

Riverside Primary School Medium-Term Curriculum Plan 2026/27 Year 5										
Term: Autumn Theme: Traders & Raiders!										
	Unit	Skills	First 2 days objectives and brief outline of learning 3.9.26 4.9.26	Week 1 objectives and brief outline of learning wk bg 7.9.26	Week 2 objectives and brief outline of learning wk bg 14.9.26	Week 3 objectives and brief outline of learning wk bg 21.9.26	Week 4 objectives and brief outline of learning wk bg 28.9.26	Week 5 objectives and brief outline of learning wk bg 5.10.26	Week 6 objectives and brief outline of learning wk bg 12.10.26	Week 7 objectives and brief outline of learning wk bg 19.10.26 Black History Week Friday PTA event - Spookathon
Wow start: Banquet										
English										
Writing:	Writing to Inform Writing to entertain	Writing to Inform Paragraphs used to group related ideas Heading/subheadings Use of technical vocabulary Grammar and Sentences Use subordinating conjunctions in varied positions, Use expanded noun phrases to inform, Use relative clauses to add further detail Begin to use passive voice to remain formal or detached, Begin to use colons to link related clauses, Punctuation Content Use brackets or dashes to explain technical	Autobiography - cold writing task	Beowulf stories - Narrative unit	Beowulf stories - model write a version of the Beowulf stories	Beowulf stories - hot write own version of a Beowulf story	Recount of Battle of Maldon Read and analyse the text.	Recount of Battle of Maldon Model write a version of a recount	Recount Battle Write own version of a recount	

		vocabulary Use semicolons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons & semi-colons to mark clauses <u>Writing to Entertain</u> Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Use a range of tenses to indicate changes in timing, sequence, etc. Grammar and Sentences Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context, Use a wide range of sentence structures to add interest Punctuation Content Use brackets for incidentals, Use dashes to emphasise additional information, Use colons to add								
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[illegible]

Grammar and Punctuation:	Word Classes	Word classes		- Nouns - Verbs - Adjectives - Adverbs -use of ly	- Making adjectives - Conjunctions expressing time place and cause	- Pronouns - Possessive pronouns - Relative pronouns	- Indicating degrees of possibility - Using modal verbs or adverbs to indicate degrees of possibility	Adverbials Linking ideas across paragraphs using adverbials of time [for example,lat er], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	- Preposition s - Determiner s	- Synonyms - Antonyms
		- Nouns - Verbs - Adjectives - Making adjectives - Conjunction s expressing time place and cause - Pronouns - Possessive pronouns - Relative pronouns - Adverbs -use of ly - Expressing time place and cause - Indicating degrees of possibility - Adverbials Linking ideas across paragraphs using adverbials of time [for example,lat er], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] - Preposition s - Determiner s - Subject object - Synonyms - Antonyms - Using modal								

		verbs or adverbs to indicate degrees of possibility • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]								
Handwriting:		Penpals Y5 Autumn 1. Practising sloped writing: diagonal join to ascender: th sh nb nd ht st 2. Practising sloped writing: diagonal join no ascender: ai ay kn er ie er 3. Practising sloped writing: diagonal join to an anticlockwise letter: ac sc bo da ea ho 4. Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob 5. Practising sloped writing: horizontal join, no	1)Introducing sloped writing in letter families	2)Practising sloped writing: diagonal join to ascender: th sh nb nd ht st	3)Practising sloped writing: diagonal join no ascender: ai ay kn er ie en	4) Practising sloped writing: diagonal join to an anticlockwise letter: ac sc bo da ea ho	5)Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob	6)Practising sloped writing: horizontal join, no ascender: oi oy ou op vo	7)Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	8) Practising sloped writing: joining from r: ra, re, ri, ro, ru

		ascender: oi oy ou op vo 6. Practising sloped writing: horizontal join to an anticlockwi se letter: oo oa wa wo v vo								
Y5/6 Spelling:		• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Alphabet games and dictionary skills • ance ence • ancy ency • cial tial • Words ending with dge sound • Words ending in tion, sion ssion cian.		• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Alphabet games and dictionary skills	• ance ence	• ancy ency	• cial tial	• Words ending with dge sound	• Words ending in tion, sion ssion cian.	
Maths Year 5:			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 unit assessment Step 1 Mental strategies Step 2 Add whole numbers with more than four digits			Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers End of unit assessment Step 1 Multiples Step 2 Common multiples		Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000 To continue after half term	

