History – The Anglo Saxons: By the end of this unit what should children know?
The children will know where the Anglo-Saxons fit on a timeline of British history. They will be able to give reasons for why the Anglo-Saxons invaded Britain, such as flooding in their homeland.
That many Derbyshire place names have Anglo-Saxon origins and be able to label these on a map, alongside their Anglo-Saxon meaning.
Britain was divided into seven kingdoms which were ruled by different Kings/Bretwalda/Superkings. Know that Mercia was the most powerful kingdom, partly due to its borders, and that King Offa was the first ruler to be called 'King of the English'.
Anglo-Saxon discoveries were made e.g. in Sutton Hoo, East Anglia. Give reasons for why these discoveries are important and how they help us to understand more about life in Anglo-Saxon times.
Vocabulary – Angles, Cenotaph, Heptarchy, Hierarchy, Jutes, Kingdom, Mercia, Saxons, Sceptre, Shire,

Science – Evolution and Inheritance: By the end of this unit what should children know?
Identify how animals and plants are adapted to suit their environment in different ways.
Understand evolution by natural selection. Understand how the peppered moth has evolved and changed due to the industrial revolution (Derwent valley link).
Know that Charles Darwin, an evolutionary scientist, studied different animals and plants species, which allowed him to see how adaptations could come about. Links to Erasmus Darwing (Grandfather of Charles) who lived at Breadsall Priory.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Understand which characteristics they have inherited from their own parents, and which may be environmental.
Vocabulary – Adaptation, Biodiversity, Chromosomes, DNA, Evolution, Genes, Inheritance, Maladaptation, Mutation, Natural Selection, Palaeontology, Trait, Survival of the Fittest

English – SPaG Revision: By the end of this unit what should children know?
Spelling – Homophones, review of Statutory words.
Punctuation – Commas, dashes and brackets for parenthesis. Colons and semi-colons to mark boundaries between independent clauses. Commas and hyphens to remove ambiguity.
Grammar – Nouns (collective, partitive, abstract) and verbs review. Relative clauses. Subordinate clauses. Revision of subject and object.

Year 5 Maths - By the end of this unit what should children know?
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.
Statistics – Draw, read and interpret line graphs. Read and interpret two-way tables and timetables.
Shape – Understand that angles are measured in degrees. Classify, estimate, measure and draw angles up to 180°.
Vocabulary – Acute, Area, Comparison, Composite, Degrees, Difference, Irregular polygon, Obtuse, Perimeter, Plot, Rectilinear, Regular polygon, Reflex, Right angle, Standard units, Sum, x-axis, y-axis

Year 6 Maths - By the end of this unit what should children know?
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.
Shape – Measure angles. Calculate missing angles using knowledge of the total of angles in a triangle, quadrilateral, on a straight line and in a circle. Draw 2D shapes using given dimensions. Make and recognise nets for 3D shapes.
Position and Direction – Read and plot points in four quadrants. Translate and reflect shapes accurately.
Vocabulary – Acute, Area, Base, Composite, Coordinate, Direction, Obtuse, Parallel, Perimeter, Perpendicular, Plot, Quadrant, Rectilinear, Reflect, Reflex, Right angle, Scale, Standard units, Translate, Value, Vertex, Volume, x-axis, y-axis

Latin – By the end of this unit what should children know?
I can identify verbs within a Latin sentence and know who is undertaking the verb due to the verb ending.
Continue to identify verb, object, subject in Latin and explain word ending of object and verb.
Translate familiar Latin and attempt new Latin based on knowledge of etymology.
Read, say and identify Latin numbers from 1 to 1000.

RE – What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? By the end of this unit what should children know?
I can describe what Ahimsa, Grace and Ummah mean to religious people.
I can consider similarities and differences between beliefs and behaviours in different faiths.
I can identify and explain how similarities in beliefs make a difference to life in 2 or 3 religions.
I can evaluate the significance of the 3 ideas in relations to my own ideas.
Vocabulary – Ahimsa, Grace, Qurbani, Significance, Ummah

Computing – Programming: Micro:bit: By the end of this unit what should children know?
I can explore hardware independently.
I can decompose an animation into a series of images.
I can choose blocks I need for my program.
Vocabulary – Algorithm, Bluetooth, Debug, Decompose, Code blocks, Program, Tinker.

PHSE – Relationships: By the end of this unit what should children know?
I know that it is important to take care of my mental health.
I know how to take care of my mental health.
I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
I can recognise when people are trying to gain power or control.
I can judge whether something online is safe and helpful for me.
I can use technology positively and safely to communicate with my friends and family.
Vocabulary – Abuse, Acceptance, Anxiety, Assertive, Authority, Bereavement, Control, Cyberbullying, Denial, Despair, Grief, Influence, Judgement, Loss, Power, Pressure, Risk, Self-care, Stigma, Stress, Support, Warning

Art – By the end of this unit what should children know?
I can explain how an artist has used light in their artwork.
I can use a chiaroscuro effect to create a contrast of light and dark.
I can explain what still life is.
I can use mixed media to create a 2D textured sketch.
Vocabulary – realistic, still-life, mixed media, shadow, dark, chiaroscuro, tenebrism.

Leaders of the Future - By the end of this unit what should children know?
Leadership qualities taught and developed in PSHE.
SATs experience – Supporting all children in positive attitudes and resilience.

Morley Away Curriculum - By the end of this unit what should children know?
Richard Felix – Anglo Saxon and Viking tour of Derby.
Derby Museum visit – Anglo Saxons, Vikings and Joseph Wright.