Geography – Mapping a Heroic Past: By the end of this unit what should children know?
Find Eyam on different kinds of map and describe where it is in relation to other places in the UK. Understand how geographical features help to define a region.
Use four and six figure grid references to describe the location of places in and around Eyam.
Describe and understand aspects of human geography, including types of settlement and land use. Understand the distribution of services and economic activity in a small rural village.
Describe positive and negative impacts of tourism on the small, rural village of Eyam.
Explain how the geography in and around the village of Eyam, Derbyshire, contribute to why it is remembered today.
Vocabulary – Eastings, Economic, Impact, Grid reference, Impact, Land use, National Park, Northings, Ordnance survey, Region, Relief, Resident, Rural, Service, Sustainability, Tourism, Urban

Science – Light - By the end of this unit what should children know?
Recognise that light appears to travel in straight lines. Understand what a source of light is and that many objects reflect light. (luminous and non-luminous).
A shadow is formed when light is blocked, and the shadow can change size according to the distance from the light source.
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. The image on the retina has been turned upside down because the front of the eye is curved.
Explain that phenomena, such as rainbows and objects looking bent in water, can occur because of the way that light behaves.
Explain how the way that light travels enables us to see objects.
Vocabulary – Artificial, Concave, Convex, Cornea, Iris, Lens, Light ray, Luminous, Non-luminous, Optics, Prism, Pupil, Refraction, Retina, Sclera, Spectrum,

Year 4 Maths - By the end of this unit what should children know?
Area - Find the area of rectilinear shapes by counting squares. Make shapes accurately, given specific criteria, and compare the areas of different shapes.
Multiplication and Division – Recall multiplication and division facts for multiplication tables up to 12 × 12. Use place value and known facts to multiply and divide mentally. 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, factor, factor pair, divisible, area, breadth, width, square centimetre, square metre, rectilinear, perimeter, right angle

Year 5 Maths - By the end of this unit what should children know?
Multiplication and Division – Understand what a multiple and factor is. Find common multiples and common factors of a number. Know what a prime, square and cube number is. Multiply and divide by 10, 100 and 1000.
Fractions – Identify, name and write equivalent fractions of a given fraction. Recognise mixed and improper fractions and convert from one form to the other. Compare and order fractions. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Vocabulary – Common, Convert, Cube number, Denominator, Equivalent, Factor, Improper fraction, Mixed number fraction, Multiple, Non-unit fraction, Numerator, Power of ten, Prime, Square, Unit fraction

Year 6 Maths - By the end of this unit what should children know?
Addition, Subtraction, Multiplication and Division – Divide numbers up to 4-digits by 2-digits. Learn the order of priority for operations in a calculation
Fractions – Use understanding of common factors to simplify fractions to their simplest form. Compare and order fractions according to their numerator and denominator. Add and subtract any two fractions and mixed numbers.
Fractions - Multiply and divide fractions by an integer. Find fractions of amounts.
Converting Units - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time. Use decimal notation up to 3 decimal places.
Vocabulary - Brackets, Convert, Common factors, Decimal, Denominator, Efficient, Equivalent, Improper fraction, Integer, Mass, Mixed-number fraction, Numerator, Order of operation, Priority, Product, Rounding, Simplify, Strategy, Volume.

English – The Water Tower: By the end of this unit what should children know?
Fiction (Mystery) – Use a range of sentence openers to describe a setting in a mysterious way. Build suspense and tension using figurative language techniques and by varying sentence length. Use relative pronouns and relative clauses to add detail to sentences. Advance the action using dialogue and a reporting clause.
Non-Fiction (Instructions) – Using subordinate conjunctions and subordinate clauses effectively. Use commas, brackets and dashes for parenthesis.
Vocabulary – Brackets, Comma for clarity, DADWAVERS, Dash, Dialogue, Parenthesis, Relative clause, Relative pronoun, Reporting clause, Subordinate clause, Subordinate conjunction

Creative Writing By the end of this unit what should children know?
Apply previous writing tools independently and effectively – Simile, personification, Nouns for detail
To use the writing tool Show Me Don't Tell me to provide the reader with inference in their writing
To effectively use the writing tool Negative Description
To appropriately and effectively using the vocabulary associated with colour for descriptive effect

