, Gene, Egg / ovum, Penis, Testicles, Vagina/vulva, Womb/uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Tampons, Hormones, Fallopian tube, Periods, Menstrual cycle, Period pants/pads, Seasons, Control, Emotions, Acceptance.

Art & Design and Technology – Pavilions (Tudor Houses) – By the end of this unit what should children know?
Produce a range of free-standing structures of different shapes and sizes.
Design a pavilion that is strong and stable.
Select appropriate materials and construction techniques to create a stable, free-standing structure.
Select appropriate materials and techniques to add cladding to their pavilion.
Vocabulary – 3D shapes, cladding, innovative, natural, reinforce, structure

Computing – Creating Media – By the end of this unit what should children know?
Create a clear and detailed plan for a webpage.
Create a professional looking web page with useful information and a clear style.
Use the website confidently to search for image, texts and information of a chosen theme.
Consider information that other people would find useful and interesting, to use in their web page design.
Vocabulary – Google Sites, hyperlinks, subpage, web page, world wide web, content, checklist, features.

Music – Samba With Sergio/Fly With The Stars - By the end of this unit what should children know?
What samba is and that in Brazil it supports communities to be successful.
That crotchets and quavers make up rhythms and how to use them to create accompaniment ideas for a song.
How to sing either in a solo or call and response style.
How to play the chords of a given song as part of a whole class performance
Vocabulary – Samba, carnival, fanfarra (fanfare), Escolas de samba (samba schools), crotchet, quavers, crotchet rest, bar, rhythm, A minor/Am, C major/C

Morley Away Curriculum - By the end of this unit what should children know?
Hardwick Hall – Bess of Hardwick and her role in the Elizabethan Era. Her links to the crown and why Hardwick Hall was such a significant achievement and its legacy today.
Come & Play With The Halle – Performance skills with the Halle orchestra at Derby Arena. End of Ukelele unit with Wider Opps music teaching.
Broomfield Equine Centre – Comparing the digestive system/teeth of horses to that of a human.
Sports Day – Inter-house competition at local running track/sports centre, competing in a selection of Olympic sports, celebrating the Olympics in Paris in July/August.
Euro 2024 Round-Robin – Celebrating current cultural/sporting events and national identities within the countries competing at Euro 2024 in Germany throughout June/July.

PE –By the end of this unit what should children know?
Fitness
That changes to the body after exercise include increased body temperature, sweat, increased heart rate, and that these correlate with how hard we work. The basic components of fitness (strength, stamina (aerobic/anaerobic), speed and flexibility). That warming up and cooling down prepare our bodies for exercise and can help prevent muscle soreness, dizziness and stiffness.
Olympics
Leading sportsmen, sportswomen and athletes in a variety of Olympic disciplines. The fundamentals of the long jump, javelin, shot put, sprint relay, heptathlon and breakdancing as Olympic events.
Vocabulary – describe, explain, stable, force, receiving, fitness, anaerobic, aerobic,

Leaders of the Future - By the end of this unit what should children know?
End of year production (in collaboration with class 3). How to perform and project in front of a crowd with clarity and confidence.
Important leading figures and inspirational characters from a given country around the world (Olympic project) and what made them inspirational/what qualities made them leaders.
Why Mahatma Gandhi was such an important leader for Hindus in the past, and still is for many people today.
Leadership skills and qualities will be taught and developed in PE & PSHCE lessons.

Olympic Project - By the end of this unit what should children know?
Geography – Flags, Maps, Societal make-up and statistics of their chosen country
History – Historical comparison with other countries (including UK), chronology of country, historical timeline, relation to UK (empire/commonwealth?)
PSHE/Leaders – Olympic ethos, key leading figures and inspirational people from given country.
Music – Famous artist/genre from country. Compose a piece of music in given country's genre.
RE – Major religion in country, religious leaders within that country/religion.
Art/Design & Technology – Famous artist from country. Create a piece of artwork with meaning and relevance to given country.
Maths – Statistics from given country (e.g population change/medal table/temperature)