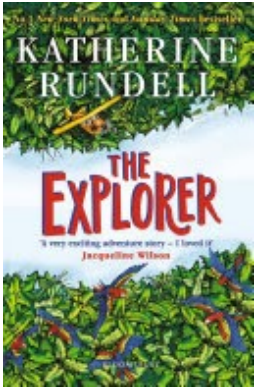
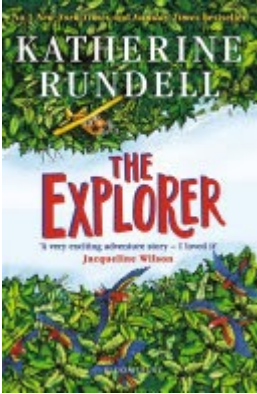


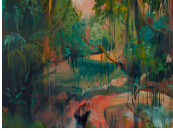
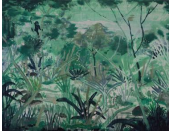
Riverside Primary School Medium-Term Curriculum Plan 2025-26 Year 5/6									
Term:Autumn 2 Theme: Into the Amazon									
	Unit	Skills	Week 1 objectives and brief outline of learning Week 1 3.11.25 Parents Evenings Tues/Thurs Year 6 Bikeability this week	Week 2 objectives and brief outline of learning Week 2 10.11.25	Week 3 objectives and brief outline of learning Week 3 17.11.25 INSET day 21.11.25	Week 4 objectives and brief outline of learning Week 4 25.11.25 Inset - 24.11.25 28.11.25 - Christmas mobiles to be completed 28.11.25 - Visit by Mark Francois MP	Week 5 objectives and brief outline of learning Week 5 1.12.25 1.12.25 Christmas post box opens 3.12.25 PTA Christmas Sale 5.12.25 9:30 am Year 3/4 present to Year 5/6 1:30pm Year 5/6 present to Year 3/4	Week 6 objectives and brief outline of learning Week 6 8.12.25 10.12.25 Christmas Jumper Day Christmas Dinner - Special Menu! 1:00 - 1:45 Makaton Christmas Assembly 12.12.25 UKS2 Christmas Productions 9:30 / 1:30	Week 7 objectives and brief outline of learning Week 7 15.12.25 17.12.25 PTA event - KS2 Christmas Disco 19.12.25 All data to be on Sonar by end of today
Wow start:									
English		Skills: Writing for a Purpose	The Caravan  Aut 2 The Caravan Narrative Unit – MTP Warning Stories Focus Description (people, places, objects).			Rainforest  Aut 2 Rainforest Explanation Writing Unit – MTP Explanation			
Writing:									
Reading:	The Explorer Book by Katherine Rundel	2d:Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied.	In Flanders Fields by John McCrae:  For The Fallen by Laurence Binyon	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2e: Predict what might happen from details stated and implied	2e: Predict what might happen from details stated and implied

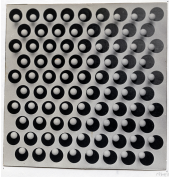
									
Class Reader:	The Explorer Book by Katherine Rundel 								
Grammar and Punctuation: Copy of Med...	Punctuation	Capital letters Full stops Question marks Exclamation marks Commas in a list Commas to clarify meaning Commas after fronted adverbials Inverted commas Apostrophes difference between plural and possessive s Apostrophes to mark contracted forms Punctuation for parenthesis: Brackets, dashes and commas Colons: to mark boundary between independent clauses Colon to introduce lists Semi-colons to mark boundary between independent clauses Semi colons within lists Dashes to mark boundary between independent clause	Capital letters Full stops Question marks Exclamation marks	Commas in a list Commas to clarify meaning	Commas after fronted adverbials	Inverted commas	Apostrophes difference between plural and possessive s Apostrophes to mark contracted forms	Punctuation for parenthesis: Brackets, dashes and commas	I can use Colons, dashes and semi colons:

Y5/6 Spelling:		- Words with the k sound spelt ch - Words with the /j/ sound spelt ch - cious tious - ible able - ibly ably - Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que - Words with the /s/ sound spelt sc	Words with the k sound spelt ch	Words with the /j/ sound spelt ch	cious tious	ible able	ibly ably	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que
Handwriting	Year 5	1) Practising sloped writing: joining from s: sh, sw, sc, si, sl, sw, sp 2)Practising sloped writing proportion - joining from ascenders fl, ft 3)Practising sloped writing size - joining from f, no ascenders fa, fe, ft, fo, fu 4)Different styles for different purposes: writing a paragraph 5) Practising sloped writing: speed ff	1) Practising sloped writing: joining from s: sh, sw, sc, si, sl, sw, sp	2)Practising sloped writing proportion - joining from ascenders fl, ft	INSET	3)Practising sloped writing size - joining from f, no ascenders fa, fe, ft, fo, fu	4)Different styles for different purposes: writing a paragraph	5) Practising sloped writing: speed ff	6) Christmas fun handwriting

