

annual rotation	Rotation 1 – 2023 - 2024			Rotation 2 – 2020 - 21			Rotation 3 – 2021 - 22			Rotation 4 – 2022 - 23		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Science</b>	states of matter (3 + 4)  Light (5 + 6)	Electricity (3+ 4)  Living Things and their habitats (5 +6)	Sound (3 + 4)  RSE (Christopher Winter’s Project)	Scientists and inventors. (3 + 4)  Animals including humans (5,6)  Series of investigations	Light / Forces and magnets (3 + 4)  Forces (5 + 6)	Living things and their habitats (3 + 4)  Properties of change (5+6) RSE (Christopher Winter’s Project) (5 + 6)	Rocks (3 + 4)  Living things and their habitats (5 + 6)	(3 + 4) States of Matter  Earth + Space (5 + 6)	Animals including humans (3 + 4)  Light (5 + 6)  RSE (Christopher Winter’s Project)	electricity (3 + 4)  Animals including humans (5 + 6)	Evolution and Inheritance (5+6)  Scientists and inventors. (3 + 4)	plants (3 + 4)  Electricity (5 + 6)  RSE (Christopher Winter’s Project)
<b>Scientific skills</b> <small>NB – these are the skills foci from the NC – it is not expected that ALL are covered in each term but should be over the course of the year</small>	collecting data, presenting data, analysing data, scientific enquiry planning, observations over time, pattern seeking identifying, classifying and grouping comparative and fair tests researching using secondary sources making systematic observations											
<b>History</b>	WW 2 - rationing	Were the Vikings just vicious raiders?	The changing power of Monarch- Victoria	How did the Ancient Greeks effect our modern - day life? Relate to current day effects changes in society etc.	What has life been like for our grandparents? Compare to what life is like for us today. Britain 1960s to present	What was effects did the invasion and settlement of the Anglo-Saxon people have on the culture and history of England? Anglo Saxons and Scots	What was life like in the stone age and how do we know? Stone Age – Iron Age	When so much of the land they lived in was jungle and mountain how did the maya manage to become so important? Non-European study - Mayans	How can we know so much about a civilization such as Ancient Egypt that lived so long ago? Ancient Egypt	The Battle of Britain	The Roman Empire and its impact on Britain	Local history study Mining and the Cornish diaspora
<b>History skills</b>	Develop a secure knowledge of chronology Note connections, contrasts and trends over time develop the use of appropriate historical terms raise historical enquiry questions organise and present historical information use primary and secondary sources											
<b>Geography</b>	Geographical skills map skills (compass, OS maps, grid refs etc.)	Human Geography – trade links growth of Empire	Locational knowledge  world geography	Geography skills 3 and 4 UK  5 and 6 maps/atlasses Weathering and erosion.	3 and 4 – Rainforests 5 and 6 Amazing Americas.	Place knowledge  ¾ settlements  ½ Eastern europe	Physical Geography-  water cycle  Human geography	Locational knowledge – world geography Latitude/longitud e etc. place physical geography - volcanoes	Human geography – trade  settlements influenced by the inundation of the Nile	Map skills	Physical geography – climate zones, biomes etc.	Locational knowledge – UK geography fieldwork skills

<b>Geography skills</b>	Use maps, atlases, globes and digital mapping use the eight points of the compass raise geographical enquiry questions develop the use of geographical terms and vocabulary explore the similarities and differences between places in the UK and beyond observe, measure and record human and physical features in the environment use primary and secondary sources											
<b>Art</b>	still life  printing  Arcimboldo study	impressionism  Monet study	Wildlife art Sketchbooks	Greek pot from clay Ancient Greek art	Warhol and the pop art movement	Celtic art	Cave painting  sculpture	Global art traditions  South American artists	Egyptian art	space inspired art	Animal inspired art	Cornish art  St Ives School  Barbara Hepworth Alfred Wallis
<b>Art skills</b>	use a range of materials develop technique learn about a range of artists											
