

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

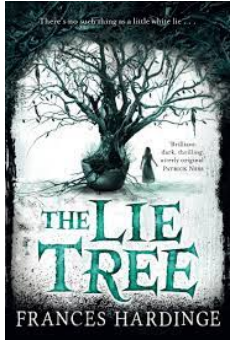
Term: Summer 1
Theme: All Creatures Great and Small

	Unit	Skills	Week 1 objectives and brief outline of learning 13.04.26	Week 2 objectives and brief outline of learning 20.04.26	Week 3 objectives and brief outline of learning 27.04.26	Week 4 objectives and brief outline of learning 04.05.26 04.05.24 - Bank Holiday	Week 5 objectives and brief outline of learning 11.05.26 SATs Week - Monday - Thursday	Week 6 objectives and brief outline of learning 18.05.26 22.05.26 - INSET Day - report writing
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Wow start:

English		Focus Setting Atmosphere	The Old Mill	The Old Mill	The Old Mill	GPS revision	1 day of RUKUS using - focus on dialogue	RUKUS - focus on dialogue
Writing:			Suspense	Suspense	Suspense			
			Focus Setting Atmosphere	Focus Setting Atmosphere	Focus Setting Atmosphere			

Reading:			Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g	Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g	Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g	Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g	Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g	Revision of all content domains: Pay particular attention to 2a, 2b, 2d, 2g
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Class Reader:								
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Grammar and Punctuation:	• Revision of Learning	• Revision of Learning	• Revision of Learning	• Revision of Learning	• Revision of Learning	• Revision of Learning	Residential	• Writing
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Y6 Spelling:	•	• Year 5 and 6 Statutory Spellings	• Revision	• Revision	• Year 5 and 6 Statutory Spellings	• Year 5 and 6 Statutory Spellings	• Year 5 and 6 Statutory Spellings	• Year 5 and 6 Statutory Spellings
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Handwriting	• Using capitals		• Using capitals	• Year 3 unit 3 joining	• Year 3 unit 4	• Year 3 unit 5 joining	• Year 3 unit 6 Joining	No lesson due to inset
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	<p>Revision of previous joins</p> <ul style="list-style-type: none"> Year 3 unit 3 joining s to ascenders Year 3 unit 4 Joining s no ascenders Year 3 unit 5 joining s to anticlockwise letters Year 3 unit 6 Joining s to ascenders 		Revision of previous joins	s to ascenders	Joining s no ascenders	s to anticlockwise letters	r to ascenders	
Maths Year 6:	<p>Reflection</p> <p>Consolidation, themed projects, investigations and preparation for KS3</p>		<p>reflection</p> <p>Maths revision</p>	Maths revision	Maths revision	Maths revision	SATS week	Consolidation, themed projects, investigations and preparation for KS3
Maths Year 5:			<p>Step 1 Understand and use degrees</p> <p>Step 2 Classify angles</p> <p>Step 3 Estimate angles</p> <p>Step 4 Measure angles up to 180</p> <p>Step 5 Draw lines and angles accurately</p>	<p>Step 6 Calculate angles around a point</p> <p>Step 7 Calculate angles on a straight line</p> <p>Step 8 Lengths and angles in shapes</p> <p>Step 9 Regular and irregular polygons</p> <p>Step 10 3-D shapes</p>	<p>Step 1 Read and plot coordinates</p> <p>Step 2 Problem solving with coordinates</p> <p>Step 3 Translation</p> <p>Step 4 Translation with coordinates</p>	<p>Step 5 Lines of symmetry</p> <p>Step 6 Reflection in horizontal and vertical lines</p> <p>Assessment?</p> <p>Step 1 Use known facts to add and subtract decimals within 1</p>	<p>Step 2 Complements to 1</p> <p>Step 3 Add and subtract decimals across 1</p> <p>Step 4 Add decimals with the same number of decimal places</p> <p>Step 5 Subtract decimals with the same number of decimal places</p>	<p>Step 6 Add decimals with different numbers of decimal places</p> <p>Step 7 Subtract decimals with different numbers of decimal places</p> <p>Step 8 Efficient strategies for adding and subtracting decimals</p> <p>Step 9 Decimal sequences</p> <p>Step 10 Multiply by 10, 100 and 1,000</p>
Maths Year 5 lower group	<p>Decimals B</p> <p>Money</p> <p>Time</p> <p>Shape</p>		<p>Decimals B</p> <p>Step 3 Partition decimals</p> <p>Step 4 Flexibly partition decimals</p> <p>Step 5 Compare decimals</p> <p>Step 6 Order decimals</p>	<p>Step 7 Round to the nearest whole number</p> <p>Step 8 Halves and quarters as decimals</p> <p>End of block assessment</p> <p>Money</p> <p>Step 1 Write money using decimals</p> <p>Step 2 Convert between pounds and pence</p>	<p>Step 3 Compare amounts of money</p> <p>Step 4 Estimate with money</p> <p>Step 5 Calculate with money</p> <p>Step 6 Solve problems with money</p> <p>End of block assessment</p>	<p>Time</p> <p>Step 1 Years, months, weeks and days</p> <p>Step 2 Hours, minutes and seconds</p> <p>Step 3 Convert between analogue and digital times</p> <p>Step 4 Convert to the 24 hour clock</p>	<p>Step 5 Convert from the 24 hour clock</p> <p>End of block assessment</p> <p>Shape</p> <p>Step 1 Understand angles as turns</p> <p>Step 2 Identify angles</p> <p>Step 3 Compare and order angles</p>	<p>Step 4 Triangles</p> <p>Step 5 Quadrilaterals</p> <p>Step 6 Polygons</p> <p>Step 7 Lines of symmetry</p>
Art	<p>To develop ideas</p> <p>To take inspiration from the greats: David Hockney</p> <p>Digital Media: Animals in their habitats</p>	<p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as</p>	<p>*Carried over from Spring 2 -</p> <p>Lesson 5</p> <p>L.O: I can create a</p>	<p>L.O. I can discuss the style of David Hockney</p> <p>Look at the various types of art David Hockney has produced in his lifetime -</p>	<p>L.O: I can investigate the colour wheel and experiment with contrasting colours.</p> <p>Starting with the primary</p>	<p>L.O. I can use digital software to create an image in the style of David Hockney</p> <p>Children will use the</p>	<p>L.O. I can use layered images to create a picture in a 'joiners' style</p> <p>Share with the children the joiners art technique</p>	<p>L.O. I can use layered images to create a picture in a 'joiners' style</p> <p>Children to have their printed off pictures and</p>

