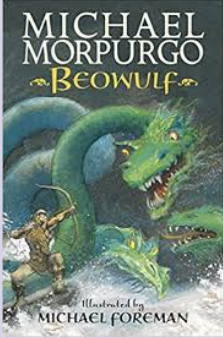
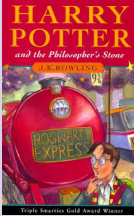
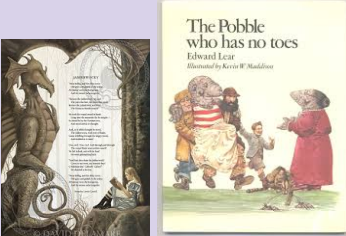
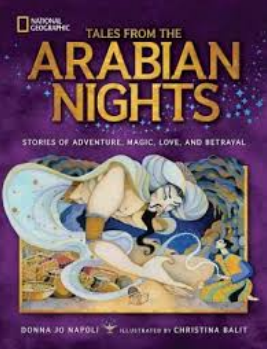


Riverside Primary School
Long-Term Curriculum Coverage Planning Overview
2026-2027
Year 6

	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			
English						
Writing:	Non-Fiction Writing to Inform Instructions: How To Trap A Dragon Fiction Writing to Entertain Beowulf Focus: Defeating the Monster Focus: Setting	Fiction Writing to Entertain Alien Landing Focus: Story/finding tale Focus:Opening and ending Non-Fiction Writing to Persuade Advertisements for Space Hotel	Fiction Writing to Entertain Harry Potter and the Philosopher's Stone Focus: Descriptive narrative Focus: Character and setting Non-Fiction Writing to Inform Harry Potter and the Philosopher's Stone Non-chronological reports: Character profiles	Fiction - Writing to Entertain Keep off the tracks! Focus: Warning story Focus: Dialogue for character and advance action GPS Revision	GPS Revision Fiction Writing to Entertain Play: Shakespeare's 'Romeo and Juliet': diary and narrative writing	Non-Fiction Writing to Inform Letter of complaint: Matilda Poetry Migration Y6 Production Oak Academy: Talking transitions
Reading:	2b:Retrieve and record information/identify key details from fiction and non-fiction 2d:Make inferences from the text/explain and justify inferences with evidence from the tex Vocabulary: 2a Give/explain the meaning of words in context	2b:Retrieve and record information/identify key details from fiction and non-fiction 2d:Make inferences from the text/explain and justify inferences with evidence from the tex 2g Identify/explain how meaning is enhanced through choice of words and phrases 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole	2b:Retrieve and record information/identify key details from fiction and non-fiction 2d:Make inferences from the text/explain and justify inferences with evidence from the tex 2e: Predict what might happen from details stated and implied. 2c: Summarise main ideas from more than one paragraph 2h: Make comparisons within the text.	Revision of all content domains:	Revision of all content domains:	
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	Tales from the Arabian Nights retold by Donna Jo Napli	Archaic Text: Wizard of Oz 	Wonder R.J Palacio - Complexity of Narrator

			Harry Potter - Philosopher's stone  		
Grammar and Punctuation:	instructional Writing: Word classes / vocabulary choices • Nouns — creature, trap, pit, equipment, mead hall, marsh. • Verbs — especially imperative verbs/commands: dig, cover, scatter, place, hide, wait, lure, conceal. • Adjectives — precise description: ferocious, cunning, suspicious, sturdy. • Adverbs / -ly adverbs — carefully, silently, patiently, immediately. • Synonyms — improve boring words: monster → beast/creature/fiend; walk → prowl/stalk/creep. • Prepositions / prepositional phrases — beside the mead hall, behind the tree, in the marsh. • Modal verbs — must, should, could, might, may, will. Adverbials / cohesion • Time adverbials — First, Next, After that, Once,	Punctuation • Capital letters • Full stops • Question marks • Exclamation marks • Commas in a list • Commas to clarify meaning • Commas after fronted adverbials • Inverted commas • Apostrophes - singular possession • Plural possession • Apostrophes difference between plural and possessive s • Apostrophes to mark contracted forms • Punctuation for parenthesis: • Brackets, dashes and commas • Colons: to mark boundary between independent clauses • Colon to introduce lists • Semi-colons to mark boundary between independent clauses • Semi colons within lists • Dashes to mark boundary between independent clauses • Hyphens to avoid ambiguity • Bullet points to list	Tenses • Simple past • Simple present • Verbs in the perfect form • Use of the present perfect form of verbs • Using the perfect form of verbs to mark relationships of time and cause • Present and past progressive - use of the progressive form of verbs in the present and past tense to mark actions in progress • Tense consistency - past present • Correct choice and consistent use of present and past tense throughout writing • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Subjunctive from	Functions of sentences and combining words, phrases and clauses • Functions of sentences: • Statements, questions, • Commands and exclamations • Sentences and clauses the boundary between independent clauses • Relative clauses • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Noun phrases • Expanded noun phrases for description and specifications • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely • Coordinating conjunctions • Subordinating conjunctions • Subordinate clauses	Grammar revision and focus on areas of weakness

	Then, Finally. • Adverbials linking ideas — mainly time and sequence. • Expressing time — before, after, once, immediately after, as soon as. Sentence functions and clauses • Commands — central to the unit. • Questions — rhetorical questions in openings. • Statements — information/advice/warnings. • Exclamations — humorous or dramatic warnings if used. • Noun phrases / expanded noun phrases — a deep pit, a sturdy iron chain, the roasted wild boar. • Subordinate clauses — especially challenge work: because, if, once, when. • Relative clauses — Greater Depth challenge only: Grendel, who is famous for his appetite... Punctuation • Capital letters • Full stops • Question marks • Exclamation marks — warnings/humour. • Commas in a list — equipment section. • Commas after fronted adverbials — First, / After that, / Once the trap is ready, • Bullet points — equipment lists. • Brackets/dashes/commas for parenthesis — challenge/expert aside	information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	• Passive and active • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].		
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	only. - Colon to introduce a list — possible in equipment section, but only if taught/modelled. Tense - Simple present / imperative present — instructions. - Tense consistency — keeping the guide in the correct instructional voice. - Passive voice — Greater Depth challenge only: The bait should be placed...					
Handwriting year 5:	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. Different styles for different purposes		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. Capitals Y6 Term 1 Style for speed: crossbar join t: th, ti, tr, ta,tt Style for speed: looping from g: gl, gi, gr, ga, gg Style for speed: Looping from j and y: je, jo, ye, yr, yo Style for speed: looping from f Style for speed: different joins to s Style for speed: looping from b Style for speed: joining from v, w, x and z	
Y6 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 /j/ sound spelt ch - cious tious - lble 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 6:	Place Value		Number ratio		Geometry: shape	

Top and Middle group	Number - addition, subtraction and division Fractions Fractions Converting units Number - ratio	Number Algebra Number decimals Number Fractions decimals and percentages Area, Perimeter and volume Statistics			Geometry: Position and direction Themed projects, considerations and problem solving	
Maths Year 6: Lower group	Place Value Addition and Subtraction Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages Perimeter and area Statistics			Shape Position and direction Decimals Negative Numbers Converting Numbers 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: Early Islamic civilization, including a study of Baghdad		How has migration to Britain over time shaped our country?
Geography:			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.		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.	
Science:	Year 5: Forces	Year 5: Earth and space	Year 5: Properties and changes of materials		Year 5: Living things and their habitats	

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. • Combine previously learned techniques to create pieces.			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.	
D+T:		To design, make, evaluate, improve To take inspiration throughout design history	To design, make, evaluate, improve To take inspiration throughout design history Cooking: Magic potions for			To design, make, evaluate, improve To take inspiration throughout design history Crumbles

		Mechanical Systems. Pulleys and Gears - Moon Buggies  5_6 Pulleys or gears.pdf	health and vitality  5_6 Celebrating culture an...			 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.greateressexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370787-melody-and-harmony-in-music	Unit 2 – Sing and Play in Different Styles https://www.greateressexmusicclub.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.greateressexmusicclub.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.greateressexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370790-enjoying-musical-styles	Unit 5 – Freedom to Improvise https://www.greateressexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme/1370791-freedom-to-improvise	Unit 6 – Battle of the Bands! https://www.greateressexmusicclub.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	Tennis Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying, balance, run, throw	Tag Rugby Physical: throw, catch, run, change speed, change direction, balance, jump Social: communication, support, collaboration, sporting behaviour	Cricket Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running	Athletics Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running

		others Emotional: honesty, perseverance Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	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	Emotional: honesty, confidence, patience Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis	Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing	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 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 <u>Foundations for Wellbeing – Y6</u> L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress <u>Change, loss and grief – Y5-6</u> L3: How do people manage loss and support each other? <u>No Outsiders</u> 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 Autumn 2	Spring 1 Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. <u>Understanding AI: Rights, safety and wellbeing lessons</u> L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? <u>Home office – Digital deception: Understanding deepfakes – Y5-6</u> L1: The impact of generative AI L2: The ethics of AI images <u>Pick your pics – Y5-6</u> L1: Pick your pics <u>No Outsiders</u> Leaf by Sandra Dieckmann To overcome fears about difference I can accept and work with people who are different to me I can explore difference without fear I can look for solutions to challenging situations Spring 2	Summer 1 Changes in puberty (and sex education*) This unit builds pupils’ understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. <u>Medway: Changing and growing up – Y6</u> L1: Puberty recap L2: Puberty – change and becoming independent L3: Positive, healthy relationships L4: How a baby is made* <u>The sleep factor – KS2</u> L1: Getting a good night’s sleep <u>No Outsiders</u> The Proudest Blue by Ibtihaj Muhammad To consider how new experiences affect us. I know how people in my community are different I can show respect to people different to me. Summer 2 Looking to the future This unit explores career- related learning (including different career			

	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. <u>Money and wellbeing – Y6</u> L1: Money and emotional wellbeing L2: Being a critical consumer <u>Exploring risk in relation to gambling – KS2</u> L3 Chancing it! <u>Online financial harms – KS2</u> L4: Spending influences L5: Wellbeing and support <u>No Outsiders</u> Lubna and Pebble by Wendy Meddour and Daniel Egneus How do I pass hope on? I understand how important friendships are in making us feel happy and secure I understand how people choose and make friends		Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. <u>Drug education – Y5-6</u> L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media <u>No Outsiders</u> The Island by Armin Greder To consider causes of racism I know what prejudice is I know what can happen if racism is not challenged I know how to challenge racist behaviour		pathways) and supports pupils to prepare for the transition to secondary school. <u>The Careers and Enterprise Company: Careers explorers – KS2</u> L1: Job skills L2: Choosing a career L3: Career routes <u>Embracing change and new challenges – Y6</u> L1: Moving to secondary school <u>No Outsiders</u> A Day in Life of Marlon Bundo by Marlon Bundo and Jill Twiss To consider democracy I know what a democracy is I know that we live in a democracy I know laws are made I know laws can change	
RE: Year 6	Year 5.1 Is Believing in God reasonable	Year 6.2 Theology - How do Buddhists explain the suffering in the world	Short half term No RE	Year 6.3 What does it mean to be Human - Is being happy the greatest purpose in life	Year 6.4 Creation or science - conflicting or complementary	Year 6.5 How do beliefs shape identity for Muslims
Trips, visitors and experiences:	- Black History Week: The Windrush Generation - Harvest Festival	- Anti-bullying week: - WW1: Remembrance - Planetarium	- Safer internet day - World book day - Comic Relief: Red Nose Day - International Women's Day	- Ramadan and Eid - Poetry competition	- Ramadan and Eid - Earth Day	- Healthy Eating Week - Sports day - RSE - Science week
Shared learning:	Display Talking textiles online	Video of advert for living on a new planet/ISS	Shared cooking afternoon	Perform songs	Virtual or in person art gallery with portraits	Fashion show/catwalk of textiles
Outcome/final pieces:						