<b>D&amp;T</b>	food technology- pick blackberries and cook for the community.	Viking Longships and shields	Design musical instruments	Ancient Greek link – at the Parthenon	food technology Design a healthy meal based on diet in North or South America	<b>Computer Aided Design House of the future</b> – use a simple CAD programme to design a house of the future linked to work on changes over time in the local area.	Design and make tools and weapons.	Make a Mayan temple model.	Mixed media Egyptian textiles.	resistant materials	textiles	food technology
<b>D&amp;T skills</b>	<b>Design</b> research and develop design criteria generate, develop, model and communicate ideas <b>Make</b> select and use a wide range of tools to cut, shape, join and finish select from a wider range of materials and components <b>Evaluate</b> investigate and analyse existing products evaluate ideas and own products <b>technical knowledge</b> understand how to strengthen more complex structures understand and use mechanical systems understand and use electrical systems apply understanding of computing to program, monitor and control products <b>cooking and nutrition</b> understand the principles of a healthy diet prepare and cook a range of dishes understand seasonality and food provenance											
<b>Music</b>	<u>singing</u> songs about food (suggestions only!) - Food Glorious Food - American Pie  Harvest Songs Christmas songs	<u>singing</u> songs about making a difference (suggestions only!) - Waiting on the World to Change John Mayer	<u>singing</u> linked to <a href="https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-troy-info">https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-troy-info</a>  songs for summer production	<u>singing</u> songs about travelling/journeys (suggestions only!) A thousand Miles – Vanessa Carlton Travelling – Paper Lions	<u>singing</u> songs from the sixties  <u>compositional skills</u>  notation simple melodies  <u>instrument experience</u>	<u>singing</u> (suggestions only!) Here comes the Sun – The Beatles The Water – Laura Marling and Johnny Flynn	<u>singing</u> songs from The Flintstones Harvest Songs Christmas songs Charanga-glockenspiel 1 <u>compositional skills</u> Christmas carols basic notation	<u>singing</u> (suggestions only!) African call and response songs <a href="http://www.cansing.org.uk/caneuon/can.php?id=14">http://www.cansing.org.uk/caneuon/can.php?id=14</a>  <u>compositional skills</u>	<u>singing</u> (suggestions only!) It's a Kind of Magic – Queen Every Little Thing She Does – The Police  Summer production songs	<u>singing</u> (suggestions only!) war time songs  Harvest Songs Christmas songs  <u>compositional skills</u>	<u>singing</u> Songs about animals (suggestions only!) Eye of the Tiger – Survivor  <u>compositional skills</u>  notation	<u>singing</u> Cornish Songs Summer performance songs  <u>compositional skills</u>  notation

	<p><u>compositional skills</u></p> <p>basic notation creating rhythms and rhythmic compositions</p> <p><u>instrument experience</u></p> <p>untuned percussion</p> <p>Samba</p> <p><u>History of music</u> History of Samba and other South American music</p>	<p>- A Change is Gonna Come Sam Cooke</p> <p>The Man in The Mirror Michael Jackson</p> <p>- Imagine John Lennon</p> <p><u>compositional skills</u></p> <p>notation simple melodies</p> <p><u>instrument experience</u></p> <p>keyboard xylophone</p> <p><u>History of music</u> Beethoven</p>	<p><u>compositional skills</u></p> <p>notation combining instruments – percussion and tuned</p> <p><u>instrument experience</u></p> <p>using tuned and untuned instruments in small ensemble groups</p> <p><u>History of music</u> Ancient Greek music – see BBC link above</p>	<p>Leaving on a Jet Plane – Peter, Paul and Mary take me Home – John Denver</p> <p>Harvest Songs Christmas songs</p> <p><u>compositional skills</u></p> <p>basic notation creating rhythms and rhythmic compositions</p> <p><u>instrument experience</u></p> <p>untuned percussion</p> <p><u>History of music</u></p> <p>The Planets Suite - Holst</p>	<p>recorders</p> <p><u>History of music</u> music of the sixties</p>	<p><u>compositional skills</u></p> <p>notation combining instruments – percussion and tuned</p> <p><u>instrument experience</u></p> <p>combining recorders and untuned percussion to create