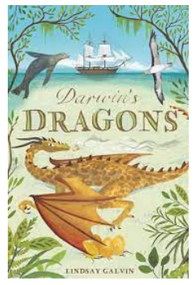
Riverside Primary School
Medium-Term Curriculum Plan
2025-2026
Year 5/6

Term:Summer 2
Theme: All Creatures Great and Small

	Unit	Skills	Week 1 objectives and brief outline of learning 1.6.26 1.6.26 - reports due in	Week 2 objectives and brief outline of learning 8.6.26	Week 3 objectives and brief outline of learning 15.6.26 17-19.6.26 Residential	Week 4 objectives and brief outline of learning 22.6.26 26.6.26 - Jump up day	Week 5 objectives and brief outline of learning 29.6.26 1.7.26 - Sports Day SRE this week	Week 6 objectives and brief outline of learning 6.7.26 6.7.26 - District sports 7.7.26 - SATs results 8.7.26 - Year 6 production 10.7.26 - PTA Disco KS2 10.7.26 - Reports to go out	Week 7 objectives and brief outline of learning 13.7.26 15.7.26 - Year 6 Leavers party? 17.7.26 Year 6 Graduation Day	
Wow start:										
English **Writing:**	graduation speeches speaking and listening and performing to an audience	**Grammar and Sentences** **Use subordinate clauses to add detail or context, including in varied positions. Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.** **Use relative clauses to add detail or context,**	Gadgets! Persuasive Writing 📢 Sum 2 Persuasive Writing – Gadgets - MTP -	Gadgets! Persuasive Writing 📢 Sum 2 Persuasive Writing – Gadgets - MTP	Creative writing whilst Year 6 are on residential	Gadgets! Persuasive Writing 📢 Sum 2 Persuasive Writing – Gadgets - MTP	Poetry- The Highwayman 📘 Sum 2 Poetry Unit: The Highwayman- MTP Writing to entertain	Poetry- The Highwayman 📘 Sum 2 Poetry Unit: The Highwayman- MTP Writing to entertain	Poetry- The Highwayman 📘 Sum 2 Poetry Unit: The Highwayman- MTP Writing to entertain	

		Amy grabbed the torch, which she'd strapped to her belt, quickly. **Use a wide range of sentence structures to add interest** **Punctuation Content** **Use brackets for incidentals,** **Amy saw Katie (her best friend) standing outside.** **Use dashes to emphasise additional information,** **The girl was distraught - she cried for hours.** **Use colons to add further detail in a new clause,** **The girl was distraught: she cried for hours.** **Use semi-colons to join related clauses,** **Some think this is awful; others disagree.**								
Reading:		**Daily Reading**	Revision of key skills	Revision of key skills	Revision of key skills	Revision of key skills	Revision of key skills	Revision of key skills	Revision of key skills	
Class Reader:										