		6) Christmas fun handwriting							
Maths Year 6:	Fractions A and B Converting Units Ratio -		Multiply fractions with fractions Divide fractions by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount	Fraction of an amount find the whole Metric measures Convert metric measures Calculate with metric measures Miles and kilometres	Imperial measures Convert metric measures Calculate with metric measures Miles and kilometres Add or multiply?	Assessment - 3 days Use ratio language Introduction to the ratio symbol	Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems	Proportion problems Recipes 1-step function machines 2-step function machines Form expressions	Time for consolidation and revision
Maths Year 5:	Multiplication and division A Fractions A		Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions	Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1	Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number	Assessment week 3x papers	Assessment mop up Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers Time for consolidation and revision	Time for consolidation and revision Winter White Rose Maths activities
Maths Year 5 Lower group	Multiplication and Division Measurement - Area		Multiplication and Division Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts	Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers Assessment on Multiplying and dividing Area Step 1 What is area?	Step 2 Count squares Step 3 Make shapes Step 4 Compare areas Assessment on Area Consolidation of times tables	Consolidation of place value	Consolidation of addition and subtraction	Consolidation of multiplication and division	Consolidation of area
Science	No science this half term								
Geography	Investigating Rivers South America	Human and physical geography - Describe and understand key	Geography Investigating rivers To understand and explain the water	To find out why Rivers are important To find out about the causes of river	To investigate a river in detail including the effects on the environment and landscape.	South America: South America	To find out about the major mountain ranges of South America.	To find out about trade and industry in South America. To be able to carry out	To compare an area of South America with the UK.

		aspects of: physical geography, including: rivers and the water cycle. South America Locational Knowledge - Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: physical geography, including: climate zones and mountains. Human geography, including: types of settlement and land use, economic activity including trade	cycle. How Rivers erode, transport and deposit materials	pollution and the effect it has on the environment.	To be able to conduct a geographical enquiry.	To find out about the location and countries of South America. To find out about the climate in South America.	To find out about the human geography of South America.	an in-depth study of a South American country.	
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		links, and the distribution of natural resources including energy, food, minerals and water.							
Art	To develop ideas To take inspiration from the greats:Barry Martin Collage: Save our Rainforests collage	Key Skills Create a colour palette based upon colours observed in the natural or built world. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Comment on artworks with a fluent grasp of visual language. Create original pieces that show a range of influences and styles Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.	Lesson 1 Introduce Barry Martin and Kinetic Art. Discuss the style of Barry Martin's art - movement - Look at four different pieces of his art work and using art vocabulary to describe what they observe. Learning Objective: I can comment on artworks with a fluent grasp of visual language  Three Interlocking Spiral with Differing Rates of Acceleration  Metal surface  Taking a line for a dance II	Lesson 2 Look at Movement Collage by Barry Martin 1965  Discuss the way movement has been created with the layers Martin has created Children create their own movement piece using different media - card, tissue paper, newspaper, plastic etc. Learning Objective: I can mix textures (rough and smooth, plain and patterned).	Christmas hoop decorations	Lesson 3 Look at pictures of Rainforests focusing on the colours used. Discuss how to sketch the different leaves and mix colour using water colours and poster paint to get vibrant and softer shades Learning Objective: I can create a colour palette based upon colours observed in the natural or built world.	Lesson 4 Continue to look at the style of Art by Barry Martin, but now look at other artists rainforest inspired pieces of art - Henri Rousseau  Hallucinations Painting - Melissa Loop  Peter de Boer  Children can sketch leaves, colour ideas, animals etc - use images and Ipads Learning Objective: I can collect information, sketches and resources and present ideas imaginatively in a sketch book.	Lesson 5 Children to create their Save our Rainforests collage Using their ideas from the last lesson to create a A3 piece of art - to think of colour, texture, composition etc. Learning Objective: I can create original pieces that show a range of influences and styles I can combine visual and tactile qualities	Lesson 6 Complete artwork from the previous lesson Learning Objective: I can create original pieces that show a range of influences and styles I can combine visual and tactile qualities

			 Black and White Relief						
Computing:	Digital Foundations 6 Digital Foun...		To recognise the evolving nature of technology. DF6 - Step 1	To understand the role of networks in connecting computers. DF6 - Step 2	To use folders to organise files. To navigate the operating system using the search function. DF6 - Step 3	To know and understand the role of combining certain keys on a keyboard. To use more advanced formatting tools within a document. DF6 - Step 4	To use hyperlinks within a document. To use two hands on a keyboard to type letters, numbers and symbols with increasing speed. DF6 - Step 5	To recognise a wide range of common icons used in computing and their functions. DF6 - Step 6	Assessment
Music:	Unit 2 – Developing Ensemble Skills	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies	Lesson 1 and 2 My Best Friend and Why? Y6 U2 S1 My B... Y6 U2 S2 My B...	Christmas songs practice	Christmas songs practice	Christmas songs practice	Christmas songs practice	Lesson 3 and 4 Singing swinging star and The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Y6 U2 S3 Singi... Y6 U2 S4 Singi...	Lesson 5 and 6 Roll Alabama, Why? and assessment Y6 U2 S5 Roll A... Y6 U2 S6 Asses...

		• accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.							
MfL:	Finish Irregular verbs x4 lessons Les Vetements Clothes	To introduce the aim of the unit Les Vêtements and to learn ten new nouns and articles for items of clothing. To continue with introduction of the next eleven items of clothing. To consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’ - je porte To look more closely at adjectival agreement by describing clothes in terms of colour.	In this lesson we will: Learn about the French irregular verb AVOIR (to have). Use graded writing activities to help consolidate our learning of the French irregular verb AVOIR.	In this lesson we will: Learn about the French irregular verb ÊTRE (‘to be’). Use graded writing activities to help consolidate our learning of the French irregular verb ÊTRE.	In this lesson we will: Learn about the French irregular verb FAIRE (‘to do’). Use graded writing activities to help consolidate our learning of the French irregular verb FAIRE.	To consolidate all the language learnt in the unit by completing the Irregular Verbs Booklet (provided in your resources pack). Use the Irregular Verbs Booklet to prepare a PowerPoint or oral/written presentation all about French irregular verbs to present back to the class. Use AFL grid (in your resources pack) to assess the different presentations.	To introduce the aim of the unit Les Vêtements and to learn ten new nouns and articles for items of clothing.	To continue with introduction of the next eleven items of clothing.	To consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’ - je porte
Aesthetic PE	Yoga	Key skills Physical: Strength Physical: Balance Physical: Flexibility Physical: Coordination Social: Leadership Social: Working safely Social: Sharing ideas	Lesson 1 L.O: I can develop flexibility through the sun salutation flow.	Lesson 2 L.O: I can develop strength through yoga flows.	Lesson 3 L.O: I can create my own flow showing quality in control, balance and technique.	Lesson 4 L.O: I can create my own flow showing quality in control, balance and technique.	Lesson 5 L.O: I can work collaboratively to create a controlled paired yoga flow.	Lesson 6 L.O: I can create your own yoga flow that challenges technique, balance and control.	Lesson 7 Hold a team competition to apply the skills taught. (Netball)

		Emotional: Confidence Emotional: Working independently Thinking: Creating Thinking: Selecting and applying actions Thinking: Observing and providing feedback							
Games PE	Netball	Key skills Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Working collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making	Lesson 1 To develop attacking skills to maintain possession.	Lesson 2 To use a variety of attacking skills to lose a defender.	Lesson 3 To use a variety of attacking skills to lose a defender.	Lesson 4 To use a variety of attacking skills to lose a defender.	Lesson 5 To use a variety of attacking skills to lose a defender.	Lesson 6 To use and apply skills, principles and tactics to a game situation.	Lesson 7 Hold a team competition to apply the skills taught.
PSHE/RSHE	<u>Safe relationships</u> Recognising and managing pressure; consent in different situations <u>Respecting ourselves and others</u> Expressing		No Outsiders Rose Blanche To justify my actions	Anti-Bullying week lesson linked to theme.	Learning Objective: • what consent means and how to seek and give/not give permission in different Situations • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •	Lesson 3 • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Lesson 4 what discrimination means and different types of discrimination e.g. racism, sexism, homophobia	Lesson 5 to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Lesson 6 the impact of discrimination on individuals, groups and wider society • how to constructively challenge points of view they disagree with

	opinions and respecting other points of view, including discussing topical issues				how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact. • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	•			
RE:	How has belief in Christianity and Islam impacted on music and art throughout history?	• Explain divergent role of music in worship in the history of the Christian Church. • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in	Session 1 – Examine different types of artistic expression	Session 2 – Investigate the history and symbolism of Christian art	Session 3 – Compare and contrast Islamic art forms	no Lesson INSET	Session 4 – Analyse the impact of different cultures on a significant architectural site	.Session 5 – Compose and conduct a debate which encompasses conflicting viewpoints	No lesson - catch up if needed

		Muslims and Christian history. • Show awareness that talking about religion and belief can be complex. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others							
Trips, visitors and experiences: Bikeability Year 6									
Outcome/final pieces: Double page spread about a South American Country									