Geography – Plastic Pollution: By the end of this unit what should children know?
Understand what plastic pollution is and how it affects our environment, including the local environment and wider environment.
Identify sources of plastic pollution and its impact on oceans and wildlife, specifically the Great Pacific Garbage Patch.
Know different ways that our school community can reduce plastic ways using the four R's (refuse, reduce, reuse and recycle).
Know what a 'single use' plastic is. Know how waste can be sorted into categories to create audits.
Understand ways that the global plastic problem has worsened and improved in recent years and can name specific reasons why.
Vocabulary – Audit, Biodegradable, Carbon emissions, Durability, Extracted, Fossil fuel, Great Pacific Garbage Patch, Incinerate, Innovative Pledge, Microplastics, Pelletise, Raw materials, Refinery, Single-use plastic, Survey, Sustainable, Synthetic,

Science – Electricity - By the end of this unit what should children know?
Symbols can be used to represent a simple circuit in a diagram. Recognise and use the symbols for a battery/cell, bulb, motor, switch, wires and buzzer and explain why symbols are used instead of pictures.
The brightness of a lamp is associated with the number and voltage of cells used in the circuit.
Components can function differently according to the circuit, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Energy can be renewable or non-renewable and name sources of each. Be able to explain advantages and disadvantages of both methods of generating electricity.
Know what pylons are and how they are linked to electricity. Understand that new pylons are proposed to be erected in Morley and give their opinion on these.
Vocabulary – Cell, Circuit, Component, Crocodile clip, Current, Electrons, Filament, Flow of electricity, Mains, Non-renewable, Parallel, Pylon, Renewable, Resistance, Resistor, Voltage

English – Wonder: By the end of this unit what should children know?
Poetry – Understand what a relative pronoun is (who, whom, whose, which and that) and use relative pronouns to provide more information about a noun or noun phrase. Analyse, plan, draft, edit and publish their own self-portrait poem including relative pronouns.
Fiction – Understand how dialogue can be used to convey character. Analyse, plan, draft, edit and publish their own inspiration narrative about a new child starting school, based on Wonder.

Year 5 Maths - By the end of this unit what should children know?
Number and place Value – I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. Round any number up to 1,000,000.
Addition and Subtraction – I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Vocabulary – Approximate, Ascending, Descending, Difference, Digit, Estimate, Exchange, Gattegno chart, Interval, Multiple, Numeral, Placeholder, Power of 10, Represent, Rounding, Value

Year 6 Maths - By the end of this unit what should children know?
Number and place Value – I can read, write, order and compare numbers to 10,000,000. Round any whole number to required degree. Use negative numbers in context.
Addition, Subtraction, Multiplication and Division – I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders.
Vocabulary - Approximate, Cube number, Digit, Estimate, Exchange, Factor, Gattegno chart, Integer, Inverse, Multiple, Numeral, Placeholder, Prime number, Represent, Rounding, Square number, Value

RE – What does it mean to be a Muslim in Britain Today? By the end of this unit what should children know?
The key beliefs of Muslims (Five Pillars of Islam) and how it affects their life. Think of reasons why Muslims find it important to hear the Shahadah regularly.
How and why Muslim people pray. Explain some differences between Islamic and Christian prayer.
What the pillar of 'Zakat' is, explain who money is given away to and why. Give reasons why some people think giving away money is good for themselves and the community. Give simple reasons for the importance of generosity.
Different reasons for the practise of fasting in Islam. How being a Muslim involves commitment and sacrifice.
Describe what happens on pilgrimage to Mecca and how it makes a difference to a Muslim's life.
Describe and explain what it means to be a Muslim. Look for similarities between the life of a Muslim and their own lives, focusing on their own beliefs and values.
Vocabulary – Eid ul Adha, Eid ul Fitr, Fasting, Hajj, Kaaba, Mecca, Muezzin, Mosque, Pilgrimage, Pillars of Islam, Prophet, Qur'an, Ramadan, Sacrifice, Salah, Sawm, Shahadah, Zakat

Music – By the end of this unit what should children know?
I can compose a syncopated melody using notes from C Major scale
I can sing a syncopated melody accurately and in tune
I can describe musical features of big band music using musical vocabulary
I can sing and play the song with a good sense of ensemble
Vocabulary – syncopation, big band, swing, arpeggio, chromatic, timbre, duration, improvisation, layers, beat, pulse.

Computing – Online Safety: By the end of this unit what should children know?
A digital footprint means the information that exists on the internet as a result of a person's online activity.
The impact and consequences of sharing online.
What it means to have a positive online reputation.
What steps are required to capture bullying content as evidence.
It is important to manage personal passwords effectively.
Some common online scams.
Vocabulary – Anonymity, Antivirus, Biometrics, Block, Consent, Digital footprint, Digital personality, Financial information, Hacking, Inappropriate, Malware, Phishing, Privacy Settings, Report, Reputation, Respect, Screen grab, Secure, Selfie, Software updates, Two-factor authentication, URL

PHSE – Being Me in My World: By the end of this unit what should children know?
I know how to set realistic personal goals.
I can name my rights and responsibilities as a citizen of my country.
Understand that there are people in this country whose lives are very different to their own.
Understand how rewards and consequences feel and understand that my actions affect me and others.
Understand different ways that an individual's behaviour can impact on a group.
Understand how democracy and having a voice benefits the school community and know different ways they can participate in the Morley school community.
Vocabulary – Appreciation, Asylum, Citizen, Collaboration, Conflict, Cooperation, Democracy, Deprive, Empathise, Goals, Migrant, Motivation, Participation, Persecution, Poverty, Prejudice, Privilege, Responsibilities, Rights, Wealth,

Class 3 Autumn 1 2024 – Plastic Pollution Essential Knowledge

Art – By the end of this unit what should children know?
I can have an opinion whether Banksy's work is art or vandalism.
I understand that street art is often composed to make a public statement about society.
I understand the procedure to create a stencil and how multi-layering paint through a stencil gives a realistic effect.
I understand that through art – can give you a voice to express your beliefs and values if no offence is intended and not all Banky's artwork is controversial.
Vocabulary – stencil, spray paint, political, anonymous, pseudonym, vandalism, refugee, illegal, graffiti, anonymous, tag.

Leaders of the Future - By the end of this unit what should children know?
Recycling in school – lead a project impacting on attitudes to recycling in our school.
That they have a voice in local matters (pylons).
Buddying up with other children from their house in house team events. Supporting younger pupils on their first school trip.
Hathersage: Supporting and leading others while on residential, taking on roles in the centre to support and guide each other.

Morley Away Curriculum - By the end of this unit what should children know?
Whole school trip to Peak Wildlife Park.
Hathersage – Map reading, field studies, forming new friendships.