

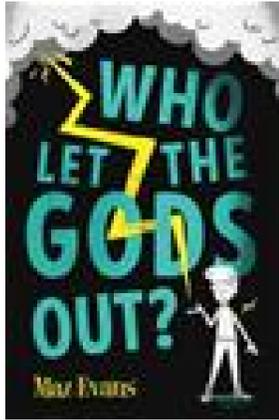
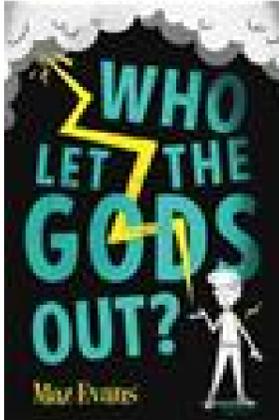
**Riverside Primary School
Medium-Term Curriculum Plan
2025-2026
Year 5/6**

Term: Spring 2
Theme: Who Let the Gods Out?

	Unit	Skills	Week 1 objectives and brief outline of learning 23.2.26 Choir at O2 Arena 23.2.26 Parents evening 24.2.26 and 26.2.26 PTA event - Wonderful Women's Sale	Week 2 objectives and brief outline of learning 2.3.26 5.3.26 - World Book Day	Week 3 objectives and brief outline of learning 9.3.26 Hi 5 Netball Tournament - 11.3.26 Marvellous women day PTA sale - 11.3.26 Science Week Theme: Curiosity: what's your question? Red Nose Day Virtual Day 13.3.26	Week 4 objectives and brief outline of learning 16.3.26 Assessment Fortnight Week 1 of 2	Week 5 objectives and brief outline of learning 25.3.24 Assessment Fortnight Week 2 of 2 27.3.26 All Data to be on Sonar by end of today Update foundation subject assessments Update Provision maps
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Wow start:

English	Suspense story with a flashback Writing to inform - Biographies	Kidnapped	Kidnapped	Kidnapped	Kidnapped	Writing to inform - Biographies	Writing to inform - Biographies
Writing:			Suspense with a flashback  Spr 2 Kidnapped! – Suspense Story Unit with Flashback MTP	Suspense with a flashback	Suspense with a flashback Writing to inform - Biographies  Spr 2 Biography Unit – Simone Biles MTP		

<p>Reading:</p>		<p>2c: Summarise main ideas from more than one paragraph</p> <p>2h: Make comparisons within the text.</p> <p>Revision</p>	<p>2c: Summarise main ideas from more than one paragraph</p>	<p>2h: Make comparisons within the text.</p>	<p>2h: Make comparisons within the text.</p>	<p>2h: Make comparisons within the text.</p>	<p>Revision</p>
<p>Class Reader:</p>							

Grammar and Punctuation:	Functions of sentences and combining words, phrases and clauses <ul style="list-style-type: none"> • Functions of sentences: • Statements, questions, commands and exclamations • Sentences and clauses the boundary between independent clauses • Relative clauses • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Noun phrases • Expanded noun phrases for description and specifications • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely • Coordinating conjunctions • Subordinating conjunctions • Subordinate clauses 		<ul style="list-style-type: none"> • Functions of sentences: • Statements, questions, commands and exclamations 	<ul style="list-style-type: none"> • Sentences and clauses the boundary between independent clauses 	<ul style="list-style-type: none"> • Relative clauses • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> • Noun phrases • Expanded noun phrases for description and specifications • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • Coordinating conjunctions • Subordinating conjunctions • Subordinate
Y6 Spelling:	<ul style="list-style-type: none"> • Use of the hyphen (co-ordinate, re-enter) • Word families and word webs • Adding suffixes beginning with vowel letters to words of more than one syllable • The /i/ sound spelt y other than at the end of words • The /n/ sound spelt ou 		<ul style="list-style-type: none"> • Use of the hyphen (co-ordinate, re-enter) 	<ul style="list-style-type: none"> • Word families and word webs 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable 	<ul style="list-style-type: none"> • The /i/ sound spelt y other than at the end of words 	<ul style="list-style-type: none"> • The /n/ sound spelt ou

