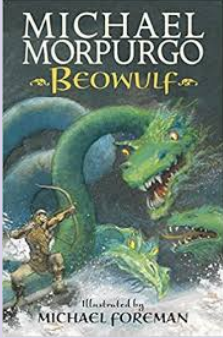
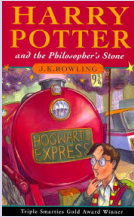
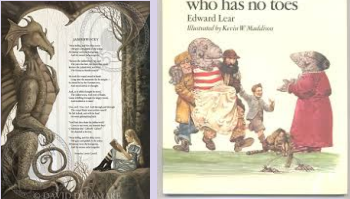
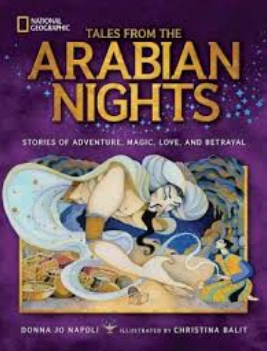


Riverside Primary School
Long-Term Curriculum Coverage Planning Overview
2026-2027
Year 5

Please read and use this document in conjunction with our Long-Term Curriculum Skills Progression Overview: [Year 5 Long Term Skills Progression](#)

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Traders and Raiders! 7 weeks	Stargazers 7 weeks	Welcome to Hogwarts! 6 weeks	Arabian Tales 4 weeks 4 days	Brilliant Britain! 7 weeks 6 weeks	
Wow start:	Viking banquet	Spaceship landing	Tasting Soups			Video call with someone living in America
English						
Writing:	Fiction - Beowulf Defeating the Monster Focus Setting Non-fiction Recount - Battle of Maldon and the Battle of Hastings OR how to train your dragon diary writing (still recount) Spelling baseline assessment of Year 1 and 2 CEW Year 3/4 spellings	Fiction - Alien Landing Story/finding tale Focus Opening and ending Persuasive writing: space hotel	Fiction - Harry Potter Descriptive narrative Focus Character and setting Harry Potter - Philosopher's stone Non-chronological reports Imitate Text (Model): The Norwegian Ridgeback (Dragon) Innovate Text (Students): Fluffy (The Three-Headed Dog) Innovate Text (Students): Fluffy (The Three-Headed Dog), Mountain Troll/Fawkes	Fiction - Keep off the tracks! Move to Aut? Warning story Focus Setting Poetry inspired by animals	Fiction - Fowler's Yard Wishing Tale Focus Suspense, description and character Non-Fiction - Writing to persuade - Letter - Persuading the Wizard to give your friends a heart, brain and courage	Fiction - Coral Ocean Change story Focus Character Non-fiction Explanation - How Recycling Helps Our Environment or magnificent machines Macbeth narrative and soliloquy Successful speeches
Reading:	2b:Retrieve and record information/identify key details from fiction and non-fiction 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole	2d:Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied.	Vocabulary: 2a Give/explain the meaning of words in context 2g Identify/explain how meaning is enhanced through choice of words and phrases	2c: Summarise main ideas from more than one paragraph 2h: Make comparisons within the text. Revision of 2b and 2d	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.
Class Reader:	Beowulf by Michael Morporgo	Non-Linear Text: Cosmic by Frank Cottrell Boyce and Steven Lenton	Resistant Text: The Jabberwocky poem The Pobble With No Toes Harry Potter - Philosopher's stone	Tales from the Arabian Nights retold by Donna Jo Napoli	Archaic Text: Wizard of Oz 	Wonder R.J Palacio - Complexity of Narrator

			 			
Grammar and Punctuation:	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials		https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf determiner pronoun, possessive pronoun adverbial Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]		Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	
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 ascender: oi oy ou op vo 6. Practising sloped writing: horizontal join to an anticlockwise letter: oo oa wa wo v vo 7. Practising sloped writing: joining from r: ra re ri ro ru 8. Practising sloped writing: joining from s: sh su sc sl sw sp		Penpals Y5 Spring 1. Practising sloped writing: joining from f to ascender: fl ft 2. Practising sloped writing: size: joining from f no ascender: fa fe fi fo fu 3. Different styles for different purposes: writing a paragraph 4. Practising sloped writing: speed: ff 5. Practising sloped writing: speed and legibility rr 6. Practising sloped writing: size, proportion and spacing: ss 7. Practising sloped writing: building speed: qu 8. Practising sloped writing: decorative alphabets 9. Different styles for different purposes 1.		Penpals Y5 Summer 1. Sloped writing: proportion: joining p and b to ascenders: ph pl bl 2. Handwriting for different purposes: joining from b and b, no ascender: bu bi pe pu pi pr 3. Practising sloped writing: parallel downstrokes: bb pp 4. Practising sloped writing: all double letters 5. Practising sloped writing for speed: tial cial 6. Practising sloped writing for fluency 7. Personal style 8. Handwriting for different purposes: print alphabet 9. Capitals	