		<p>work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>sculpture modroc.</p> <p>Using the sculptures they created from wire and other resources during the last week of Spring 2, children can now modroc over the top of their sculptures and leave these to dry to be painted later in Summer 1.</p>	<p>https://www.tate.org.uk/kids/explore/who-is/who-david-hockney</p> <p>Using the Tate kids website</p> <p>Children to select a picture and explain why they liked it - using the language of art sheet to support.</p>	<p>colours, mix them to create the secondary colours. Collect them on a colour wheel.</p> <p>Children can select a colour swatch (collected from a paint shop) and try to mix colours that match it exactly. Refer to work done on the colour wheel. Choose different combinations of two primary colours to achieve a variety of shades of tertiary colour.</p> <p>They can practice with more than once colour spectrum.</p> <ul style="list-style-type: none"> Using the different shades you create, can you investigate with brush strokes and tools (e.g. toothpick, toothbrush) to develop texture? 	<p>digital software Paint 3D to take inspiration from a David Hockney painting of their choice and create their own.</p> <p>They will need to sketch their idea out first and then recreate it using the software in the ICT suite</p>	<p>and discuss the appearance of movement within the art work (created through taking lots of different individual pictures)</p> <p>Children to take a series of images and layer them together to create a new image</p>	<p>create their artwork, assessing it before sticking it together</p> <p>ADDITIONAL LESSON;</p> <p>***Painting completed modroc sculptures - outside?</p>
Science	Year 6: Evolution and inheritance	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to</p>	<p>1 Lesson</p> <p>To understand that although we are similar in many ways, there are also differences between people.</p> <p>To recognise that those differences include eye colour, hair colour, height and shoe size.</p> <p>To recognise that offspring resemble their parents in many features.</p> <p>To recognise that we inherit characteristics from our parents.</p> <p>To collect and present data in a variety of ways.</p>	<p>1 Lesson</p> <p>To understand that although we are similar in many ways, there are also differences between people.</p> <p>To recognise that those differences include eye colour, hair colour, height and shoe size.</p> <p>To recognise that offspring resemble their parents in many features.</p> <p>To recognise that we inherit characteristics from our parents.</p> <p>To collect and present data in a variety of ways.</p>	<p>1 lesson</p> <p>To recognise that offspring are different from each other and their parents. To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring. To recognise that this process is known as natural selection. To develop research skills and interpret data. To recognise that observations can be used to support ideas.</p>	<p>1 lesson</p> <p>To understand that living things can change over time. To recognise that fossils provide information about some of those changes. To know about the life and work of scientists who discover fossils. To explore ideas about evolutionary timescales.</p>	<p>1 Lesson</p> <p>I can research famous people. I can explain how fossils provide evidence of living things in the past. I recognise the contribution made by people in finding out about the past. I can describe how things have changed over long periods of time. I am more aware of the timescale of evolution.</p>	<p>1 Lesson</p> <p>I can research famous people. I can explain how fossils provide evidence of living things in the past. I recognise the contribution made by people in finding out about the past. I can describe how things have changed over long periods of time. I am more aware of the timescale of evolution.</p>