Handwriting	Penpals <ol style="list-style-type: none"> 1. Practising sloped writing: all double letters 2. Practising sloped writing for speed: tial cial 3. Practising sloped writing for fluency 4. Personal style 5. Handwriting for different purposes: print alphabet 		Practising sloped writing: all double letters	Practising sloped writing for speed: tial cial	Practising sloped writing for fluency	Personal style	Handwriting for different purposes: print alphabet
Maths Year 6 (Rhino Set):	Area, perimeter and volume Statistics Shape Position and direction		Volume of a cuboid Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages	Draw pie charts The mean Measure and classify angles Calculate angles Vertically opposite angles	Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in quadrilaterals Angles in polygons	Circles Draw shapes accurately Nets of 3-D shapes The first quadrant Read and plot points in four quadrants	Solve problems with coordinates Translations Reflections
Maths Year 6 (Puffin Set):	Shape Position and direction		Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle	Angles in a triangle – special cases Angles in a triangle – missing angles Angles in quadrilaterals Angles in polygons Circles	Draw shapes accurately Nets of 3-D shapes The first quadrant Read and plot points in four quadrants	Solve problems with coordinates Translations Reflections	Assessments
Maths Year 5:	Decimals and percentages Perimeter and area Statistics		Completing Decimal and percentages - Step 7 - Thousandths on a place value chart Step 8 - Order and compare decimals (same number of decimal places)	Step 12 - Understand percentages Step 13 - Percentages as fractions Step 14 - Percentages as decimals	Perimeter and area - Step 1 - Perimeter of rectangles Step 2 - Perimeter of rectilinear shapes Step 3 - Perimeter of	Step 6 - Estimate area Statistics - Step 1 - Draw line graphs Step 2 - Read and interpret line graphs	Step 4 - Two-way tables Step 5 - Read and interpret timetables Assessments Revision on any areas the children have found difficult

			<p>Step 9 - Order and compare any decimals with up to 3 decimal places</p> <p>Step 10 - Round to the nearest whole number</p> <p>Step 11 - Round to 1 decimal place</p>	<p>Step 15 - Equivalent fractions, decimals and percentages</p>	<p>polygons</p> <p>Step 4 - Area of rectangles</p> <p>Step 5 - Area of compound shapes</p>	<p>Step 3 - Read and interpret tables</p>	<p>this half term</p>
<p>Maths Year 5 lower group</p>	<p>Fractions</p> <p>Decimals A</p> <p>Decimals B</p>		<p>Fractions</p> <p>Step 8 Convert improper fractions to mixed numbers</p> <p>Step 9 Equivalent fractions on a number line</p> <p>Step 10 Equivalent fraction families</p> <p>Step 11 Add two or more fractions</p> <p>Step 12 Add fractions and mixed numbers</p>	<p>Step 13 Subtract two fractions</p> <p>Step 14 Subtract from whole amounts</p> <p>Step 15 Subtract from mixed numbers</p> <p>End of block assessment</p> <p>Decimals A</p> <p>Step 1 Tenths as fractions</p>	<p>Step 2 Tenths as decimals</p> <p>Step 3 Tenths on a place value chart</p> <p>Step 4 Tenths on a number line</p> <p>Step 5 Divide a 1-digit number by 10</p> <p>Step 6 Divide a 2-digit number by 10</p>	<p>Step 7 Hundredths as fractions</p> <p>Step 8 Hundredths as decimals</p> <p>Step 9 Hundredths on a place value chart</p> <p>Step 10 Divide a 1- or 2-digit number by 100</p> <p>End of block assessment</p>	<p>Decimals B</p> <p>Step 1 Make a whole with tenths</p> <p>Step 2 Make a whole with hundredths</p> <p>Step 3 Partition decimals</p> <p>Step 4 Flexibly partition decimals</p>
<p>Art</p>	<p>To develop ideas</p> <p>To take inspiration from the greats: Henry Moore Sculpture: Inspiration from Greek Sculptures</p>	<ul style="list-style-type: none"> Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use tools to carve and add shapes, texture and pattern. Use frameworks (such as wire or moulds) to provide stability and form. Combine visual and tactile qualities. 	<p>Lesson 1</p> <p>L.O: I can tell you about the Henry Moore the artist</p> <p>Children to look at sculptures by Henry Moore</p> <p>Using the language sheet children record comments on different pieces of Moore's artwork</p>	<p>Lesson 2</p> <p>L.O: I can draw a body in charcoal.</p> <p>Children to use charcoal to sketch</p>	<p>Lesson 3</p> <p>L.O: I can use tools to carve and add shape, texture and pattern.</p> <p>Children sketch a design and then create their design out of clay practising the skills to create shape and texture.</p>	<p>Lesson 4</p> <p>L.O: I can identify the style of greek sculptures and discuss what the meaning behind the images</p> <p>L.O: I can sketch my sculpture design.</p> <p>Children look at different sculptures and what they think the artist is trying to invoke in the viewer.</p> <p>Children then design an idea inspired by all the things they have looked at in this unit ready to create next week</p>	<p>Lesson 5</p> <p>L.O: I can create a sculpture using wire to create stability and form.</p> <p>Children can edit their sketch and then create it practising the skills of creating stability</p> <p>Using modroc and other materials - wire, cardboard, pipe cleaners, lolly sticks, straws etc.</p>
<p>History</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Main Enquiry Question: What</p>	<p>Chronology – sequencing, scaling, concurrence</p> <p>Source work – extracting, interpreting, drawing</p>	<p>When was Ancient Greece?</p>	<p>Where was Ancient Greece?</p>	<p>What impacted on the lives of the Ancient Greeks?</p>	<p>How did the Ancient Greeks influence the modern world?</p>	<p>An Enquiry into the city states</p>

