



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Kapow Scheme	<b>Year A</b> Year 5 - Computing systems and networks: Search engines	Year 4 - Programming 2: Computational thinking	Year 5 - Online Safety Safer Internet Day	Year 4 - Data handling: Investigating weather	Year 5 - Programming 2: Micro:bit	Year 4 - Skills showcase: HTML
	<b>Year B</b> Year 4 - Computing systems and networks: Collaborative learning	Year 5 - Programming 1: Music	Year 4 - Online Safety Safer Internet Day	Year 5 - Data handling: Mars Rover 1	Year 4 - Creating media: Website design	Year 5 - Creating media: Stop motion animation
Physical Education REAL PE Scheme	<b>Year A (Follow Year 5 Units of Learning)</b> REAL PE – Unit 1 – Personal Co-ordination: Footwork Static balance: One leg  Outdoor Adventurous Activities	REAL PE – Unit 2 – Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated  REAL GYM – Unit 1/2 – Social Travel and Rotation	REAL PE – Unit 3 – Cognitive Dynamic Balance: On a Line Static Balance: Stance  REAL DANCE – Unit 1 – Cognitive Shapes Solo Circles Solo Artistry Abstraction Artistry Musicality Partnering (Lifts) Artistry (Making)	REAL PE – Unit 4 – Creative Coordination: Ball Skills Counter Balance: With a Partner  Team Game – Football Attacking and defending principles	REAL PE – Unit 5 – Physical Coordination: Sending and Receiving Agility: Reaction / Response  Team Game – Rounders Striking and fielding principles	REAL PE – Unit 6 – Health and Fitness Agility: Ball Chasing Static Balance: Floor Work  Athletics
	<b>Year B (Follow Year 4 Units of Learning)</b> REAL PE – Unit 1 – Personal Co-ordination: Footwork Static balance: One leg  Outdoor Adventurous Activities	REAL PE – Unit 2 – Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated  REAL GYM – Unit 1/2 – Social Balance and Flight	REAL PE – Unit 3 – Cognitive Dynamic Balance: On a Line Static Balance: Stance  REAL DANCE – Unit 1 – Cognitive Shapes Solo Circles Solo Partnering Shapes Partnering (Lifts) Partnering Circles Artistry (Making)	REAL PE – Unit 4 – Creative Coordination: Ball Skills Counter Balance: With a Partner  Team Game – Tag Rugby Attacking and defending principles	REAL PE – Unit 5 – Physical Coordination: Sending and Receiving Agility: Reaction / Response  Team Game – Cricket Striking and fielding principles	REAL PE – Unit 6 – Health and Fitness Agility: Ball Chasing Static Balance: Floor Work  Athletics

Music Charanga Scheme	<b>Year A</b> Year 5 – Livin’ on a Prayer	Carol Concert Songs	Year 5 – Classroom Jazz 1	Year 4 – Lean on Me	Year 4 – Stop!	Year 5 – Dancing in the Street
	<b>Year B</b> Year 4 – Mamma Mia	Carol Concert Songs	Year 5 – Make You Feel My Love	Year 5 – The Fresh Prince of Bel-Air	Year 4 – Glockenspiel Stage 2	Year 4 - Blackbird
French Language Angels Scheme	<b>Year A</b> Year 5 – Phonics 3 / Do You Have a pet?	Year 4 – Little Red Riding Hood	Year 5 – My Home	Year 4 – Presenting Myself	Year 5 – Clothes	Year 4 – The Date
	<b>Year B</b> Year 5 – What is the Weather?	Year 4 – Phonics 1&2 / Vegetables	Year 5 - Olympics	Year 4 – My Family	Year 5 – Habitats	Year 4 – In the Classroom
Religious Education Wiltshire Agreed Syllabus	<b>Year A</b> Q1. What do different people believe God is like? (Hinduism and Judaism)	Q3. What makes some books sacred, how are they used and why do they matter to believers? (Judaism and Sikhism)	Q9. Why is pilgrimage important to some religious believers? (Christianity)	Q16. Justice and poverty: Can religions help to build a fair world? (Christianity)	Q5. Who was Muhammad? Why and how do people follow these leaders?	Q7. How do art, architecture and poetry express religious beliefs and ideas? (Christianity)
	<b>Year B</b> Q8. Where, how and why do people worship? (Islam)	Q6. What are the deeper meanings of festivals? (Hinduism)	Q14. How can we make Wiltshire / my town a more respectful place? (Christianity)	Q11. Why do believers often see life as a journey and what significant experiences mark this? (Islam)	Q15. How and why do believers care for others and the world? (Christianity)	Q17. Who has made a difference to the world because of their faith? How and why? (Sikhism)
PSHE / RSE Jigsaw Scheme	<b>Year 4</b> Being Me Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Differences Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

	<p><b>Year 5</b></p> <p>Being Me</p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p><b>Celebrating Differences</b></p> <p>Cultural differences and how they can cause conflict</p> <p>Racism Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p><b>Dreams and Goals</b></p> <p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p><b>Healthy Me</b></p> <p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p><b>Relationships</b></p> <p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p><b>Changing Me</b></p> <p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
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