		evolution						
Science (Year 5 only needed if year 6 are having revision sessions)		Working Scientifically Year 5: Animals including humans		1. Human Timeline: I can describe the stages of human development. 2. Growth of Babies: I can explain how babies grow and develop.	3. Puberty: I can describe and explain the main changes that occur during puberty 4. Changes in Old Age: I can identify the changes that take place in old age.	5. Gestation Periods 6. Life Expectancy		
Computing:		Computer Systems and Networks 6 Computer Syst...	To understand the basic concepts of how search engines work, including web crawling and indexing.	To understand how search engines order search results using ranking and algorithms.	To understand how websites use search engine optimisation (SEO) to influence search engine rankings.	To assess the reliability and accuracy of online information by comparing sources and checking for bias.	To understand what critical thinking is and how to apply it when viewing information online.	https://www.techshecan.org/on-demand-lessons/safety-and-security
Music:	Unit 5: Improvising with confidence Social Question: How Does Music Shape Our Way of Life? Explore this question as you progress through the unit.	<ul style="list-style-type: none"> 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). 	Lesson 1 Y6 U5 S1 Wake U... Wake Up! Part 1 Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Wake Up! Singing - Learn to sing the song - Wake Up! Playing - Play your instruments with the song - Wake Up! Performing - Perform the song - Wake Up!	Lesson 2 Y6 U5 S2 Wake U... Wake Up! Part 2 Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - We shall overcome Singing - Learn to sing the song - Wake Up! Composing and Improvising - Improvise with the song Wake Up! Performing - Perform the song - Wake Up!	Lesson 3 Y6 U5 S3 Down By... The Riverside Part 1 Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Down by the Riverside Singing - Learn to sing the song - Down by the Riverside Playing - Play your instruments with the song - Down by the Riverside Performing - Perform the song - Down by the Riverside	Miss this lesson due to SATs workshops	Lesson 4 Y6 U5 S4 Down By ... The Riverside Part 2 Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - You belong to me Singing - Learn to sing the song - Down by the Riverside Composing and Improvising - Composing with the song Down by the Riverside Performing - Perform the song - Down by the Riverside	Lesson 5 Y6 U5 S5 Dance T... Dance the Night Away Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Dance the night away Singing - Learn to sing the song - Dance the night away Playing - Play your instruments with the song - Dance the night away Performing - Perform the song - Dance the night away
Geography	Marvellous Maps unit	National curriculum -	Lesson 6					

<p>(Year 5 only needed if year 6 are having revision sessions)</p>		<p>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</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>L.O: I can describe how land use has changed over time.</p> <p>Skills - find similarities and differences between photographs and maps of the same location, suggest what the differences seen might tell us about why a place has changed</p>					
<p>MFL:</p>	<p>World War II At School</p>	<p>World War II 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 4 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>	<p>Lesson 5 In this lesson pupils will use the story of Daisy to use adjectives to compare city and country life in the foreign language.</p>	<p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell 10 different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb 'to study' in 1st person singular so they can say which subjects they study at school.</p>	<p>Lesson 2 In this lesson pupils will learn how to tell the time and express at what time they study different school subjects in the foreign language.</p>	<p>Lesson 3 In this lesson pupils will learn how to apply the days of the week in the foreign language within the context of a school timetable.</p>