	was life like in Ancient Greece and which of their achievements influenced the western world?	conclusions, evaluating Enquiry – creating and answering questions, creating and pursuing lines of enquiry Significance					
Geography (Year 5 only needed if year 6 are having revision sessions)	Marvellous Maps unit	National curriculum - Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Lesson 1 L.O: I can find countries and cities in Europe and North and South America on a map, and identify some of their features Skills - look up the coordinates of a location, identify physical features on a map, use a key, use an index in an atlas	Lesson 2 L.O: I can use a key to describe features on an Ordnance Survey map. Skills - Use a key to identify a symbol, recognise some map symbols on an Ordnance Survey map.	Lesson 3 L.O: I can use the eight compass points to describe routes on a map. Skills - recognise the eight compass points, follow directions and give directions using the eight compass points	Lesson 4 L.O: I can use four and six-figure grid references to locate places on a map. Skills - read coordinates by going across first and then up, find a location from four or six figure coordinates	Lesson 5 L.O: I can plan a journey using the eight compass points and four or six-figure grid references. Skills - give directions using the eight compass points, give four or six-figure coordinates for a location
Computing:	Kodu https://drive.google.com/drive/folders/1nt02yVFIHlq9pP8YfCyLuoHFqu-t6OmZ		I can investigate and evaluate the features of programming software.	I can program Kodu using When and Do instructions.	I can use tools and add features to create an original landscape in Kodu.	I can analyse and deconstruct code to work out its purpose.	I can program a character to be controlled around a custom track to reach a goal.
Music:	Unit 4 – Musical Styles Connect Us	Learning outcomes	Lesson 1  Y6 U4 S1 Lets Rock (...)	Lesson 2  Y6 U4 S2 Lets Rock (...)	Lesson 3  Y6 U4 S3 Simple Gift...	Lesson 4  Y6 U4 S4 Simple Gift...	Lesson 5  Y6 U4 S5 Friendship ...

	<p>In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.</p>	<p>Learners will:</p> <p>Listen and reflect on a piece of orchestral music</p> <p>Create their own Latin inspired rhythmic ostinatos</p> <p>Learn rhythms from Bernstein's 'Mambo' and structure them into a piece</p> <p>Perform as an ensemble</p> <p>Learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>Play and perform in ensemble contexts, using voices and playing musical instruments</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musicianship Options - Understanding Music and improvise together</p> <p>Listening - Listen and respond -</p> <p>Singing - Learn to sing the song - Let's Rock!</p> <p>Playing - Play your instruments with the song - Let's Rock!</p> <p>Performing - Perform the song - Let's Rock!</p>	<p>Musicianship Options - Understanding Music and improvise together</p> <p>Listening - Listen and respond - Mazurka in G minor, Op 24 No 1</p> <p>Singing - Learn to sing the song - Let's Rock!</p> <p>Composing and Improvising - Improvise with the song Let's Rock!</p> <p>Performing - Perform the song - Let's Rock!</p>	<p>Musicianship Options - Understanding Music and improvise together</p> <p>Listening - Listen and respond - Simple Gifts</p> <p>Singing - Learn to sing the song - Simple Gifts</p> <p>Playing - Play your instruments with the song - Simple Gifts</p> <p>Performing - Perform the song - Simple Gifts</p>	<p>Musicianship Options - Understanding Music and improvise together</p> <p>Listening - Listen and respond - Danny Boy</p> <p>Singing - Learn to sing the song - Simple Gifts</p> <p>Composing and Improvising - Composing with the song Simple Gifts</p> <p>Graphic Score - My community</p> <p>Compose with a theme - My community</p> <p>Performing - Perform the song - Simple Gifts</p>	<p>Musicianship Options - Understanding Music and improvise together</p> <p>Listening - Listen and respond - Friendship Never Ends</p> <p>Singing - Learn to sing the song - Friendship Never Ends</p> <p>Playing - play your instruments with the song Friendship Never Ends</p> <p>Performing - Perform the song - Friendship Never Ends</p>
MfL:	World War II	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. Say and write in French the key countries and languages involved in WW2. Write a letter in French home explaining what life is like as an evacuee living in the countryside. 	<p>Lesson 1</p> <p>In this lesson pupils will learn how to decode and breakdown longer texts in the foreign language through a variety of literacy decoding techniques including the use of word cards and word ordering strategies.</p>	<p>Lesson 2</p> <p>In this lesson pupils will learn how to recognise, recall and spell the key countries involved in World War II in the foreign language, as well as the languages spoken in these countries.</p>	No lesson due to science week	<p>Lesson 3</p> <p>In this lesson pupils will be exposed to more complex texts in the foreign language and will improve their listening and reading skills by listening to the story of Ralph, an evacuee during the war.</p>	<p>Lesson 4</p> <p>In this lesson pupils will learn how to recognise, recall and spell key vocabulary related to the war, and will also learn how to conjugate the verb 'to see' in first-person singular in the past tense through the story of Vera, an evacuee during the war.</p>
Aesthetic PE	Dance	<p>Use loud confident actions to create the music in your performance.</p> <p>Whole Child Objectives Social: To help others to remember and perform the phrases.</p>	<p>Lesson 1</p> <p>To copy and repeat a dance phrase showing confidence in movements.</p> <p>https://pe.getset4education.co.uk/lesson/ks2/dance/1?y</p>	<p>Lesson 3</p> <p>To use changes in dynamics in response to the stimulus.</p>	<p>Lesson 4</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>https://pe.getset4education.</p>	<p>Lesson 5</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>https://pe.getset4education.</p>	<p>Lesson 6</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations. .</p> <p>https://pe.getset4education.</p>