Y5/6 Spelling:		year 5/6 spelling list	year 5/6 spelling list	year 5/6 spelling list	year 5/6 spelling list	year 5/6 spelling list	year 5/6 spelling list			
Handwriting		Revision of previous tricky joins	Year 3 unit 7 Joins from r no ascenders	Year 3 unit 8 Joining r from an anti-clockwise letter	Year 3 unit 9 Joining r to e	Year 3 unit 11 Joining f	Year 3 unit 12 Joining f to ascenders	Lesson to catch up if needed	No lesson	
Maths Year 6:		**Revision of keys skills and preparation for secondary school**	White Rose Futures Annual Salary Hourly rates Bills Mortgage House	White Rose Futures Annual Salary Hourly rates Bills Mortgage House	Residential	White Rose Bakery Best value Profit and Loss Packaging Cooking problems	White Rose Tours Climate worksheet Distance conversion graph airport Accommodation Budget Time problems	White Rose Tours Climate worksheet Distance conversion graph airport Accommodation Budget Time problems		
Maths Year 5			Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals - missing values Sumdog - End of block assessment Step 1 Understand negative numbers	Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference Sumdog - End of block assessment	Investigations - mixed group 15 year 6 not going on residential	Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time	Step 6 Calculate with timetables Sumdog - End of block assessment Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume	Step 4 Estimate capacity Sumdog - End of unit assessment Revisit areas from the Year 5 units	Revisit areas from the Year 5 units	
Maths Year 5 lower group	**Shape** **Statistics** **Position and direction** **Place Value**		**Shape** **Step 4** Triangles **Step 5** Quadrilaterals **Step 6** Polygons **Step 7** Lines of symmetry **Step 8** Complete a symmetric figure	**End of block assessment** **Statistics** **Step 1** Interpret charts **Step 2** Comparison, sum and difference **Step 3** Interpret line graphs **Step 4** Draw line graphs	**End of block assessment** **Position and direction** **Step 1** Describe position using coordinates **Step 2** Plot coordinates **Step 3** Draw 2-D shapes on a grid **Step 4** Translate on a grid	**Step 5** Describe translation on a grid **End of block assessment** **Place Value** **Step 1** Roman numerals to 1,000 **Step 2** Numbers to 10,000 **Step 3** Numbers to 100,000	**Step 4** Numbers to 1,000,000 **Step 5** Read and write numbers to 1,000,000 **Step 6** Powers of 10 **Step 7** 10/100/1,000/10,000/100,000 more or less **Step 8** Partition numbers to 1,000,000	**Step 9** Number line to 1,000,000 **Step 10** Compare and order numbers to 100,000 **Step 11** Compare and order numbers to 1,000,000 **Step 12** Round to the nearest 10, 100 or 1,000 **Step 13** Round within 100,000	**Step 14** Round within 1,000,000 **End of block assessment**	
DT	**Textiles** **Focus -**	**Key learning in design and technology** **Prior learning**	**Lesson 1** Children to discuss what they are making - mobile phone	**Lesson 2** Children practice their stitches to be able to complete	**No lesson due to Year 6 residential**	**Lesson 3** Children begin to create their design	**Lesson 4** Children continue to create their design	**Lesson 5** Children continue to create their design	**Lesson 6** Children finish their design and evaluate them	

	Combining Different Fabric Shapes **Making a mobile phone holder**	* Experience of basic stitching, joining textiles and finishing techniques. * Experience of making and using simple pattern pieces. **Designing** * Generate innovative ideas by carrying out research including surveys, interviews and questionnaires * Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and where appropriate, computer aided design. * Design purposeful, functional appealing products based on a simple design. **Making** * Produce detailed lists of equipment and fabrics relevant to their tasks. * Formulate step-by-step plans and if appropriate allocate tasks within a team * Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** * Investigate and analyse, textile products linked to their final design * Compare the final product to the original design specification * Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. * Consider the views of others to improve their work	carrier Discuss intended user and their needs - the purpose of the product Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. *Is the product functional or decorative? Who would use the product? What is its purpose? What design decisions have been made? Do the textiles used match the intended purpose?* Children investigate and analyse how existing products have been constructed. What do the fabric shapes look like? How have the parts been joined? What fastenings have been used?	their design with an understanding of stitches they can use and the strengths of each type of stitch. Discuss how to start and finish. Children create a design. Thinking about the materials to be used and the stitches		Cut the material, gather the fastenings and cotton to stitch with. Pin the design together and start sewing, remind them how to start and finish. Children should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task.	Review product so far - do they need to change anything? Is something not working how they had planned?	Review product so far - do they need to change anything? Is something not working how they had planned?	Children critically evaluate the final product to the original design specification. Evaluate the quality of the design.	

		Technical knowledge and understanding * A 3-D textile product can be made from a combination of accurately made pattern pieces fabric shapes and different fabrics * Fabrics can be strengthened, stiffened and reinforced where appropriate								
Science	Year 6: Living things and their habitats Year 6: Electricity		1 lessons To know that fungi are one of the five kingdoms of living things. To find out what yeast needs to live. To interpret observations and use them to develop explanations. That moulds are a type of fungi, as is yeast. That microbes and fungi can be helpful and harmful.	1 lesson I can explain why we have a classification system. I can name the five kingdoms. I can recognise differences between some plants and classify them. I can use research skills to find out about famous scientists. I can present my findings for others to see. I can make a branching key and explore other key types.	1 lessons I can explain why we have a classification system. I can name the five kingdoms. I can recognise differences between some plants and classify them. I can use research skills to find out about famous scientists. I can present my findings for others to see. I can make a branching key and explore other key types.	1 lessons I can explain why we have a classification system. I can name the five kingdoms. I can recognise differences between some plants and classify them. I can use research skills to find out about famous scientists. I can present my findings for others to see. I can make a branching key and explore other key types.	1 lessons To recall circuit symbols for a cell, battery, switch, motor and buzzer. To construct simple circuits using bulbs, motors, buzzers and switches. To recognise and explain what is needed for a circuit to work. To present findings and conclusions.	1 lesson To recognise from a diagram whether a circuit will work. To represent circuits with symbols. To plan how to investigate an idea by managing variables. To change components in a circuit and explain the patterns of change produced.	1 lesson To design and build a circuit that matches a design brief. To explain how the circuit works in detail. To represent circuits scientifically. To consider the impact of various ways of making electricity on the environment. To consider alternative forms of electricity production. To use results to make predictions and suggest further tests to conduct	1 lesson To recall circuit symbols for a cell, battery, switch, motor and buzzer. To construct simple circuits using bulbs, motors, buzzers and switches. To recognise and explain what is needed for a circuit to work. To present findings and conclusions.
Geography	Japan Today Japan Today		To know where Japan is in the world	To use longitude and latitude to describe the position of Japan, and other countries, on a map	**No lesson due to Year 6 residential**	To learn about how earthquakes occur and the impact they have on a location.	To identify the physical geography of Japan	To explore the human geography of Japan	To compare the life of a Japanese school child with a UK school child	
Computing:	**Physical Co…**	Physical Computing 3 provides children with the skills and knowledge to	To know what is meant by physical computing. To create a	To create programs for the micro:bit using repetition, selection and input	**No lesson due to Year 6 residential**	To create a program for the micro:bit using variables.	To create a program for the micro:bit using more than one	To design and create a program using the micro:bit that can be used in a physical way.	To design and create a program using the micro:bit that can be used in a physical way.	

		design and program a BBC micro:bit using Microsoft MakeCode. They will gain an understanding of what physical computing is and access practical projects to put this knowledge to the test. The five steps in this unit will take the children through various computing programming concepts such as selection, repetition and variables as well as using the micro:bit's sensors and ability to connect to other objects like crocodile clips. The unit builds up to a Big Project which is to design and make a data logger. The children will learn all the necessary skills and knowledge in order to make their project, which can be created with varying complexity in order to support all levels of learners. As this is a Big Project unit, you may wish to teach Step 5 over two sessions to allow plenty of time for the children to create, test and reflect on their projects. This is a 'Big Project' unit and children will be working towards creating a data	program using the micro:bit and use it in a physical way.	sensors.			variable.			

		logger.								
Music:	Year 6 performance Year 5 - complete the final Year 6 unit **Unit 6 - Farewell tour** **Social Question: How Does Music Connect Us with the Environment?**	• 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).	Year 6 Rehearse the show songs Lesson 1 **Heal the Earth Part 1** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Heal the Earth Singing - Learn to sing the song - Heal the Earth Playing - Play your instruments with the song - Heal the Earth Performing - Perform the song - Heal the Earth	Year 6 Rehearse the show songs Lesson 2 **Heal the Earth Part 2** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - My Funny Valentine Singing - Learn to sing the song - Heal the Earth Composing and Improvising - Improvise with the song Heal the Earth Performing - Perform the song - Heal the Earth	Year 6 Rehearse the show songs Lesson 3 **Let's Go Surfin Part 1** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Let's Go Surfin Singing - Learn to sing the song - Let's Go Surfin Playing - Play your instruments with the song - Let's Go Surfin Performing - Perform the song - Let's Go Surfin	Year 6 Rehearse the show songs Lesson 4 **Let's Go Surfin Part 2** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - Main Theme (Schindler's List) Singing - Learn to sing the song - Let's Go Surfin Composing and Improvising - Composing with the song Heal the Earth Performing - Perform the song - Let's Go Surfin	Year 6 Rehearse the show songs Lesson 5 **So Amazing** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - So Amazing Singing - Learn to sing the song - So Amazing Performing - Perform the song - So Amazing	Perform the show to school and parents Lesson 6 **Assessment checkpoint** Musicianship Options - Understanding Music and improvise together Listening - Listen and respond - My Funny Valentine Singing - Learn to sing the song - Heal the Earth Singing - Learn to sing the song - Let's go Surfin Learn to sing the song - So Amazing Playing Options - Play your instruments with the song - Heal the Earth Composing and Improvising options - Improvise with the song - Heal the Earth Performing options - Perform the song - Heal the Earth, Let's go surfing or So Amazing		
MfL:	• Les Habitats		Finish A l'ecole unit	Introduce the new unit - Les habitats.	**No lesson due to Year 6 residential**	learn about some of the key habitats	To learn in French which plants grow	Learn about which animals live in	Consolidate which animals and which	To consolidate all the language