small ensemble pieces</p> <p><u>History of music</u> Peer Gynt – Edvard Grieg</p>	<p>creating rhythms and rhythmic compositions</p> <p><u>instrument experience</u></p> <p>untuned percussion</p> <p><u>History of music</u></p> <p>The history of the Orchestra</p>	<p>notation simple melodies</p> <p><u>instrument experience</u></p> <p>keyboards xylophones</p> <p><u>History of music</u></p> <p>Samuel Coleridge Taylor</p>	<p><u>compositional skills</u></p> <p>notation combining instruments – percussion and tuned</p> <p><u>instrument experience</u></p> <p>using tuned and untuned instruments in small ensemble groups</p> <p><u>History of music</u></p> <p>The music of Ancient Egypt</p>	<p>basic notation creating rhythms and rhythmic compositions</p> <p><u>instrument experience</u></p> <p>untuned percussion</p> <p><u>History of music</u> songs from the war</p>	<p>simple melodies</p> <p><u>instrument experience</u></p> <p>recorders</p> <p><u>History of music</u></p> <p>development of instruments</p>	<p>combining instruments – percussion and tuned</p> <p><u>instrument experience</u></p> <p>combining recorders and untuned percussion to create small ensemble pieces</p> <p><u>History of music</u></p> <p>Sea shanties</p>
	<p>online safety dos and don'ts – golden rukes</p> <p>cfBT year 3 resources</p>	<p>online safety</p> <p>cfBT year 4 resources <a href="#">e safety</a></p>	<p>online safety cfBT year 5/6 resources <a href="#">e safety</a></p>	<p>online safety dos and don'ts – golden rukes</p> <p>cfBT year 3 resources</p>	<p>online safety</p> <p>cfBT year 4 resources <a href="#">e safety</a></p>	<p>online safety</p> <p>cfBT year 5/6 resources <a href="#">e safety</a></p>	<p>online safety dos and don'ts – golden rukes</p> <p>cfBT year 3 resources</p>	<p>online safety</p> <p>cfBT year 4 resources <a href="#">e safety</a></p>	<p>online safety</p> <p>cfBT year 5/6 resources <a href="#">e safety</a></p>	<p>online safety dos and don'ts – golden rukes</p> <p>cfBT year 3 resources</p>	<p>online safety</p> <p>cfBT year 4 resources <a href="#">e safety</a></p>	<p>online safety</p> <p>cfBT year 5/6 resources <a href="#">e safety</a></p>
<p><b>computing</b></p>	<p>programming year 3 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course d year 4 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course e</p> <p>year 5 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course f</p> <p>year 6 <a href="https://studio.code.org/s/express-2018?section_id=1992874">https://studio.code.org/s/express-2018?section_id=1992874</a> express course</p> <p>other opportunities to code: <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a> <a href="https://www.kodugamelab.com/\\SERVER\staff\Claude\curriculum_resources\ICT\Kodu_Classroom_Kit.zip">\\SERVER\staff\Claude\curriculum_resources\ICT\Kodu_Classroom_Kit.zip</a></p> <p><a href="https://codecombat.com/">https://codecombat.com/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p>	<p>programming year 3 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course d year 4 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course e</p> <p>year 5 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course f</p> <p>year 6 <a href="https://studio.code.org/s/express-2018?section_id=1992874">https://studio.code.org/s/express-2018?section_id=1992874</a> express course</p> <p>other opportunities to code: <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a></p> <p><a href="https://codecombat.com/">https://codecombat.com/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <p><a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></p>	<p>programming year 3 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course d year 4 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course e</p> <p>year 5 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course f</p> <p>year 6 <a href="https://studio.code.org/s/express-2018?section_id=1992874">https://studio.code.org/s/express-2018?section_id=1992874</a> express course</p> <p>other opportunities to code: <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a></p> <p><a href="https://codecombat.com/">https://codecombat.com/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <p><a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></p>	