

KS2 Curriculum Coverage – Foundation Subjects

NC Subject	National Curriculum Objective KS2 Pupils should be taught:	Year 3			Year 4			Notes
		Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
Art and Design	to create sketch books to record their observations and use them to review and revisit ideas	Stone Age animal sketches	Colloiseum sketches	Leaf sketches	Self portraits and portraits		Aztec patterns	
	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]	Bone necklaces Cave paintings	Clay pots Mosaic paintings	Totem poles Toucan pastel collage	Colour mixing Portrait painting and pencil	Model-making – Antarctic animation	Mosaic tiles	
	about great artists, architects and designers in history.			Henri Rousseau Art week – Jean Miro			Art week – Jean Miro Aztec Art	
	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 	Bone necklace design	Design and create chariots	Design and make chariots	Design and make shelters	Design and make sets for animation		

Design Technology	<p>groups</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>Make</p> <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 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 	Making air dry clay bone necklaces	Making chariots	Making totems	Making shelters	Making models and sets animation	Aztec shields	
	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their 	Evaluate necklaces	Testing chariots (science) Evaluate their		Evaluate shelters Peer assessment	Evaluate and present animations Peer assessment	Evaluate shields Peer assessment	

	<p>work</p> <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 							
	<p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. 		<p>Chariots – wheels, cogs, axis</p>	<p>Totems – using papier mache</p>	<p>Shelter construction (corrugation)</p> <p>Science - electricity</p>		<p>Stop-go animation software</p>	
	<p>Cooking</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking technique • understand seasonality, 			<p>Healthy Eating week</p> <p>Spanish Day – cookery</p> <p>Healthy</p>				<p>Healthy Eating week</p> <p>Spanish Day – cookery</p> <p>Healthy</p>

	and know where and how a variety of ingredients are grown, reared, caught and processed.			eating (science)			eating (science)	
Geography	<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 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the 	Stone Age populations	Roman empire	Rainforests	WW2 – European countries – invaded and occupied by Hitler	Antarctic exploration	Aztec empire – location and features	

<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>					<p>Maths - time</p>		
<p>Place knowledge</p> <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>Location of Rainforests Compare Brazil and UK</p>			<p>Location and features of Mexico</p>	
<p>Human and physical geography</p> <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 • human geography, including: types of settlement and land use, economic activity including trade links, and the 			<p>Rainforest climate</p> <p>Tribes, deforestation Comparison of UK and S, America</p>		<p>Science – changing states – water cycle</p>	<p>Aztec settlements and farming</p>	

	distribution of natural resources including energy, food, minerals and water							
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 Geography • 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. 			Rainforests – using maps and atlases	WW2 – using maps and atlases	Antarctica – using maps and atlases	<p>Aztecs – using maps and atlases</p> <p>Maths – compass directions Orienteering</p>	
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include</p> <ul style="list-style-type: none"> • late Neolithic hunter- 	Stone Age topic						

<p>gatherers and early farmers, for example, Skara Brae</p> <ul style="list-style-type: none"> • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 							
<p>the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • This could include: • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>Roman topic</p>					
<p>Britain’s settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western 							

<ul style="list-style-type: none"> Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 								
<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 								
<p>a local history study</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality 					<p>WW2 Topic (including Bletchley Park)</p>			

	<p>(this can go beyond 1066)</p> <ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 							
	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain 		<p>Roman Topic</p>		<p>WW2 Topic</p>	<p>Antarctic explorers (British Empire)</p>		
	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a</p>	<p>Stone Age and Romans</p>						

	depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China							
	Ancient Greece – a study of Greek life and achievements and their influence on the western world							
	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.						Aztec topic	
MFL (French)	listen attentively to spoken language and show understanding by joining in and responding	✓			✓	✓	✓	
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	✓						
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	✓			✓	✓	✓	
	speak in sentences, using familiar vocabulary, phrases and basic language structures	✓			✓	✓	✓	
	develop accurate pronunciation and intonation so that others				✓	✓	✓	

	understand when they are reading aloud or using familiar words and phrases							
	present ideas and information orally to a range of audiences*							
	read carefully and show understanding of words, phrases and simple writing							
	appreciate stories, songs, poems and rhymes in the language	✓						
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary							
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly							
	describe people, places, things and actions orally* and in writing							
Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Christmas performance and singing	Charanga and sing up	Use of instruments	Christmas performance and singing	Charanga and sing up	End of term performance	
	improvise and compose music for a range of purposes using the inter-related dimensions of music							
	listen with attention to detail and recall sounds with increasing aural memory							

	use and understand staff and other musical notations							
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians						Charanga	
	develop an understanding of the history of music							
PE	use running, jumping, throwing and catching in isolation and in combination	Tennis gymnastics and dance	Tennis Kwik stix	Tennis Athletics swimming	Tag Rugby	Netball	Kwik Cricket	
	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Tennis	Tennis Kwik stix	Sports Day	Tag Rugby	Netball	Kwik Cricket Athletics Sports Day	
	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Gymnastics		Athletics		Gymnastics	Athletics	
	perform dances using a range of movement patterns						Cheerleading	
	take part in outdoor and adventurous activity challenges both individually and within a team					PGL		
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.					Gymnastics	Cheerleading	
	swim competently, confidently	Swimming		Swimming	Swimming		Swimming	

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	and proficiently over a distance of at least 25 metres							
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Swimming		Swimming	Swimming		Swimming	
	perform safe self-rescue in different water-based situations.							