Y5Y6 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 - Homophones	- Words ending in tion, sion ssion cian. - Words with the k sound spelt ch - Words with the /f/ sound spelt ch - cious tious - ible able - ibly ably	- Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que - Words with the /s/ sound spelt sc - ough	- Silent letters - Words with the /ei/ sound spelt ei, eigh, or ey - ie or ei - Suffixes with vowels to word ending in fer - Homophones - How to spell unfamiliar words and Y5/6 word lists	- Suffix ation - 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 /ʌ/ sound spelt ou	Revision of spelling patterns
Maths Year 5:	Number: Place value Number: Addition and subtraction Number: Multiplication and division A Number: Fractions A		Number: Multiplication and division B Number: Fractions B Number: Decimals and percentages Measurement: Perimeter and area Statistics		Geometry: Properties of shape Geometry: Position and direction Number: Decimals Number: Negative Numbers Measurement: Converting units Measurement: Volume	
History:	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Black History Week: The Windrush Generation		A non-European society that provides contrasts with British history: Mayan civilization c. AD 900	A non-European society that provides contrasts with British history: Early Islamic civilization, including a study of Baghdad		
Geography:		Marvelous Maps Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			The UK Locational knowledge - Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Our Local Area Locational knowledge - Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	North America Locational Knowledge - Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: physical geography , including: climate zones.

Science:	Year 5: Forces	Working Scientifically Y5: Earth and space Y5 Earth and Space.pdf	Working Scientifically Y5: Properties and changes of materials Y5 Properties and changes of materials.pdf		Working Scientifically Year 5: Living things and their habitats	Working Scientifically Year 5: Animals including humans
Art and Design:	To develop ideas To take inspiration from the greats: Bayeux Tapestry Textiles: Talking textiles Link with mindfulness month: All about me To develop ideas • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • 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. To take inspiration from the greats: • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. Textiles: • Show precision in techniques. • Choose from a range of stitching techniques.			To develop ideas To take inspiration from the greats: Islamic Geometric Art Printing: Printing with inspiration from Arabic art • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.	To develop ideas To take inspiration from the greats: Leonardo Da Vinci Painting: Portraits Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • 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.	

	• Combine previously learned techniques to create pieces.					
D+T:		To design, make, evaluate, improve To take inspiration throughout design history Mechanical Systems. Pulleys and Gears - Moon Buggies  5_6 Pulleys or gears.pdf	To design, make, evaluate, improve To take inspiration throughout design history Cooking: Magic potions for health and vitality  5_6 Celebrating culture an...			To design, make, evaluate, improve To take inspiration throughout design history Crumbles  5_6 Monitoring and control....
Computing:	Digital Foundations 5  Digital Foundations 5 x6 steps	Computer Systems and Networks 5  Computer Systems and Ne... x5 steps	Digital Citizenship 5  Digital Citizenship 5 x6 steps	Programming 4  Programming 4 x5 steps	Creating Media 5  Creating Media 5 x5 steps	Data and Information 3  Data and information 3 x6 steps
Music:	Unit 1 – Melody and Harmony in Music https://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370787-melody-and-harmony-in-music	Unit 2 – Sing and Play in Different Styles ://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370788-sing-and-play-in-different-styles	Year 5/6 - Creative Composition (Doctor Who Theme - Delia Derbyshire) https://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1382390-year-5-6-creative-composition-doctor-who-theme-delia-derbyshire	Unit 4 – Enjoying Musical Styles https://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370790-enjoying-musical-styles	Unit 5 – Freedom to Improvise https://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370791-freedom-to-improvise	Unit 6 – Battle of the Bands! https://www.greateressexmusicub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370792-battle-of-the-bands
MfL:	La phonetique (Phonics and Pronunciation) - Lesson 1, 2 and 3 only Les nombres (Numbers)	Les vetements (Clothes)	En Ville (Around town)	Le week-end (The weekend)	Manger et Bouger (Healthy lifestyles)	Les planetes (Planets)
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	Yoga Physical: Balance, Strength, Flexibility, Coordination Social: Leadership, Social: collaboration, communication, share ideas, respect Emotional: independence, confidence, perseverance, acceptance Thinking: comprehension, provide and use feedback, reflection, select and apply, creativity	Gymnastics Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: work safely, support others, collaboration Emotional: confidence, perseverance, resilience, determination Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	Fitness Physical: agility, balance, co-ordination, speed, stamina, strength, jump, run, throw Social: collaboration, support, communication Emotional: perseverance, determination Thinking: feedback, comprehension, observation, evaluation	Dance Physical: actions, dynamics, space, relationships, balance, jump Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence, perseverance Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills	

Games PE:		Hockey Physical: run, dribble, pass, receive, tackle, intercept, shoot, balance, jump Social: communication, collaboration, respect, support others Emotional: honesty, perseverance Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	Tennis Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying, balance, run, throw Social: encourage and support others, co-operation, collaboration, communication Emotional: perseverance, honesty Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics	Tag Rugby Physical: throw, catch, run, change speed, change direction, balance, jump Social: communication, support, collaboration, sporting behaviour Emotional: honesty, confidence, patience Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis	Cricket Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing	Athletics Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing OAA Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing
PSHE/RSHE:	Autumn 1 Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Autumn 2 Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Spring 1 Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Spring 2 Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Summer 1 Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime	Summer 2 Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Puberty recap - 1 lesson
No Outsiders	Kenny Lives with Erica and Martina by Olly Pike To consider consequences	Rose Blanche by Ian McEwan and Roberto Innocenti To justify my actions	Mixed by Arree Chung To consider responses to racist behaviour	How to Heal a broken wing To recognise when someone needs help	The Girls by Lauren Lee and Jenny Lovlie To explore friendship	And Tango Makes Three by Justin Richardson and Peter Parnell To exchange dialogue and express an opinion