		<p>At School In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, will be introduced to time and will expand their use of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>						
Aesthetic PE	Fitness	<p>Key skills Physical: Strength, Speed, Agility, Coordination, Balance, Stamina Social: Supporting and encouraging others, collaboration Emotional: Perseverance, Determination Thinking: Observation, analysis, comprehension</p>	<p>Lesson 1 To develop an awareness of what your body is able to do. https://pe.getset4education.co.uk/lesson/ks2/fitness/1?years=1005</p>	<p>Lesson 2 I can develop speed and stamina. https://pe.getset4education.co.uk/lesson/ks2/fitness/2?years=1005</p>	<p>Lesson 3 I can develop strength using my own body weight. https://pe.getset4education.co.uk/lesson/ks2/fitness/3?years=1005</p>	<p>Lesson 4 I can develop coordination. https://pe.getset4education.co.uk/lesson/ks2/fitness/4?years=1005</p>	<p>Lesson 5 I can develop agility. https://pe.getset4education.co.uk/lesson/ks2/fitness/5?years=1005</p>	<p>Lesson 6 I can develop balancing with control. https://pe.getset4education.co.uk/lesson/ks2/fitness/6?years=1005</p>
Games PE	Rounders	<p>Key skills Physical: Throw, catch, bowl, bat, field Social: Communication, collaboration, respect, co-operation</p>	<p>Lesson 1 To develop throwing and catching under pressure and apply these to a striking and fielding game. https://pe.getset4education.co.uk/lesson/ks2/rounders/1?years=1005</p>	<p>Lesson 2 To develop bowling under pressure whilst abiding by the rules of the game. https://pe.getset4education.co.uk/lesson/ks2/rounders/2?years=1005</p>	<p>Lesson 3 To strike a bowled ball with increasing consistency. https://pe.getset4education.co.uk/lesson/ks2/rounders/3?years=1005</p>	<p>Lesson 4 To develop fielding techniques and select the appropriate action for the situation. https://pe.getset4education.co.uk/lesson/ks2/rounders/4?years=1005</p>	<p>Lesson 5 To understand and apply tactics in a game. https://pe.getset4education.co.uk/lesson/ks2/rounders/5?years=1005</p>	<p>Lesson 6 To apply skills and knowledge to compete in a tournament. https://pe.getset4education.co.uk/lesson/ks2/rounders/6?years=1005</p>

		<p>Emotional: Honesty, self regulation, sportsmanship</p> <p>Thinking: Reflection, assess, tactics, select and apply skills</p>						
PSHE/RSHE:	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing</p> <p>Personal identity recognising individuality and different qualities, mental wellbeing</p>		<p>NO OUTSIDERS</p> <p>The girls by Layren Lee and Jenny Lovlie</p> <p>To Explore Friendships</p>	<p>How Sleep contributes to a healthy lifestyle</p> <p>Healthy sleep strategies and how to maintain them</p>	<p>Benefits of being outdoors and in the sun for physical and mental wellbeing</p> <p>How to manage risk in relation to sun exposure including skin damage and sun exposure.</p>	<p>how medicines can contribute to health and how allergies can be managed</p> <ul style="list-style-type: none"> • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>ways to boost their mood and improve emotional wellbeing</p> <ul style="list-style-type: none"> • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>to identify when situations are becoming risky, unsafe or an emergency</p> <ul style="list-style-type: none"> • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
RE:	<p>Enquiry: What difference does the resurrection make to Christians?</p>	<ul style="list-style-type: none"> • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the 	<p>Examine the purpose of religious and secular celebrations</p>	<p>Compare and contrast the Gospels of Christ's Resurrection</p>	<p>Explain the importance of a religious festival to Christians</p>	<p>Debate the significance of the Easter Festival to Christian beliefs</p>	<p>Create an infographic poster explaining the relevance of the Resurrection</p>	<p>No lesson due to inset/bank holiday</p>

		<p>Gospels and resurrection of Jesus .</p> <ul style="list-style-type: none">• Festivals: the diverse ways in which people celebrate festivals such as Easter.						
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Trips, visitors and experiences:

Outcome/final pieces: Year 6 SATs