		<p>Emotional: To be confident to share my ideas.</p> <p>Thinking: To use changes in level, direction and formation effectively to develop my dance.</p>	<p>ears=1005</p> <p>Lesson 2</p> <p>To work with others to explore and develop the dance idea.</p> <p>https://pe.getset4education.co.uk/lesson/ks2/dance/2?years=1005</p>	<p>https://pe.getset4education.co.uk/lesson/ks2/dance/3?years=1005</p>	<p>co.uk/lesson/ks2/dance/4?years=1005</p>	<p>co.uk/lesson/ks2/dance/5?years=1005</p>	<p>co.uk/lesson/ks2/dance/6?years=1005</p>
Games PE	Golf	<p>Be aware of others before striking your ball. Have feet shoulder width apart to help you to stay balanced. Use a tick tock approach to putting.</p> <p>Whole Child Objectives Social: To work safely with and around others.</p> <p>Emotional: To persevere in the games I play.</p> <p>Thinking: To analyse and improve my performance.</p>	<p>Lesson 1</p> <p>To develop technique for hitting accurately over a short distance</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/1?years=1005</p>	<p>Lesson 2</p> <p>To develop technique for hitting over a short distance.</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/2?years=1005</p>	<p>Lesson 3</p> <p>To select and apply skills for a short game</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/3?years=1005</p>	<p>Lesson 4</p> <p>To develop the technique for a long game</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/4?years=1005</p>	<p>Lesson 5</p> <p>To select the appropriate shot for the situation.</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/5?years=1005</p> <p>Lesson 6</p> <p>To design a course and select the appropriate shot for the situation.</p> <p>https://pe.getset4education.co.uk/lesson/ks2/golf/6?years=1005</p>
PSHE:	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online</p> <p>Money and Work Influences and attitudes to money; money and financial risks</p>		<p>NO OUTSIDERS How to Heal a Broken Wing By Bob Graham</p> <p>To recognise when someone needs help</p>	<p>Lesson 1</p> <p>that some media and online content promote stereotypes</p> <p>how online content can be designed to manipulate people's emotions and encourage them to read or share things</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> • how to recognise what is appropriate/unsafe/suspicious content online • how to report inappropriate online content or contact 	<p>Lesson 3</p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money 	<p>Lesson 4</p> <ul style="list-style-type: none"> • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk

PSHE - Behaviour lessons			Lesson 1 Objective Pupils will understand how tone, language, and body language affect others. Lesson 2 Objective Pupils will practise responding calmly when corrected.	Lesson 3 Objective Pupils will recognise personal triggers. Lesson 4 Objective Use strategies to manage anger.	Lesson 5 Objective Resolve conflict through discussion. Lesson 6 Objective Understand responsibility as older pupils.	Lesson 7 Objective Recognise and resist peer pressure. Lesson 8 Objective Remove self from escalating situations.	Lesson 9 Objective Reflect honestly and take ownership.
Science week	The theme for 2026 - Curiosity: what's your question?			Activities to be confirmed			
Trips, visitors and experiences:							
Outcome/final pieces: Art work							