			To revise all language covered so far and complete assessment for the unit.	In this lesson we will: Learn in French the essential elements that all plants and animals need to survive. We will learn how to decode and break down unfamiliar language - learning to look out first for cognates (words that are similar in French and English). Use French supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in French.		in our world. Use listening and reading activities to help decipher and decode meaning whilst looking and listening specifically for any key words seen and heard in lesson 1.	in specific habitats and why. The children will be introduced to the verb pousser - 'to grow'.	specific habitats and why. The children will be introduced to the verb habiter - 'to live'.	plants live in a particular habitat. Presenting to the class on the above.	covered in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat.
Gamers PE	**OAA**	Key skills Physical: stamina, running Social: teamwork, communication, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving	**Competitive Athletic competition the whole of year 5 and 6 to take part on Tuesday 4th June**	Lesson 1 To build communication and trust whilst showing an awareness of safety. https://www.getset4pe.co.uk/lesson/ks2/oaa/1?years=1005	Lesson 2 To work as a team to solve problems, sharing ideas and collaborating with one another. https://www.getset4pe.co.uk/lesson/ks2/oaa/2?years=1005	Lesson 3 To develop tactical planning and problem solving. https://www.getset4pe.co.uk/lesson/ks2/oaa/3?years=1005	Lesson 4 To share ideas and work as a team to solve problems. https://www.getset4pe.co.uk/lesson/ks2/oaa/4?years=1005	Sports Day	Lesson 5 To develop navigational skills and map reading. https://www.getset4pe.co.uk/lesson/ks2/oaa/5?years=1005	Lesson 6 To use a key to identify objects and locations. https://www.getset4pe.co.uk/lesson/ks2/oaa/6?years=1005
Games PE	**Athletics**	Key skills Physical: pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance Social: negotiating,		**Lesson 1** L.O: To work collaboratively with a partner to set a steady pace. https://www.getset4pe.co.uk/lesson/ks2/at	**Lesson 2** L.O: To develop your own and others sprinting technique. https://www.getset4pe.co.uk/lesson/k	**Lesson 3** L.O: To develop power, control and technique for the triple jump. https://www.getset4pe.co.uk/lesson/ks2/athletics/3?years=1005	**Lesson 4** L.O:: To develop power, control and technique when throwing for distance. https://www.getset4pe.co.uk/lesson/ks2/athletics/4?year	Sports Day	**Lesson 5** L.O: To develop throwing with force and accuracy for longer distances. https://www.getset4pe.co.uk/lesson/ks2/athletics/5?years=1005	**Lesson 6** L.O: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

		collaborating with others Emotional: perseverance, determination Thinking: observing and providing feedback		hletics/1?years=1005	s2/athletics/2?years=1005		s=1005			https://www.getset4pe.co.uk/lesson/ks2/athletics/6?years=1005

PSHE/RSHE:	**<u>Growing and changing</u>** **Human reproduction and birth; increasing independence; managing transition** Drug education, assessing risk and managing influences		No Outsiders - And Tango Makes Three To exchange dialogue and express an opinion	Medicines	Legal and illegal drugs	Influences and pressure	Tobacco, vaping and alcohol in the media	**Sex Education and puberty lessons** **Year 6 - 4 lessons** **Year 5 - 4 lessons** Year 6 - 1) Puberty recap 2) Puberty - change and becoming independent 3) positive and healthy relationships 4) How a baby is made Year 5 1) Time to change 2) Menstruation and wet dreams 3) Personal hygiene 4) Emotions and feelings	**Lesson 7** Looking to the future - embracing change Moving to secondary school	

RE:	**How do Hindus make sense of the world?**	• Hindus believe in a God with many faces Brahma. • Hindus believe truth is eternal. • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues) • Karma – how Hindus act for others and themselves. • Murti –an image, statue of the divine and seen as a deity. • Samsara – the cycle of birth, death and rebirth • Moksha – is when the soul passes through many lives. • Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.	**Define the fundamental concepts and beliefs which underpin Hinduism**	**Examine Hindu beliefs about God**	**No lesson due to Year 6 residential**	**Investigate the significance of Diwali to Hindu beliefs**	**Explain how Hindu beliefs shaped the life of Mohandas Gandhi**	**Design an artwork which encompasses the four Yogic paths of freedom**	Catch up lesson	
Trips, visitors and experiences: **Year 6 residential** **Year 5 Bikeability**										
Outcome/final pieces: Year 6 production, year 6 graduation, fundraising for leavers party										