



KS2 Curriculum Rotation



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	History: WWII		Geog: All Around the World		History: Early Civilisations	
	DT: Kites 5/6	DT: Edible Gardens 3/4	DT: Kites 4/5	DT: Edible Gardens 5/6	DT: Kites 3/4	DT: Edible Gardens 4/5
	Art: Insects 4/5	Art: European Artists 5/6	Art: Insects 3/4	Art: European Artists 4/5	Art: Insects 5/6	Art: European Artists 3/4
	Comp: E-Safety & Big Robots 3/4	Comp: E-Safety & Making Games 4/5	Comp: E-Safety & Let's learn a language 5/6	Comp: Hurray for Hollywood 3/4	Comp: Hurray for Hollywood 4/5	Comp: Appy Times 1 5/6
	MFL: 3/4 First Meetings		MFL: 3/4 The Enormous Turnip		MFL: 3/4 Design a Monster	
MFL: 4/5 : Towns		MFL: 4/5 Weather		MFL: 4/5 Dark, dark tale		
MFL: 5/6 Towns		MFL 5/6: Weather		MFL: Dark, dark tale		
Year B	Geog: Water		History: Romans		Geog: Marvellous Maps	
	DT: Juggling Balls 5/6	DT: Mechanical Posters 3/4	DT: Juggling Balls 4/5	DT: Mechanical Posters 5/6	DT: Juggling Balls 3/4	DT: Mechanical Posters 4/5
	Art: Fruit and Veg 4/5	Art: Seaside 5/6	Art: Fruit and Veg 3/4	Art: Seaside 4/5	Art: Fruit and Veg 5/6	Art: Seaside 3/4
	Comp: E-Safety & Cars 3/4	Comp: E-Safety & Cars 4/5	Comp: E-Safety & Around the World 5/6	Comp: Get Blogging 3/4	Comp: Grand Designs 4/5	Comp: Heroes and Villains 5/6
	MFL: 3/4 My family		MFL: 3/4 Hungry Caterpillar		MFL: 3/4 At the Zoo	
MFL: 4/5 : My family		MFL: 4/5 Hungry Caterpillar		MFL: 4/5 The Zoo		
MFL: 5/6 Perfect Outfit		MFL 5/6: Around the World		MFL: At school		
Year C	Geog: Mountains		History: Ancient Greece		Geog: Exploring Whitby/Exploring Europe	
	DT: Bread 5/6	DT: Structures 3/4	DT: Bread 4/5	DT: Structures 5/6	DT: Bread 3/4	DT: Edible Structures 4/5
	Art: Bodies 4/5	Art: Plants and Flowers 5/6	Art: Bodies 3/4	Art: Plants and Flowers 4/5	Art: Bodies 5/6	Art: Plants and Flowers 3/4
	Comp: E-Safety & Young Coders 3/4	Comp: E-Safety & Web Designers 4/5	Comp: E-Safety & Maths and Cryptography 5/6	Comp: We love games 3/4	Comp: Maths and Cryptography 4/5	Comp: Website Designers 5/6
	MFL: 3/4 First Meetings		MFL: 3/4 The Enormous Turnip		MFL: 3/4 Design a Monster	
MFL: 4/5 : Towns		MFL: 4/5 Weather		MFL: 4/5 Dark, dark tale		
MFL: 5/6 Towns		MFL 5/6: Weather		MFL: Dark, dark tale		
Year D	History: Egyptians		Geog: The Amazing Americas		History: Vikings to Saxons	
	DT: Battery operated lights 5/6	DT: Seasonal Cooking 3/4	DT: Battery operated lights 4/5	DT: Seasonal Cooking 5/6	DT: Battery operated lights 3/4	DT: Seasonal Cooking 4/5
	Art: Egyptians 4/5	Art: British Artists 5/6	Art: Egyptians 3/4	Art: British Artists 4/5	Art: Egyptians 5/6	Art: British Artists 3/4
	Comp: E-Safety & Class Democracy 3/4	Comp: E-Safety & Interactive Art 4/5	Comp: E-Safety & Interactive Art 5/6	Comp: We are publishers 3/4	Comp: Inventors 4/5	Comp: Inventors 5/6
	MFL: 3/4 My family		MFL: 3/4 Hungry Caterpillar		MFL: 3/4 At the Zoo	
MFL: 4/5 : My family		MFL: 4/5 Hungry Caterpillar		MFL: 4/5 The Zoo		
MFL: 5/6 Perfect Outfit		MFL 5/6: Around the World		MFL: At school		



KS2 Design and technology

When designing and making, pupils should be taught to:

Design	
<ul style="list-style-type: none">use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<p>Seasonal Cooking</p> <p>Let's go fly a kite</p> <p>Marbulous structures</p> <p>Great British Bread Off</p>
<ul style="list-style-type: none">generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<p>Let's go fly a kite</p> <p>Mechanical posters</p> <p>Marbulous structures</p> <p>Great British Bread Off</p>

Make	
<ul style="list-style-type: none">select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<p>Let's go fly a kite</p> <p>Mechanical posters</p> <p>Marbulous structures</p> <p>Battery Operated Lights</p>

<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Edible gardens</p> <p>Let's go fly a kite</p> <p>Juggling balls</p> <p>Mechanical Posters</p>
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Evaluate	
<ul style="list-style-type: none"> investigate and analyse a range of existing products 	<p>Great British Bread Off</p> <p>Juggling balls</p> <p>Marbulous Structures</p> <p>Battery Operated Lights</p>
<ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Great British Bread Off</p> <p>Mechanical Posters</p> <p>Marbulous Structures</p> <p>Edible Gardens</p>
<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world 	<p>Let's go fly a kite</p> <p>Marbulous structures</p>

Technical knowledge	
<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Let's go fly a kite</p> <p>Marbulous Structures</p>
<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Mechanical Posters</p> <p>Marbulous Structures</p>
<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>Battery operated lights</p>
<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 	<p>Covered in the computing curriculum</p>

KS2 Cooking and nutrition

Pupils should be taught to:

<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 	<p>Edible gardens, Great British Bread Off, Seasonal Cooking</p>
<ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>Edible gardens, Great British Bread Off, Seasonal Cooking</p>

KS2 Art and Design

Pupils should be taught:

<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideas	Seaside, Bodies, Fruit and Veg, Insects, Egyptians, Plants and Flowers
<ul style="list-style-type: none">to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay	Seaside, Bodies, Fruit and Veg, Insects, Egyptians, Plants and Flowers
<ul style="list-style-type: none">about great artists, architects and designers in history.	European art and artists British art and artists

KS2 History

Pupils should be taught about:

<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	Vikings to Saxons
<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	Romans
<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	Vikings to Saxons
<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	Vikings to Saxons
<ul style="list-style-type: none"> a local history study 	World War 2 (local focus)
<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	World War 2
<ul style="list-style-type: none"> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	Early Civilisations Ancient Egyptians
<ul style="list-style-type: none"> <i>Ancient Greece</i> - a study of Greek life and achievements and their influence on the western world 	Ancient Greece
<ul style="list-style-type: none"> a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Early Civilisations (Mayan civilisation focus)

KS2 Geography

Pupils should be taught to:

<p>Locational knowledge</p>	
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Exploring Europe</p> <p>Marvellous Maps</p> <p>All around the World</p>
<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>Exploring Whitby</p> <p>Marvellous Maps</p>
<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Marvellous Maps</p> <p>All around the World</p> <p>Amazing Americas</p> <p>Exploring Europe</p>

Place knowledge	
<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p>Exploring Whitby</p> <p>Exploring Europe</p> <p>Amazing Americas</p>

Human and physical geography	
<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Mountains</p> <p>Water</p> <p>All around the world</p>
<ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Water</p> <p>Exploring Europe</p> <p>Exploring Whitby</p> <p>Mountains</p> <p>All around the World</p>

Geographical skills and fieldwork	
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<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Marvellous Maps</p> <p>All around the World</p> <p>Exploring Europe</p> <p>Mountains</p>
<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Marvellous Maps</p> <p>All around the World</p> <p>Exploring Europe</p> <p>Mountains</p>
<ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Marvellous Maps</p> <p>All around the World</p> <p>Exploring Whitby</p>

KS2 MFL

Pupils should be taught to:

listen attentively to spoken language and show understanding by joining in and responding	All units cover all objectives.
<ul style="list-style-type: none">• ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	
<ul style="list-style-type: none">• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	
<ul style="list-style-type: none">• speak in sentences, using familiar vocabulary, phrases and basic language structures	
<ul style="list-style-type: none">• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	
<ul style="list-style-type: none">• present ideas and information orally to a range of audiences*	
<ul style="list-style-type: none">• read carefully and show understanding of words, phrases and simple writing	
<ul style="list-style-type: none">• appreciate stories, songs, poems and rhymes in the language	
<ul style="list-style-type: none">• appreciate stories, songs, poems and rhymes in the language	
<ul style="list-style-type: none">• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	

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| <ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly |
| <ul style="list-style-type: none"> • describe people, places, things and actions orally* and in writing |

KS2 Music

Pupils should be taught to:

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| <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <p>All units cover all objectives.</p> |
| <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music | |
| <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory | |
| <ul style="list-style-type: none"> • use and understand staff and other musical notations | |
| <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | |
| <ul style="list-style-type: none"> • develop an understanding of the history of music. | |

KS2 Computing

Pupils should be taught to:

<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language</p>
<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language, Around the World</p>
<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language, Around the World</p>
<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (CS, DL) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language Class Democracy, Interactive Art, We are publishers, Grand Designs, Around the World</p>
<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (CS, DL) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language Class Democracy, Interactive Art, Around the World</p>
<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (IT, DL) 	<p>Big robots, We love games, Young coders, Get Blogging, Cars, Making Games, Maths and Cryptography, Web site designers, Inventors, Appy Times, Let's learn a language Class Democracy, Interactive Art, We are publishers, Grand Designs, Around the World</p>

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (DL)

e-Safety and included in all units