









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

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| English | Narrative: Setting and Suspense Non fiction: Recount- Diary Entries |  Spr 1 Ice Forest – Suspense Story Unit MTP | Ice Forest  Spr 1 Ice Forest – Suspense Story Unit MTP | Ice Forest  Spr 1 Ice Forest – Suspense Story Unit MTP | Ice Forest  Spr 1 Ice Forest – Suspense Story Unit MTP | eDiary entry.  Spr 1 Pig Heart Boy – Diary Writing Unit MTP | Diary entry.  Spr 1 Pig Heart Boy – Diary Writing Unit MTP | Diary entry.  Spr 1 Pig Heart Boy – Diary Writing Unit MTP | |
| Writing: | |  Spr 1 Pig Heart Boy – Diary Writing Unit MTP | Escaping the Monster Focus Setting and suspense | Escaping the Monster Focus Setting and suspense | Escaping the Monster Focus Setting and suspense | Recount | Recount | Recount | |

[illegible]

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| Class Reader: |  |
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| | | <ul style="list-style-type: none">• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find• out – discover; ask for – request; go in – enter]• Subjunctive from• Passive and active• 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)] | | | | | | | |
| Y6 Spelling: | | <ul style="list-style-type: none">• ough• Silent letters• Words with the /eɪ/ sound spelt ei, eigh, or ey• ie or ei• Suffixes with vowels to word ending in fer | <ul style="list-style-type: none">• Ough words | <ul style="list-style-type: none">• Silent letters | <ul style="list-style-type: none">• Words with the /eɪ/ sound spelt ei, eigh, or ey | <ul style="list-style-type: none">• ie or ei | <ul style="list-style-type: none">• Suffixes with vowels to word ending in fer | <ul style="list-style-type: none">• Homophones | |

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| | | <ul style="list-style-type: none">Homophones | | | | | | | |
| Handwriting | | Penpals Y5 Spring 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 | |
| Maths Year 6: | Algebra Decimals Fractions Decimals and percentages | | 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 | |
| Maths Year 5: | | | 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 | |
| Maths Year 5 Lower group | Multiplication and division Length and perimeter Fractions | | Multiplication and division Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) | Step 15 Efficient multiplication End of block assessment Length and perimeter Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) | Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate the perimeter of rectilinear shapes Step 8 Perimeter of regular polygons | Step 9 Perimeter of polygons End of block assessment Fractions Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number | Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers | Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions | |

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| | | | Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems | Step 3 Perimeter on a grid | | | | | |
| Science | Year 6: Animals including humans | <ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. | Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood. | 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. | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 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. | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To be able to explain how d | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | |

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| | | <ul style="list-style-type: none"> • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> | | | | | | | |
| History Y5 only Taught while revision lessons for Year 6 are carried out | a non-European society that provides contrasts with British history: Mayan civilization c. AD 900; What do we know about the Mayan Civilisation? | Riverside Progression of Knowledge and Skills in History | 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? | |
| Art | To develop ideas To take inspiration from the greats: | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points | 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 | |

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| | Wassily Kandinsky Painting: The Heart in the style of Kandinsky | <p>throughout the curriculum.</p> <ul style="list-style-type: none">• Use the qualities of materials to enhance ideas.• Spot the potential in unexpected results as work progresses.• Comment on artworks with a fluent grasp of visual language.• Sketch (lightly) before painting to combine line and colour..• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.• Combine colours, tones and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists.• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Create original pieces that show a range of | | upon ideas from other artists | upon ideas from other artists | create visually interesting pieces | create visually interesting pieces | can evaluate my own work. | |
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| Computing: | Spreadsheets https://drive.google.com/drive/folders/17I0bkXwN1MalKf1NNbaWPbryNBfRd_WT | | I can enter data and formulas into a spreadsheet. https://drive.google.com/drive/folders/1Whhi2KmQJbojY22HPHtNiZTjaIWLVeAl | I can order and present data based on calculations. https://drive.google.com/drive/folders/1W_YLWP8q7i3hPpUU_wPW_NWj_m_ZI-oD9V | I can add, edit and calculate data. https://drive.google.com/drive/folders/1XSabSoeUC-hsoszxsxW_eKFLsNJRKGP0 | I can use a spreadsheet to solve problems. https://drive.google.com/drive/folders/1XbGGZU9DqJ_V-7V8A1C6DSP5ezwUv52s | I can plan and calculate a spending budget. https://drive.google.com/drive/folders/1Xs4XGA42IKFKn0OUu5dlY6USEQa9wGBw | Safer Internet Day Tuesday 10th February I can design a spreadsheet for a specific purpose. https://drive.google.com/drive/folders/1YkNRKPVRz44nYVlvnOiGHn2c_liEODbu | |
| Music: | Creative Composition Mambo by Leonard Bernstein Unit 3: | Learning outcomes Learners will: 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 Curriculum checklist: 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  Mambo - Leona... | 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  Mambo - Leona... | 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  Mambo - Leona... | 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  Mambo - Leona... | 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  Mambo - Leona... | 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  Mambo - Leona... | |

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

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| | | <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> | | | | | | | |
| Games PE | Tennis | 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 | |

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| | | <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. | |

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