

# Riverside Primary School

## Medium-Term Curriculum Plan

### 2025-2026

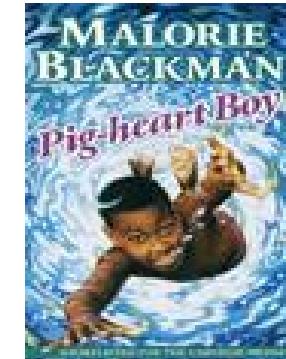
#### Year 5/6

**Term: Spring 1**  
**Theme: Pump it up!**

	Unit	Skills	Week 1 objectives and brief outline of learning Week 1 05.01.26	Week 2 objectives and brief outline of learning Week 2 12.01.26	Week 3 objectives and brief outline of learning Week 3 19.01.26	Week 4 objectives and brief outline of learning Week 4 26.01.26  27 and 28.01.26 - Year 5 road safety walks (am)	Week 5 objectives and brief outline of learning Week 5 02.02.26	Week 6 objectives and brief outline of learning Week 6 09.02.26  10.02.26 - Internet Safety Day	
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## Wow start: Human body experiment

## Class Reader:



<b>Grammar and Punctuation:</b>	<b>Tenses</b>	<ul style="list-style-type: none"> <li>Simple past</li> <li>Simple present</li> <li>Verbs in the perfect form</li> <li>Use of the present perfect form of verbs</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Present and past progressive - use of the progressive form of verbs in the present and past tense to mark actions in progress</li> <li>Tense consistency - past present</li> <li>Correct choice and consistent use of present and past tense throughout writing</li> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<ul style="list-style-type: none"> <li>Colons: to mark boundary between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Simple past. Simple present</li> </ul>	<ul style="list-style-type: none"> <li>Verbs in the perfect form</li> <li>Use of the present perfect form of verbs</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> </ul>	Present and past progressive - use of the progressive form of verbs in the present and past tense to mark actions in progress	Subjunctive mood/tense	Formal and informal	Passive and active Use of the passive to affect the presentation of information in a sentence
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		<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find</li> <li>• out – discover; ask for – request; go in – enter]</li> <li>• Subjunctive from</li> <li>• Passive and active</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> </ul>						
<b>Y6 Spelling:</b>		<ul style="list-style-type: none"> <li>• ough</li> <li>• Silent letters</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• ie or ei</li> <li>• Suffixes with vowels to word ending in fer</li> </ul>	<ul style="list-style-type: none"> <li>• Ough words</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> </ul>	<ul style="list-style-type: none"> <li>• ie or ei</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes with vowels to word ending in fer</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> </ul>

