Geography – Plastic Pollution: By the end of this unit what should children know?
Know what a 'single use' plastic is. Know how waste can be sorted into categories to create audits.
How to present data that they have collected in graphs and using digital technologies.
What a field sketch is and be able to observe, record and reflect on how plastic waste impacts their locality.
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 – Properties and Changes of Materials - By the end of this unit what should children know?
Compare and group materials together according to whether they are solids, liquids or gases and name their properties.
Describe and compare materials based on their properties using the vocabulary durable, flexible, permeable, absorbent, waterproof, magnetic, conductive, transparent and stretchy.
Investigate and compare the insulating properties of different materials, understanding how insulation slows down the transfer of heat.
Understand that some materials dissolve in a liquid to make a solution and that a solution can become saturated.
Use knowledge of solids, liquids and gases to decide how mixtures might be separated (including filtering, sieving and evaporating).
Vocabulary – Dissolve, Filter, Impermeable, Insoluble, Irreversible, Malleability, Mixture, Permeable, Reaction, Residue, Reversible, Saturation, Sediment, Soluble, Solution, Thermal,

English – Floodland: By the end of this unit what should children know?
Poetry – Understand what personification is and why it is used. The features of a personification poem. How to write a personification poem, thinking about pace.
Fiction – Write a backstory for a character from Floodland. Focus on using expanded noun phrases and fronted adverbials.

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.

RE – If God is Everywhere, Why go to a Place of Worship? By the end of this unit what should children know?
What places of worship are for and what features places of worship have in common – Holy book, Prayer Space, Religious Symbols, Seating and Religious Leader or Clergy.
The differences between Anglican and Baptist churches. Know where local Anglican and Baptist churches can be found.
The key features of Hindu worship a home and in a mandir. Be able to say why a Hindu may choose to worship in a mandir as well as at home.
Make links between Jewish beliefs and features of a Jewish place of worship. Know that there are different types of synagogues: orthodox and reform.

Children will learn about what places of worship are for and about how people can still be believers without visiting a place of worship.
Vocabulary – Anglican, Baptist, Baptistery, Bimah, Communion, Congregation, Font, Gurdwara, Hebrew, Lectern, Mechitzah, Murti, Orthodox, Reform, Sadhu, Schul

Music – By the end of this unit what should children know?
Understand the influences on an artist from varying genres.
The features of timbre, instrumentation and expression.
Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
Create a shadow movement piece in response to music
Vocabulary – Electronic, Fusion, Genre, Impressionism, Legato, Off-beat rhythms, Timbre

Computing – Big Data: By the end of this unit what should children know?
Data contained within barcodes and QR codes can be used by computer.
Know that Infrared waves are a way of transmitting data.
Radio Frequency Identification (RFID) is a more private way of transmitting data.
Understand that data is often encrypted so that even if it is stolen it is not useful to the thief
Vocabulary – Algorithm, Barcode, Boolean, Brand, Chip, Commuter, Contactless, Data, Encrypt, Infrared, Proximity, QR code, QR scanner, Radio waves, RFID, Signal, Spreadsheet, Systems Analyst, Transmission, Wireless.

PHSE – Celebrating Difference: By the end of this unit what should children know?
I understand that cultural differences sometimes cause conflict.
I understand what racism is. I am aware of my own attitude towards people from different races, cultures and ethnicities.
I understand how rumour-spreading and name-calling can be bullying behaviours.
I can explain the difference between direct and indirect types of bullying.
I can compare my life with people in the developing world. Appreciate the value of happiness regardless of material wealth.
Understand a different culture from my own. Respect my own and other people's cultures.
Vocabulary – Banter, Conflict, Culture, Cyber bullying, Direct, Discrimination, Homophobic, Indirect, Racism, Rumour

Design and Technology: Steady Hand Game – By the end of this unit what should children know?
That 'form' means the shape and appearance of an object.
Know the difference between 'form' and 'function'.
Understand that 'fit for purpose' means that a product works how it should and is easy to use.
Know that 'form over purpose' means that a product looks good but does not work very well.
Know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.
Understand the diagram perspectives 'top view', 'side view' and 'back'.
Vocabulary: Assemble, Battery pack, Benefit, Bulb, Buzzer, Circuit, Circuit symbol, Component, Conductor, Copper, Design, Design criteria, Evaluation, Fine motor skills, Fit for purpose, Form, Function, Gross motor skills, Insulator, LED, User.

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.
Rehearsing and performing individual and group compositions for an audience.
Buddying up with other children from their house in house team events and Christmas Craft Day.
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?
Class Trip to The Warning Zone.
Singing in a choir at Morley Hayes and Breadsall Priory.