RE – What Can Be Done to Reduce Racism? Can Religion Help? By the end of this unit what should children know?
Describe at least two examples of racism, saying what they think is unjust in each case.
Learn about reasons why Bristol's statie of Edward Colston was racially offensive to some but the statue of John Wesley celebrates anti-slavery.
Learn about the Bible story of Saint Peter and Cornelius from Acts 10 and explain how the story challenges racism.
Make links between expressions of The Golden Rule in different forms from different religions. Express views about how The Golden Riles could change their community and society for the better.
Learn about actions of equality from different world religions and understand how people from different religions have worked for equality.
Learn about the legacy of Jo Cox MP and that her big idea was 'more unites is than divides us'.
Vocabulary – Abolitionist, Confront, Diversity, Ethnicity, Gentile, Golden Rule, Humanity, Minority, Offensive, Prejudice, Racism, Scripture, Silver Rule, Slavery, Stereotype, Unjust

Computing – Online Safety: By the end of this unit what should children know?
Identify types of data the Mars Rover could collect
Explain how the Mars Rover transmits the data back to Earth and the challenges this involves
Read any number in binary - up to 8 bits
Identify input, processing and output on the Mars Rovers
Read binary numbers and grasp the concept of binary addition
Relate binary signals to a simple character-based language - ASCII
Vocabulary – 8-bit binary, boolean, hexadecimal, binary code, simulation, RAM, numerical data

PHSE – Celebrating Difference: By the end of this unit what should children know?
Accept that everyone is different and there are different perceptions of what 'normal' means.
I understand how being different could affect someone's life.
Explain some ways that one person or group can have power over another. Know some of the reasons why people use bullying behaviours and understand how to problem solve.
Know some of the reasons why people use bullying behaviours and understand how to problem solve.
Give examples of people with disabilities who lead amazing lives (Benjamin Watson, Richard Whitehead – local paralympic athletes).
Vocabulary – Ability, Accolade, Admiration, Assumption, Banter, Belonging, Bullying, Conflict, Difference, Direct, Empathy, Equality Act, Imbalance, Indirect, Normal, Perception, Perspective, Recipient

PE - By the end of this unit what should children know?
Basketball/football– demonstrate attacking skill – and when under pressure
Basketball/football – utilise space effectively
Basketball/football – decision making – pass or dribble
Basketball/football – Use appropriate defensive techniques– and for the game situation
Basketball/football – Develop shooting techniques – make decisions about when to pass, dribble or shoot.
Vocabulary – abide, ball carrier, barrier, dominant, draw, maintain, turnover, consecutive.

Design and Technology: Playgrounds – By the end of this unit what should children know?
How to identify different types of structures used in playgrounds as apparatus.
Learn how structures can be used.
To improve their design based on peer evaluation.
Can explain that structures can be strengthened by manipulating materials and shapes.
Know how to measure, mark, cut and shape wood to create a range of structures.
Vocabulary – apparatus, bench hook, coping saw, dowel, jelutong, mark out, modify, natural materials, plan view, playground, prototype, reinforce, structure, tenon saw, user, vice.

Music -– By the end of this unit what should children know?
Develop and practise techniques for singing and performing in a Gospel style
Recognise individual instruments and voices by ear
Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.
Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)
Read rhythmic notation – ta, taaaa, ti-ti = crotchet, minim, quaver

Vocabulary – Gospel Music, Orchestra, instruments, structure, texture, vocal decoration

Latin - By the end of this unit what should children know?
Become familiar with the following vocabulary, advenit arrives ambulat walks feles cat magister teacher non not sedet sits
Be able to offer suggestion to link Latin to Romance Languages using their etymological understanding.
Understand that the main verb comesat the end of the sentence: Silvia advenit. Silvia arrives. Marcus in via ambulat. Marcus is walking in the street.
Understand that sentences which include a negative: Silvia non est in palaestra. Silvia isn't in the palaestra.

Leaders of the Future - By the end of this unit what should children know?
Acknowledge and celebrate differences within a team.
Anti-bullying leaders of the school. Fire and railway safety ambassadors. Mini leader training.
Christmas Craft Day – Supporting children who are younger than them.

Morley Away Curriculum - By the end of this unit what should children know?
The Snowman theatre trip.
Christmas Concert at Morley Hayes. Put together a performance of singing, acting and dancing for the parents.