History:	Anglo Saxons Kingdom Anglo Saxons & Vikings		Viking banquet in the hall as an introduction to our unit	What was Saxon England like and why was it an attractive target?	Which civilizations would have had contact with each other during this period?	How were the Vikings viewed by the Saxons?	How should we view the Vikings?	How did England change over the course of this period of history?	Is King Alfred worthy of being called Great?	To explore the history of Windrush. To understand who the Windrush generation are. To explore where the Windrush generation are today. To explore the impact that the Windrush generation has had on Britain. To explore how Windrush is celebrated.
Art and Design:	Textiles Link with mindfulness month: All about me	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • 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. Textiles •Show precision in		I can explore art artifacts to be inspired.	I can design a piece of art that shows a range of influences and styles.	I can create original pieces that show a range of influences and styles. Create original pieces that show a range of influences and styles.	I can create paper templates. Show precision in techniques. Choose from a range of stitching techniques.	I can use a range of stitching techniques. Show precision in techniques. Choose from a range of stitching techniques.	I can use a range of stitching techniques. Show precision in techniques. Choose from a range of stitching techniques.	I can use a range of stitching techniques. Show precision in techniques. Choose from a range of stitching techniques.

		techniques. •Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.								
D+T:										
Science	Forces			Lesson 1: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects. To identify the effects of air resistance, water resistance and friction by identifying forces acting on objects. To identify forces acting on objects. Vocabulary: Force, push, pull, gravity, air resistance, water resistance, friction.	Lesson 2: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects. To explore the effect that gravity has on objects and how the first theory of gravity was developed. Vocabulary: Gravity, force, Isaac Newton, newton, newton meter, weight, mass.	Lesson 3: To identify the effects of air resistance by investigating the best parachute to slow a person down. To investigate the effects of air resistance. Vocabulary: Gravity, air resistance, Galileo Galilei, mass, parachute, force, prediction, investigation, measure, observe, variables, results.	Lesson 4: To identify the effects of water resistance by creating and racing streamlined boats. To explore the effects of water resistance. Vocabulary: Water resistance, streamline, force.	Lesson 5: To identify the effects of friction by investigating brakes. To investigate the effects of friction. Vocabulary: Friction, force, brake, prediction, investigation, measure, observe, variables, results.	Lesson 6: To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism. To explore and design mechanisms. Vocabulary: Mechanism, lever, gear, cog, pulley, machine, force	
Computing:	Digital Foundations 5 ▣ Digital Foundations 5	📄 DF5 - Unit Overvie... Understand networks & the internet Create with technology Search smartly Stay safe online.	No lesson	Google Classroom Make a Noise Go through and sign acceptable use forms.	To recognise the evolving nature of technology. ▣ DF5 - Step 1	To understand the role of networks in connecting computers. ▣ DF5 - Step 2	To use folders to organise files. To navigate the operating system using the search function. ▣ DF5 - Step 3	To use more advanced formatting tools within a document. To know and understand the role of combining certain keys on a keyboard. ▣ DF5 - Step 4	To use hyperlinks within a document. To use two hands on a keyboard to type letters, numbers and symbols with increasing speed. ▣ DF5 - Step 5	To recognise a wide range of common icons used in computing and their functions. ▣ DF5 - Step 6 Assessment
Music:	Unit 1 - Melody and harmony in music	• Create melodic patterns using: A, B, C, D, E, F#, G		Lesson 1 Ghost Parade (part 1) Complete baseline	Lesson 2 Ghost Parade (part 2) Musicianship	Lesson 3 Words can hurt (part 1) Musicianship	Lesson 4 Musicianship Options - Understanding Music and	Lesson 5 Joyful, Joyful Musicianship Options -	Lesson 6 Assessment checkpoint Musicianship	Time to consolidate learning and revisit any areas as needed. Assessments.