		• Homophones							
<b>Handwriting</b>		<b>Penpals Y5 Spring</b> Unit 15, 16, 17, 21, 22 23	Unit 15 Practising sloped writing: speed and legibility rr	Unit 16 Practising sloped writing: size, proportion and spacing: ss	Unit 17 Practising sloped writing: building speed: qu	Unit 21: Sloped writing: proportion joining p and b to ascenders: ph, pl, bl	Unit 22 joining from p and b, no ascenders: bu, bi, pu, pi, pr	Unit 23 Practising sloped writing: parallel downstrokes: pp, bb	
<b>Maths Year 6:</b>	<b>Algebra</b> <b>Decimals</b> <b>Fractions</b> <b>Decimals and percentages</b>		1-step function machines 2-step function machines Form expressions Substitution Formulae	Form equations Solve 1-step equations Solve 2 step equations Find pairs of values Solve problems with two unknowns	Place value within 1 Place value - integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1000	Divide by 10,100 and 1000 Multiply by integers Divide by integers Multiply and divide decimals in context Decimals and fraction equivalents	Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages	Assessment week	
<b>Maths Year 5:</b>			Multiply up to a 4-digit number by a 1-digit number  Multiply a 2-digit number by a 2-digit number (area model)	Multiply a 2-digit number by a 2-digit number  Multiply a 3-digit number by a 2-digit number  Multiply a 4-digit number by a 2-digit number  Solve problems with multiplication	Short division  Divide a 4-digit number by a 1-digit number  Divide with remainders  Efficient division  Solve problems with multiplication and division	Multiplication & Division consolidation  End of unit test  Multiply a unit fraction by an integer  Multiply a non-unit fraction by an integer  Multiply a mixed number by an integer	Calculate a fraction of a quantity  Fraction of an amount  Find the whole  Use fractions as operators  Decimals up to 2 decimal places	Equivalent fractions and decimals (tenths)  Equivalent fractions and decimals (hundredths)  Equivalent fractions and decimals  Thousandths as fractions  Thousandths as decimals	
<b>Maths Year 5 Lower group</b>	<b>Multiplication and division</b>  <b>Length and perimeter</b>  <b>Fractions</b>		<b>Multiplication and division</b>  <b>Step 10</b> Multiply a 3-digit number by a 1-digit number <b>Step 11</b> Divide a 2-digit number by a 1-digit number (1) <b>Step 12</b> Divide a 2-digit number by a 1-digit number (2)	<b>Step 15</b> Efficient multiplication End of block assessment  <b>Length and perimeter</b>  <b>Step 1</b> Measure in kilometres and metres <b>Step 2</b> Equivalent lengths (kilometres and metres)	<b>Step 4</b> Perimeter of a rectangle <b>Step 5</b> Perimeter of rectilinear shapes <b>Step 6</b> Find missing lengths in rectilinear shapes  <b>Step 1</b> Calculate the perimeter of rectilinear shapes <b>Step 8</b> Perimeter of regular polygons	<b>Step 9</b> Perimeter of polygons End of block assessment  <b>Fractions</b>  <b>Step 1</b> Understand the whole <b>Step 2</b> Count beyond 1 <b>Step 3</b> Partition a mixed number	<b>Step 4</b> Number lines with mixed numbers <b>Step 5</b> Compare and order mixed numbers <b>Step 6</b> Understand improper fractions <b>Step 7</b> Convert mixed numbers to improper fractions <b>Step 1</b> Understand the whole <b>Step 2</b> Count beyond 1 <b>Step 3</b> Partition a mixed number	<b>Step 9</b> Equivalent fractions on a number line  <b>Step 10</b> Equivalent fraction families <b>Step 11</b> Add two or more fractions <b>Step 12</b> Add fractions and mixed numbers <b>Step 13</b> Subtract two fractions	

			<b>Step 13</b> Divide a 3-digit number by a 1-digit number <b>Step 14</b> Correspondence problems	<b>Step 3</b> Perimeter on a grid					
Science	Year 6: Animals including humans	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> </ul>	<p>Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs; report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To be able to explain how diet, exercise, drugs and lifestyle impact on the way their bodies function.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To be able to explain how diet, exercise, drugs and lifestyle impact on the way their bodies function.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	

		<ul style="list-style-type: none"> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>						
<b>History</b> <b>Y5 only</b>  <b>Taught while revision lessons for Year 6 are carried out</b>	<b>a non-European society that provides contrasts with British history: Mayan civilization c. AD 900;</b>  <b>What do we know about the Mayan Civilisation?</b>	<a href="#">Riverside Progression of Knowledge and Skills in History</a>	When and where did the Maya live?	What made the Maya civilisation so successful?	How do we know about the Maya?	How were the Maya ruled?	What do we know about Mayan leaders?	What do we know about the Mayan city-states?
<b>Art</b>	<b>To develop ideas</b> <b>To take inspiration from the greats:</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points</li> </ul>	L.O: I can comment on artworks with a fluent grasp of visual language	L.O: I can develop a personal style of painting, drawing	L.O: I can develop a personal style of painting, drawing	L.O: I can use the qualities of acrylic paints to	L.O: I can use the qualities of watercolour paints to	L.O: I can spot the potential in unexpected results as work progresses. I

