Bratton Primary School KS2 Curriculum Year Meerkat Class

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Kapow Scheme	**Year A** Year 5 - Computing systems and networks: Search engines	Year 6 - Programming: Intro to Python	Year 5 - Online Safety Safer Internet Day	Year 6 - Data handling 1: Big Data 1	Year 5 - Programming 2: Micro:bit	Year 6 - Creating media: History of computers
	Year B Year 6 - Computing systems and networks: Bletchley Park	Year 5 - Programming 1: Music	Year 6 - Online Safety Safer Internet Day	Year 5 - Data handling: Mars Rover 1	Year 6 - Data handling 2: Big Data 2	Year 5 - Creating media: Stop motion animation
Physical Education REAL PE Scheme	**Year A (Follow Year 5 Units of Learning)** 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
	Year B (Follow Year 6 Units of Learning) 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 Artistry Abstraction Artistry Musicality Partnering (Lifts) Artistry (Making)	REAL PE – Unit 4 – Creative Coordination: Ball Skills Counter Balance: With a Partner Team Game – Netball Attacking and defending principles	REAL PE – Unit 5 – Physical Coordination: Sending and Receiving Agility: Reaction / Response Team Game – Kilikiti Striking and fielding principles	REAL PE – Unit 6 – Health and Fitness Agility: Ball Chasing Static Balance: Floor Work Athletics

Music Charanga Scheme	**Year A** Year 5 – Livin' on a Prayer	Carol Concert Songs	Year 5 – Classroom Jazz 1	Year 6 – A New Year Carol	Year 6 – You've Got a Friend	Year 5 – Dancing in the Street
	Year B Year 6 - Happy	Carol Concert Songs	Year 5 – Make You Feel My Love	Year 5 – The Fresh Prince of Bel-Air	Year 6 – Classroom Jazz 2	Year 6 – Music and Me
French Language Angels Scheme	**Year A** Year 5 – Phonics 3 / Do You Have a pet?	Year 6 – What is the Weather?	Year 5 – My Home	Year 6 – Do You Have a Pet?	Year 5 – Clothes	Year 6 – At School
	Year B Year 5 – What is the Weather?	Year 6 – Phonics 3 & 4 / The Date	Year 5 - Olympics	Year 6 – My Home	Year 5 – Habitats	Year 6 – At the Weekend
Religious Education Wiltshire Agreed Syllabus	**Year A** Q13. Keeping the five pillars: what difference does it make to Muslims?	Q12. Can religious teachings help us decide what is the best way to live? (Christianity and Non-religious)	Q9. Why is pilgrimage important to some religious believers? (Sikhism)	Q10. Why do some people believe in life after death and what difference does it make? (Christianity, Hinduism and Non-religious)	Q5. Who was Guru Nanak? Why and how do people follow these leaders?	Q7. How do art, architecture and poetry express religious beliefs and ideas? (Islam)
	Year B Q8. Where, how and why do people worship? (Hinduism)	Q6. What are the deeper meanings of festivals? (Islam)	Q14. How can we make Wiltshire / my town a more respectful place? (Hinduism)	Q11. Why do believers often see life as a journey and what significant experiences mark this? (Hinduism)	Q16. Justice and poverty: Can religions help to build a fair world? (Islam)	Q17. Who has made a difference to the world because of their faith? How and why? (Christianity)
PSHE / RSE Jigsaw Scheme	**Year 5** Being Me Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating Differences Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Year 6	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being Me Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition