

Riverside Primary School Medium-Term Curriculum Plan 2026/27 Year 6										
Term: Autumn Theme: Traders & Raiders!										
	Unit	Skills	First 2 days objectives and brief outline of learning	Week 1 objectives and brief outline of learning	Week 2 objectives and brief outline of learning	Week 3 objectives and brief outline of learning	Week 4 objectives and brief outline of learning	Week 5 objectives and brief outline of learning	Week 6 objectives and brief outline of learning	Week 7 objectives and brief outline of learning Black History Week Friday PTA event - Spookathon
Wow start: Banquet										
English										
Writing:	Writing to Inform Writing to entertain	<u>Writing to Inform</u> Paragraphs used to group related ideas Heading/subheadings Use of technical vocabulary <u>Grammar and Sentences</u> 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, <u>Punctuation</u> Content Use brackets or dashes to explain technical	Autobiography - cold writing task Spelling baseline assessment of Year 1 and 2 CEW Year 3/4 spellings	Instructions- how to trap a dragon	Instructions- model write	Instructions- Hot write own set of instructions	Fiction - Beowulf Defeating the Monster Focus: Setting Beowulf stories - Narrative unit	Beowulf stories - model write a version of the Beowulf stories	Beowulf stories - hot write own version of a Beowulf story	Spelling baseline assessment of Year 1 and 2 CEW Year 3/4 spellings

		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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Grammar and Punctuation:

Word Classes

Word classes

- Nouns
- Verbs
- Adjectives
- Making adjectives
- Conjunctions 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, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Prepositions
- Determiners
- Subject object
- Synonyms
- Antonyms
- Using modal

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- 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
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- Preposition
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- Determiner
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- Synonyms
- Antonyms

		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 Units 1 - 7	Basic letter formation assessment	Practising sloped writing: diagonal join to ascender: th sh nb nd ht st	Practising sloped writing: diagonal join no ascender: ai ay kn er ie er	Practising sloped writing: diagonal join to an anticlockwise letter: ac sc bo da ea ho	Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob	Practising sloped writing: horizontal join, no ascender: oi oy ou op vo	Practising sloped writing: horizontal join to an anticlockwise letter: oo oa wa wo v vo	Practising sloped writing: joining from r: ra re ri ro ru
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.	• Test children on 1/2 words	• Test children on 3/4 spellings	• 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 6: Higher and Middle group	Place Value Addition, subtraction, multiplication and division Fractions A			Place Value Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10.000.000	Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers	SATs papers 2019 Arithmetic Reasoning paper Reasoning paper Step 2 Common factors	Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers	Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division	Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation	Fractions A Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare

				Step 4 Powers of 10 Step 5 Number line to 10,000,000	Sumdog assessment and revision Addition, subtraction, multiplication and division Step 1 Add and subtract integers	Step 3 Common multiples	Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication	Step 12 Long division with remainders Step 13 Solve problems with division	Step 17 Reason from known facts Sumdog assessment and revision	and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions To continue after half term
Maths Year 6: Lower group				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	SATs papers 2019 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 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 techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.		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.
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	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	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.	Lesson 4: To identify the effects of water resistance by creating and racing streamlined boats. To explore the effects of water resistance. Vocabulary:	Lesson 5: To identify the effects of friction by investigating brakes. To investigate the effects of friction. Vocabulary: Friction, force, brake, prediction,	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	

				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.	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.	Vocabulary: Gravity, air resistance, Galileo Galilei, mass, parachute, force, prediction, investigation, measure, observe, variables, results.	Water resistance, streamline, force.	investigation, measure, observe, variables, results.	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 • 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)		Lesson 1 Ghost Parade (part 1) Complete baseline 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	Lesson 2 Ghost Parade (part 2) 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 - 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	Lesson 3 Words can hurt (part 1) Musicianship 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	Lesson 4 Musicianship Options - Understanding Music and 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	Lesson 5 Joyful, Joyful Musicianship Options - 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	Lesson 6 Assessment checkpoint Musicianship Options - Understanding Music and improvise together 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	Time to consolidate learning and revisit any areas as needed. Assessments.

		and skillful playing (instrument).		instruments with the song - Ghost parade Performing - Perform the song - Ghost parade Glockenspiels	song Ghost parade Performing - Perform the song - Ghost parade Glockenspiels	can hurt Performing - Perform the song - Words can hurt Glockenspiel	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	instruments with the song - Joyful, Joyful Performing - Perform the song - Joyful, Joyful Glockenspiel	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	
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/È/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.		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 È 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.	

		<u>Literacy (Reading & Writing)</u> Look at written French letter strings (e.g., Ol, 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 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		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.

		Thinking: Creating, Decision making, Using tactics								
Games PE:										
PSHE/RSE:	Core Theme: Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school		No Outsiders King of the Sky by Nicola Davis To consider responses to immigration I know what immigration means I know what empathy means I can empathise with a person in a different situation to me	<u>Foundations for Wellbeing – Y6</u> L1: Regulating emotions	<u>Foundations for Wellbeing – Y6</u> L2: Managing distraction	<u>Foundations for Wellbeing – Y6</u> L3: Developing positive thinking habits	<u>Foundations for Wellbeing – Y6</u> L4: Managing rumination and worry	<u>Foundations for Wellbeing – Y6</u> L5: Managing stress	<u>Change, loss and grief – Y5-6</u> L3: How do people manage loss and support each other?	
RE:	Is believing in God Reasonable? Year 5 unit 5.1	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 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		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	I can evaluate the beliefs of Humanists	I can plan and compose a balanced argument which considers a range of viewpoints		

		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										