History – Ancient Greeks: By the end of this unit what should children know?
Understand why Athens was a dominant city state. Give valid reasons for Athens' victory at the Battle of Marathon.
Learn how a democracy works and how citizens from Ancient Greece could act to influence decisions. Understand the importance of the Parthenon in honoring Gods and Goddesses and give reasons for and against rebuilding it.
Understand how the system of ostracism helped to safeguard people against corruption and is used in our language today. Learn about the contrasting Athenian and Spartan ways of life and decide which they would prefer.
Understand that the Olympics were not just athletic events and that religion and preparation for war were also critically important.
Understand that Greek plays reflected Athenian interest in politics as well as the central importance of gods in daily life.
Summarise the many ways that the Ancient Greeks have influenced our lives today. Understand that many words we use today derive from the Greek.
Vocabulary – Acropolis, Agora, Armament, City State, Cultures, Democracy, Gynaeceum, Hierarchy, Hoplite, Ostracon, Parthenon, Polis, Society, Spartan

Science – Living Things and Their Habitats - By the end of this unit what should children know?
Explain what gestation is and understand that different mammals have gestation periods of different lengths.
Create a scientifically accurate life cycle diagram of a local bird, labelling and describing each stage of development.
Compare the life cycle of an insect (butterfly) with that of another animal, identifying similarities and differences in their stages of development.
Describe and compare sexual and asexual reproduction in plants, identifying key differences and examples of each method
Describe the life cycle of a plant, identifying key stages from germination to seed dispersal and explaining how different plants reproduce.
Vocabulary – Asexual, Characteristics, Fertilisation, Fledgling, Foetus, Gamete, Germination, Gestation, Hatchling, Larva, Metamorphosis, Offspring, Pollination, Seed dispersal

English – Holes: By the end of this unit what should children know?
Poetry – The key features of a ballad poem to create a toolkit for their own writing, focusing on rhyme and structure. Create a ballad in response to their favourite book to be performed on World Book Day.
Non-fiction – The key features of a news/crime report in order to write their own. How to use passive voice and how this affects the tone of their writing.

Year 5 Maths - By the end of this unit what should children know?
Decimals – Focus on thousandths – write these numbers as decimals and fractions. Round numbers to the nearest whole and to 1 decimal place.
Percentages – Use the vocabulary associated with percentages. Read and write percentages as decimals and fractions.
Perimeter and Area – Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles using standard units (cm^2 and m^2) and estimate the area of irregular shapes.
Vocabulary – Area, Composite, Convert, Decimal, Equivalent, Fraction, Hundredth, Partition, Percent, Percentage, Perimeter, Rectilinear, Round, Scale, Standard units, Tenth, Thousandth, Value

Year 6 Maths - By the end of this unit what should children know?
Decimals – Multiply and divide by 10, 100 and 1000. Multiply and divide decimals.
Fractions, decimals and percentages – Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Recall and use equivalence between simple fractions, decimals and percentages. Solve problems involving the calculation of percentages and the use of percentages for comparison.
Area and Perimeter – Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volumes of cubes and cuboids using standard units.
Vocabulary – Area, Convert, Decimal, Equivalent, Factor, Formula, Fraction, Isosceles triangle, Multi-step, One-step, Parallel, Parallelogram, Perimeter, Perpendicular Rectilinear, Right-angle triangle, Scalene triangle, Standard unit, Volume

RE – Is it better to express your beliefs through arts and architecture or charity and generosity? By the end of this unit what should children know?
Why cathedrals matter to Christians and what they say about Christian belief in God. Know that cathedrals can be traditional and take years to build or can be outdoor and less expensive.
Different Muslim ideas from scriptures and charities about the importance of being generous and charitable. Know why Muslims think giving away money is important for both those who give and receive.
Explore how Christian beliefs about God's concern for justice are reflected in the work of Christian Aid, and evaluate how their actions help tackle poverty and inequality
Debate different viewpoints on religious art and architecture by exploring why some people might criticise it as unnecessary or wasteful, while others defend it as an important expression of faith and culture
Vocabulary – Altruism, Architecture, Calligraphy, Cathedral, Expression, Generosity, Geometric, Inspire, Non-figurative, Philanthropy, Purpose, Relief, Sacred, Scripture, Spiritual, Ummah.

Music – You to me are everything: By the end of this unit what should children know?
To understand 5 features of Disco and soul music
To know the importance and influence of The Real Thing in British music history
Build class repertoire of songs in unison and four parts
To be able to sing appropriately for the style and genre of music
Vocabulary – BPM, modulation, middle 8, syncopation

Computing – Stop Motion Animation: By the end of this unit what should children know?
Learn what animation is and its ability to bring static images to life through movement and motion.
Know that decomposition of an idea is important when creating stop-motion animations.
Understand that slow-motion animation is filmed one frame at a time using models and tiny changes between each photograph.
Acknowledge that editing is an important feature of making and improving a slow-motion animation.
Vocabulary – Animation, Decompose, Flipbook, Fluid movement, Frame, Onion skinning, Still image, Stop motion, Storyboard, Thaumatrope, Zoetrope.

PHSE – Healthy Me: By the end of this unit what should children know?
I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
I understand how the media, social media and celebrity culture promotes certain body types.
I can describe the different attitudes people have to food and how these can be affected by external influences.
I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
Vocabulary – Altered, Body image, Comparison, Influence, Informed decision, Level-headed, Media, Motivation, Pressure, Procedure, Recovery position, Self-respect, Social media, Vaping

Design and Technology – Develop a Recipe: By the end of this unit what should children know?
Learn that beef comes from cows reared on farms.
Know that recipes can be adapted to suit nutritional needs and dietary requirements.
Know that nutritional information can be found on food packaging.
Understand that coloured chopping boards can prevent cross-contamination.
Acknowledge that food packaging serves many purposes.
Vocabulary: Abattoir, Adaptation, Balanced, Cross-contamination, Enhance, Hygiene, Nutrient, Nutritional value, Process.

Class 3 Spring 2 2025 – Ancient Greeks Essential Knowledge

Latin: By the end of this unit what should children know?
To read and identify at least 6 military associated nouns: galea, pugio, lorica, scutum, pilum
To read and identify at least 5 imperative verbs: siste, redite, procedite, audite, sumite.
To expand vocabulary for colours to include new colours: prasinus, ruber, rosaceus, luteus, canus
Use etymological understand to attempt new words and link to Romance languages
Vocabulary – galea, pugio, lorica, scutum, pilum, siste, redite, procedite, audite, sumite, prasinus, ruber, rosaceus, luteus, canus

Leaders of the Future - By the end of this unit what should children know?
Debating skills will be developed in English and RE. The children will be taught to use a strong voice, with good posture and will speak at a steady pace so that everybody understands. They will also be taught how to politely disagree and explain why.
Learn how scientific and ecological leaders Charles Darwin and David Attenborough have made a difference to what we know about life cycles.

Morley Away Curriculum - By the end of this unit what should children know?
Open Centre RE trip to local Gurdwara & Hindu Temple.
Trip to Broomfield College to study plant and animal life cycles.