	<p><b>Wassily Kandinsky</b></p> <p><b>Painting: The Heart in the style of Kandinsky</b></p>	<p>throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Sketch (lightly) before painting to combine line and colour..</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Create original pieces that show a range of</li> </ul>	<p>upon ideas from other artists</p>	<p>upon ideas from other artists</p>	<p>create visually interesting pieces</p>	<p>create visually interesting pieces</p>	<p>can evaluate my own work.</p>	
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Computing:	<b>Spreadsheets</b> <a href="https://drive.google.com/drive/folders/17I0bkXwN1MaIKf1NNbaWPbryNBfRd_WT">https://drive.google.com/drive/folders/17I0bkXwN1MaIKf1NNbaWPbryNBfRd_WT</a>		I can enter data and formulas into a spreadsheet.  <a href="https://drive.google.com/drive/folders/1Whhi2KmQJboJY22HPHtNiZTjalWLVeAI">https://drive.google.com/drive/folders/1Whhi2KmQJboJY22HPHtNiZTjalWLVeAI</a>	I can order and present data based on calculations.  <a href="https://drive.google.com/drive/folders/1W_YLWP8q7i3hPpUU_wPWNWjm_ZI-oD9V">https://drive.google.com/drive/folders/1W_YLWP8q7i3hPpUU_wPWNWjm_ZI-oD9V</a>	I can add, edit and calculate data.  <a href="https://drive.google.com/drive/folders/1XSabSoeUC-hsosxzsxWekFLsNJRKgP0">https://drive.google.com/drive/folders/1XSabSoeUC-hsosxzsxWekFLsNJRKgP0</a>	I can use a spreadsheet to solve problems.  <a href="https://drive.google.com/drive/folders/1XbGGZU9DqJV-7V8A1C6DSP5ezwUv52s">https://drive.google.com/drive/folders/1XbGGZU9DqJV-7V8A1C6DSP5ezwUv52s</a>	I can plan and calculate a spending budget.  <a href="https://drive.google.com/drive/folders/1Xs4XGA42IKFKn0OUu5dIY6USEQa9wGBw">https://drive.google.com/drive/folders/1Xs4XGA42IKFKn0OUu5dIY6USEQa9wGBw</a>	Safer Internet Day Tuesday 10th February  I can design a spreadsheet for a specific purpose.  <a href="https://drive.google.com/drive/folders/1YkNRKPVRz44nYVlnOjGHn2c_liEODbu">https://drive.google.com/drive/folders/1YkNRKPVRz44nYVlnOjGHn2c_liEODbu</a>
Music:	<b>Creative Composition</b>  <b>Mambo by Leonard Bernstein</b>  <b>Unit 3:</b>	<b>Learning outcomes</b>  <b>Learners will:</b>  Listen and reflect on a piece of orchestral music  Create their own Latin inspired rhythmic ostinatos  Learn rhythms from Bernstein's 'Mambo' and structure them into a piece  Perform as an ensemble  Learn musical language appropriate to the task  <b>Curriculum checklist:</b>  Play and perform in ensemble contexts, using voices and playing musical instruments  Improvise and compose music for a range of purposes using the	Lesson 1  Activities: Listen and describe a piece of music Watch the film and discuss  Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>	Lesson 2  Activities: Create and perform a rhythmic pattern to a pulse Orchestrate this pattern Listen with attention to detail and recall sounds with increasing aural  Curriculum link: memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>	Lesson 3  Activities: Learn to play a (mambo) pulse Choose appropriate instruments and work in groups to perfect the pulse  Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>	Lesson 4  Activities: Learn to play mambo rhythms Choose appropriate instruments and work in groups to perfect these rhythms  Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>	Lesson 5  Activities: Learn to play mambo rhythms Choose appropriate instruments and work in groups to perfect these rhythms  Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>	Lesson 6  Activities: Learn to play mambo rhythms Choose appropriate instruments and work in groups to perfect these rhythms  Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression  <a href="#">PDF Mambo - Leonard Bernstein Unit 3</a>

		interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory							
<b>MfL:</b>	<b>Clothing</b>	<b>To introduce the aim of the unit <i>Les Vêtements</i> and to learn ten new nouns and articles for items of clothing.</b>  <b>To continue with introduction of the next eleven items of clothing.</b>  <b>To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - <i>je porte</i></b>  <b>To look more closely at adjectival agreement by describing clothes in terms of colour.</b>	To introduce the aim of the unit <i>Les Vêtements</i> and to learn ten new nouns and articles for items of clothing.  <b>To continue with introduction of the next eleven items of clothing.</b>  <b>To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - <i>je porte</i></b>  <b>To look more closely at adjectival agreement by describing clothes in terms of colour.</b>	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' - <i>je porte</i>	To learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.	To use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.	To revise all language covered so far and complete assessment for the unit.	
<b>Aesthetic PE</b>	<b>Parkour</b>	Show clear flight and full arm extension during kong hops. Use control and balance when moving between equipment, land safely with bent	LO: To develop control, extension and technique in transitional moves.	LO: To understand how momentum helps create a smooth, rhythmic performance with style and flair.	LO: To develop landings and rolling to connect moves and for safety.	LO: To combine obstacles in a flow and develop jumping to gain elevation.	LO: To demonstrate agility, control and decision making.	LO: To plan, refine and perform a parkour route, using feedback and role specific responsibilities to enhance performance, creativity and safety.	

		<p>knees and quiet feet. Perform without stopping and starting to keep your movements fluid. Use momentum from a vault to continue your flow. Absorb the impact of the jump by bending your knees before going into your safety roll. Observe what obstacles are coming up in front of you to select the appropriate skill. Look at your landing target as you push off. Swing both arms up explosively as you push off. Use agility without hesitating to improve the aesthetics of your flow. Use momentum and control to move efficiently. Make quick decisions for each obstacle to keep your flow smooth. Refine your course and movements for flow, creativity and challenge.</p> <p>Social: To share my ideas with feedback or demonstrations.</p> <p>Emotional: To persevere when learning new skills.</p> <p>Thinking: To be creative in the way I link transitional moves.</p>						
<b>Games PE</b>	<b>Tennis</b>	As you make contact with the ball, turn your	LO: To develop placement of the ball using a forehand.	LO: To develop placement using a backhand.	LO: To develop the volley and understand when to use it.	LO: To employ tactics when playing with a partner.	LO: To develop accuracy and	LO: To apply rules, skills and principles to

		<p>strings to face downwards. Make contact with the ball when your racket face is facing your target. Make contact with the ball when your racket face is facing your target. Turn your body so that the back of your hand is showing. Hit the ball in front with no swing, use a punchy action. Hit the ball in the centre of the racket. As you make contact with the ball, turn your strings to face downwards. Work together to cover space on your court. Only throw the ball to head height. Use a straight arm to throw. Agree the score after each point. Shake your opponent's hand at the end of each game.</p> <p>Social: To encourage my partner and work together to keep a rally going.</p> <p>Emotional: To persevere with new challenges.</p> <p>Thinking: To understand the importance of the ready position to help me to attack the ball.</p>					consistency using the underarm serve	play against an opponent.	
PSHE:	<u>Belonging to a community</u> Valuing diversity; Protecting the environment:		No Outsiders: Mixed by Arree Chung To consider responses to racist	The importance of protecting the environment and how everyday actions can either support or	About the way money is spent and how it affects the environment. About how resources	To express their own opinions about their responsibility	To identify different types of media and their different purposes	Basic strategies to assess whether content online is based on fact or is biased.	

	<p>compassion towards others</p> <p><u>Media literacy and Digital resilience</u></p> <p>How information online is targeted: different media types and impact.</p>		behaviour	<p>damage it.</p> <p>How to show compassion for the environment, animals and other living things</p>	<p>are allocated and the effect this has on individuals.</p>			
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<b>RE:</b>	Why should we be good?	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand arguments made by great philosophers</li> <li>To respond to these arguments with their own thoughts</li> <li>To explore different forms of communicating ideas such as parables or dialogues</li> <li>To identify weak arguments and baseless assertions</li> <li>To compare different approaches to morality and identify similarities and differences</li> <li>To articulate and summarise abstract thoughts about morality</li> </ul>	<p><b>Explore and interpret Plato's thought experiment 'The Allegory of the Cave'</b></p>	<p><b>Compare Karmic and Christian beliefs and how they affect moral behaviour</b></p>	<p><b>Examine Buddhist teachings on how to live a good life</b></p>	<p><b>Evaluate Kant's philosophical response to moral behaviour</b></p>	<p><b>Compose an argument which includes ideas from religious and philosophical concepts</b></p>	
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**Trips, visitors and experiences:**

**Outcome/final pieces:** Art work