Geography – Wonders of the World – Volcanoes: By the end of this unit what should children know?
I understand how volcanoes are formed using knowledge of tectonic plate boundaries and movement. I know that 75% of active volcanoes are located on the Ring of Fire.
I know the stages of a volcanic eruption and the range of dangers these can pose to humans and the landscape surrounding the volcano.
I know why people might choose to live in close proximity to an active volcano and the precautionary measures that can be put in place.
Vocabulary – Active, Core, Crust, Dormant, Epicentre, Extinct, Fault Line, Fissure, Magma, Mantle, Ring of Fire, Tectonic Plates, Vent, Volcanologist

Science – Earth in Space: By the end of this unit what should children know?
I know that the Sun, Earth, and Moon are approximately spherical bodies.
I know how to describe the movement of the Earth, and other planets relative to the Sun in the Solar System. I understand that different scientific theories have been made in the past and study the related evidence.
I can describe the movement of the Moon, relative to the Earth.
I understand why day and night occur, due to the Earth's rotation and why the Sun appears to move across the sky
Vocabulary – Asteroid, Astronomy, Astronomer, Axis, Celestial body, Crescent, Geocentric, Gibbous, Heliocentric, Horizon, Lunar, Orbit, Rotation, Waning, Waxing

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

English – The Boy at the Back of the Class: By the end of this unit what should children know?
Poetry – I know the features of a list poem. Create a toolkit to compose their own list poem. I can use hyphens to avoid ambiguity.
Narrative – I know the features of a story with a moral dilemma. Create a toolkit to plan, compose, edit and redraft their own story with a moral dilemma. I can use commas to clarify meaning or avoid ambiguity in my writing. I can use relative clauses beginning with who, which, where, when, whose, that.
Non-Fiction – I know the features of a formal letter. Create a toolkit to plan, compose, edit and redraft their own formal letter. I can use the subjunctive form in formal letter writing.
Vocabulary – Ambiguity, Clarify, Formal, Hyphen, Informal, Moral, Relative clause, Subjunctive form,

Latin - By the end of this unit what should children know?
I can recap on the key Latin learnt in the previous year for: colours, animals, adjectives and nouns.
I can translate prepositions for: near, round, under, on top of, in, in front of, to and away from
I can translate imperative verbs for: lie down, open, put it on, eat, listen, go back, stop.

Music – By the end of this unit what should children know?
I can confidently find and keep a steady beat. I understand how pulse, rhythm and pitch work together
I can listen and copy back more complex rhythmic patterns including triplets as a call and r
I can talk about the emotions I feel when I listen to a piece of music
I can sing songs that have different simple and complex, time signatures.
Vocabulary – Performing, Listening, Playing, Singing, Improvising, Composing, Notation, Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

RE – Why do some people think that God exists? By the end of this unit what should children know?
I can define a theist, atheist and agnostic and give examples that reflect these beliefs.
I can express and give examples about how believing or not believing in God can shape a person's life.
I can explain that Christians can have differing beliefs about their God and express my own ideas about this.
Vocabulary – Atheist, Agnostic, Evidence, Opinion, Theist

PHSE – Being Me in My World: By the end of this unit what should children know?
I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
I know that there are universal rights for all children but for many children these rights are not met.
I understand that my actions affect other people locally and globally.
I understand how democracy and having a voice benefits the school community.
Vocabulary – Collaboration, Democracy, Empathise, Fears, Goals, Motivation, Needs, Participation, Responsibilities, Rights, Value, Wants

Art – By the end of this unit what should children know?
I can research the work of an artist and use their work to replicate a style.
I can compare sketches and recognise pencil techniques and explain how they have been used.
I understand what a specific artist is trying to achieve through their artwork.
I can clearly mark areas of light and shadow in an observational drawing.
I will further develop my knowledge of perspective, focal point and horizon.
I can critically examine two works of art and find their similarities and differences.
I can choose correct pencils to build tone.
Vocabulary – Composition, Light, Observational drawing Proportion, Shadow, Smudge, Solid block, Woodblock print.

Computing - Online Safety: By the end of this unit what should children know?
I understand that passwords need to be strong and that apps require some form of password.
I recognise different types of online communication and know who to go to if they need help with any communication matters online.
I know what bullying is and that it can occur both online and in the real world.
I recognise when health and wellbeing are affected in either a positive or negative way through online use.
Vocabulary – Accurate, Bullying, Communication, Information, Judgement, Opinion, Organisation, Personal, Private, Support, Trusted, Well-being

Class 3 Journey Around the World 2023 – Essential Knowledge

Leaders of the Future - By the end of this unit what should children know?
Yorkshire Wildlife Park – Buddying up with other children from their house. Supporting younger pupils on their first school trip.
Leadership skills and qualities will be taught and developed in PE lessons to contribute to the first module of our leadership award.
Hathersage: Supporting and leading others while on residential, taking on roles in the centre to support and guide each other.
Vocabulary – Collaboration, Communication, Consistent, Courage, Creative, Delegation, Empathy, Influence, Inspirational, Passion, Reflective, Respect, Supportive

Morley Away Curriculum - By the end of this unit what should children know?
Yorkshire Wildlife Park – Connecting with other children from their house.
Hathersage – Map reading, field studies and local history studies of Eyam.