<p>programming year 3 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course d year 4 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course e</p> <p>year 5 <a href="https://studio.code.org/home">https://studio.code.org/home</a> course f</p> <p>year 6 <a href="https://studio.code.org/s/express-2018?section_id=1992874">https://studio.code.org/s/express-2018?section_id=1992874</a> express course</p> <p>other opportunities to code: <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a></p> <p><a href="https://codecombat.com/">https://codecombat.com/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <p><a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></p>								

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<b>ICT skills</b>	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills	keyboard/typing skills
	creating and presenting information and ideas	finding and developing information and ideas	media	creating and presenting information and ideas	finding and developing information and ideas	media	creating and presenting information and ideas	finding and developing information and ideas	media	creating and presenting information and ideas	finding and developing information and ideas	media
	word processing desktop publishing powerpoint	websites search engines	film making music multimedia	word processing desktop publishing powerpoint	websites search engines	film making music multimedia	word processing desktop publishing powerpoint	websites search engines	film making music multimedia	word processing desktop publishing powerpoint	websites search engines	film making music multimedia
<b>PE</b>	Cricket Volleyball	Gymnastics Dance Swimming	Athletics Badminton	Cricket Rounders	Dance Outdoor Ed Swimming	athletics basketball sailing	Cricket Volleyball	Gymnastics Dance Swimming	Athletics Badminton	Cricket Rounders	Dance Outdoor Ed Swimming	athletics basketball sailing
	Netball Football	Hockey Outdoor Ed swimming	Tennis Rounders Sailing	Tag rugby Hockey	health-fitness football	badminton tennis sailing	Netball Football	Hockey Outdoor Ed swimming	Tennis Rounders Sailing	Tag rugby Hockey	health-fitness football	badminton tennis sailing
<b>Languages</b>	niveau bleu	y 3 – niveau bleu y4-6 – niveau blanc	y3 niveau bleu y 4 niveau blanc y5/6 niveau rouge	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore	y3 niveau bleu y 4 niveau blanc y5 niveau rouge y6 niveau tricolore
<b>languages skills</b>	listen attentively respond to questions engage in conversations speak in sentences develop accurate pronunciation present information orally read carefully broaden vocabulary write phrases from memory describe things orally and in writing											
<b>RE</b>	<b>Values and Beliefs</b> Christianity and Judaism	<b>Traditions and Practises</b> Christianity and Sikhism	<b>Ritual and Worship</b> Christianity and Islam	<b>Values and Beliefs</b> Christianity and Sikhism	<b>Traditions and Practises</b> Christianity and Islam	<b>Ritual and Worship</b> Christianity and Hinduism	<b>Values and Beliefs</b> Christianity and Hinduism	<b>Traditions and Practises</b> Christianity and Judaism	<b>Ritual and Worship</b> Christianity and Sikhism	<b>Values and Beliefs</b> Christianity and Islam	<b>Traditions and Practises</b> Christianity and Hinduism	<b>Ritual and Worship</b> Christianity and Judaism
	<b>Scriptures and Stories</b> Christianity and Hinduism	<b>Places of worship</b> Christianity and Judaism	<b>Community</b> Christianity and Sikhism	<b>Scriptures and Stories</b> Christianity and Judaism	<b>Places of worship</b> Christianity and Sikhism	<b>Community</b> Christianity and Islam	<b>Scriptures and Stories</b> Christianity and Islam	<b>Places of worship</b> Christianity and Hinduism	<b>Community</b> Christianity and Judaism	<b>Scriptures and Stories</b> Christianity and Sikhism	<b>Places of worship</b> Christianity and Islam	<b>Community</b> Christianity and Hinduism
<b>PHSE</b>	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World
<b>Citizenship SMSC education</b>	charity	rules and laws	global community	diversity and equality	human rights	environmentalism	rules and laws	charity	global community	diversity and equality	human rights	environmentalism