		• 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).		quiz Musicianship Options - Understanding Music and improvise together Recognising the tonal center is A minor and the A minor scale is used Listening - Listen and respond - Ghost parade Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Ghost parade Playing - Play your instruments with the song - Ghost parade Performing - Perform the song - Ghost parade Glockenspiels	Options - Understanding Music and improvise together Recognising the tonal center is A minor and the A minor scale is used Listening - Listen and respond - Lively Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Ghost parade Composing and Improvising - Improvise with the song Ghost parade Performing - Perform the song - Ghost parade Glockenspiels	Options - Understanding Music and improvise together Recognising the tonal centre is A minor and the A minor scale is used Listening - Listen and respond - Words can hurt Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Words can hurt Playing - Play your instruments with the song - Words can hurt Performing - Perform the song - Words can hurt Glockenspiel	improvise together Listening - Listen and respond - - His Eye Is On The Sparrow Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Words can hurt Composing and Improvising - Composing with the song Words can hurt Compose song accompaniments on untuned percussion using known rhythms and note values Graphic Score - Jazz Hands Create a graphic score using sounds, rhythms and pitch Compose with a Theme - Jazz Hands Create and explain a simple melody with a musical shape using three, five or eight notes Performing - Perform the song - Words can hurt Glockenspiel	Understanding Music and improvise together Recognising the tonal centre is A minor and the A minor scale is used Listening - Listen and respond - Joyful, Joyful Embed a deeper understanding of the musical concepts related to the song Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Joyful, Joyful Playing - Play your instruments with the song - Joyful, Joyful Performing - Perform the song - Joyful, Joyful Glockenspiel	Options - Understanding Music and improvise together Recognising and/or reading simple notation and tonic sol-fa Recognising the tonal centre is A minor and the A minor scale is used Listening - Listen and respond - Lively Embed a deeper understanding of the musical concepts related to the song Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Ghost parade, Words can Hurt and Joyful, Joyful Playing Options - Play your instruments with the songs - Ghost parade, Words can Hurt and Joyful, Joyful Composing and Improvising options - Improvise with the song - Ghost parade and Words can hurt Performing options - Perform the song - Ghost parade, Words can Hurt and Joyful, Joyful Unit Quiz - Year 5 Unit 1	
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MfL:	La phonetique (Phonics and Pronunciation) Les nombres (Numbers lesson 2 to 4)	<u>Oracy (Listening & Speaking)</u> Phonemic Awareness: Discriminate between and accurately reproduce 13 key French phonemes (including nasals ON/IN and vowel variations É/E/Ê/EAU). Listen to spoken French words and numbers (1–100) and map them to their correct sound patterns. Confidently recall and pronounce numbers 1 to 100 in sequence and at random. <u>Literacy (Reading & Writing)</u> Look at written French letter strings (e.g., OI, ILLE, IQUE, EUX) and apply French pronunciation rules instead of English ones. Blend known sound chunks together to read unfamiliar words fluently. Accurately spell French numbers 1 to 100, mastering silent final letters and structural patterns (like hyphens and -et-un). <u>Language Learning Strategies</u> Identify linguistic patterns (such as how the suffix -IQUE mirrors		Introduce the first set of phonic sounds/ phonemes in French. The sounds introduced in this lesson are: CH, OU, ON, and OI.	Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: I IN IQUE ILLE	Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: É E Ê EAU EUX	In this lesson pupils will learn how to recognise, recall and spell numbers 11-20 in the foreign language and will revise numbers 1-10.	In this lesson pupils will learn how to recognise, recall and spell numbers 1-31 in the foreign language and will revise numbers 1-20.	In this lesson pupils will learn how to recognise, recall and spell numbers 10-100 in the foreign language and will revise numbers 1-31.	
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		English words) and numerical rules to build independent decoding skills.								
Aesthetic PE:	Swimming	Physical: Rotation, Sculling, Treading water, Gliding, Front crawl, Backstroke, Breaststroke, Surface dives, Floating, Huddle and H.E.L.P. position Social: Communication, Supporting and encouraging others Emotional: Determination Thinking: Creating, Decision making, Using tactics		To develop gliding, front crawl and backstroke.	To develop rotation, sculling and treading water.	To develop the front crawl stroke and breathing technique.	To develop the technique for backstroke arms and legs.	To develop breaststroke technique.	To develop breaststroke technique.	To develop breaststroke and breathing technique.
Games PE:										
PSHE/RSE:				No outsiders: Kenny Lives with Erica and Marina by Olly Pike To consider consequences	Friendship and bullying Including others	Friendship and bullying Positive and respectful friendships	Friendships and bullying Bullying and its impact	Belonging and community Challenging stereotypes	Belonging and community Addressing extremism	Black History week
RE:	Is believing in God Reasonable?	Children will be able to: - Understand arguments for and against the existence of God - To identify weak arguments and baseless assertions - To support their own arguments with evidence and logical reasoning - To understand what makes a position		I can Identify and categorize philosophical and non-philosophical questions	I can define and summarise belief and values of Theist, Agnostic and Atheist followers	I can compare and contrast two theories of religious belief	No RE due to Anti-social behaviour workshops	I can evaluate the beliefs of Humanists	I can plan and compose a balanced argument which considers a range of viewpoints	

		reasonable or unreasonable Children will learn about: • What makes for a reasonable argument • Arguments for the existence of God made by some Christians • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager)								
Trips, visitors and experiences: Visit from a Viking										
Shared learning: Viewing of tapestry either online or in person										
Outcome/final pieces: Tapestry										