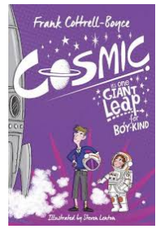
Riverside Primary School
Medium-Term Curriculum Plan
2026-2027
Year 5

Term:2
Theme: Stargazers

	Unit	Skills	Week 1 objectives and brief outline of learning 02.11.26 Tues/Thurs parents evening	Week 2 objectives and brief outline of learning 09.11.26	Week 3 objectives and brief outline of learning 16.11.26 (4 day week)	Week 4 objectives and brief outline of learning 23.11.26 (4 day week) SATs papers	Week 5 objectives and brief outline of learning 30.11.26	Week 6 objectives and brief outline of learning 07.12.26	Week 7 objectives and brief outline of learning 14.12.26 18.12.26 - All data to be entered
Wow start: Planetarium									
English	**Persuasive Writing Newspaper Report**	**Fiction -** Alien Landing Story/finding tale Focus Opening and ending **Non-fiction Information -** Newspaper article on a UFO sighting Journalistic writing Direct eye-witness accounts Reported speech Direct speech Fronted adverbials Passive voice Some; Others De: detail If, if, then	Alien Landing story - Narrative unit	Alien Landing story - model write a version of the Alien Landing story	Alien Landing story - hot write own version of an Alien Landing story	Looking at the features of newspaper reports SATs papers (Year 6) NTS Paper (Year 5)	Writing the news report about a UFO - modelled write	Hot write their own news report about a UFO	
Reading:	**Inferences Prediction**	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.	Non-Fiction based on Space 2d:Make inferences from the text/explain and justify inferences with evidence from the text	Non-Fiction based on space 2d:Make inferences from the text/explain and justify inferences with evidence from the text	Space tourism 2d:Make inferences from the text/explain and justify inferences with evidence from the text	Cosmic 2d:Make inferences from the text/explain and justify inferences with evidence from the text	Cosmic 2d:Make inferences from the text/explain and justify inferences with evidence from the text	Cosmic 2e: Predict what might happen from details stated and implied	Cosmic 2e: Predict what might happen from details stated and implied
Class Reader:	**Cosmic by Frank Cottrell**		**Cosmic by Frank Cottrell Boyce** **Read this as a class reader in the afternoons.**						

	Boyce								
Grammar and Punctuation:	**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 information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	• Commas in a list • Commas to clarify meaning • Commas after fronted adverbials	• Capital letters • Full stops • Question marks • Exclamation marks • Inverted commas	• Apostrophes - singular possession • Plural possession	• 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
Handwriting:		**Penpals Y5 Autumn** Units 8 - 14	Unit 9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp	Unit 11 Practising sloped writing: proportion Joining from f to ascender: fl,		Unit 12 Practising sloped writing: size - Joining from f, no ascender: fa, fe, fi, fo,	Unit 13 Different styles for different purposes: writing a paragraph	Unit 14 Practising sloped writing: speed: ff	

		(Unit 10 is an end of unit revision)		ft		fu			
Spelling:	**Spelling Shed**		Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
Maths Year 5:	**Fractions A** **Multiplication and division B**		• Step 3 Recognise equivalent fractions • Step 4 Convert improper fractions to mixed numbers • Step 5 Convert mixed numbers to improper fractions • Step 6 Compare fractions less than 1 • Step 7 Order fractions less than 1	• Step 8 Compare and order fractions greater than 1 • Step 9 Add and subtract fractions with the same denominator • Step 10 Add fractions within 1 • Step 11 Add fractions with total greater than 1 • Step 12 Add to a mixed number	• Step 13 Add two mixed numbers • Step 14 Subtract fractions • Step 15 Subtract from a mixed number • Step 16 Subtract from a mixed number – breaking the whole • Step 17 Subtract two mixed numbers	Sumdog assessment and revision Assessment week 3x papers	• Step 1 Multiply up to a 4-digit number by a 1-digit number • Step 2 Multiply a 2-digit number by a 2-digit number (area model) • Step 3 Multiply a 2-digit number by a 2-digit number • Step 4 Multiply a 3-digit number by a 2-digit number • Step 5 Multiply a 4-digit number by a 2-digit number	• Step 6 Solve problems with multiplication • Step 7 Short division • Step 8 Divide a 4-digit number by a 1-digit number • Step 9 Divide with remainders • Step 10 Efficient division	Winter activity week
Science:	**Earth and Space**		Lesson 1: <u>Spherical Bodies</u> Describing the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained (I can explain why we know the Sun, Earth and Moon are spherical). Identifying scientific evidence that has	Lesson 2: <u>The Planets</u> Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the plants and how they move in the solar system (I can name and describe features of the planets in our solar system. I can order the planets in	Lesson 3: <u>Geocentric Versus Heliocentric</u> Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories (I can explain how planets move in our solar system). Identifying scientific	Lesson 4: <u>Night and Day</u> Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation (I can explain day and night and the apparent movement of the sun across the	Lesson 5: <u>Night and Day International</u> Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth (I can investigate night and day in different parts of the Earth).	Lesson 6: <u>Movement of the Moon</u> Describing the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth (I can explain the movement of the Moon). Vocabulary Rotate, orbit, axis, face, Sun, Earth, Moon.	

			been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view (I can identify scientific evidence which does or does not provide evidence for an idea or argument). Vocabulary: Earth, Sun, Moon, sphere, circle, evidence, flat, Round, spherical.	our solar system). Vocabulary Star, sun, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.	evidence that has been used to support or refute ideas or arguments in the context of the shift from geocentric models of the solar system to heliocentric models (I can identify scientific evidence which does or does not provide evidence for an idea or argument). Vocabulary Star, sun, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, rotate, heliocentric, geocentric.	sky). Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth's rotation (I can identify scientific evidence which does or does not provide evidence for an idea or argument). Vocabulary Day, night, Sun, Earth, rotate, axis, shadow.	Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations in the context of investigating night and day (I can report and present findings from enquiries). Vocabulary Day, night, Sun, Earth, rotate, axis, shadow, time, countries, daylight, night time, distance, light, dark.		
Design and Technology	**Moon buggies**	**To design, make, evaluate, improve** **To take inspiration throughout design history** **Mechanical Systems. Pulleys and Gears - Moon Buggies** **5_6 Pulleys or gears.pdf** **Design Brief** **Design, make and evaluate a Moon Buggy for a team of astronauts exploring the Moon.** The buggy must: travel across uneven lunar terrain carry a small payload (moon rock) have a strong wooden chassis include moving wheels and axles be accurately constructed be visually appealing be safe and robust This allows children to meet **all four strands** of the DT curriculum: Designing Making Evaluating Technical Knowledge	Lesson 1 I can investigate existing vehicles and identify features needed for a Moon Buggy. **National Curriculum** Generate ideas through research. Investigate existing products.	Lesson 2 I can develop a detailed design that meets a design specification. **National Curriculum** Communicate ideas using annotated drawings.	Lesson 3 I can accurately measure, mark and cut wood safely to create a chassis. **National Curriculum** Select from and use a range of tools accurately.	Lesson 4 I can join materials accurately to create a strong structure. **Skills** • hot glue gun • PVA • strengthening corners • attaching dowel axles	Lesson 5 I can assemble and refine my Moon Buggy so it works effectively. **National Curriculum** Refine and evaluate model	Lesson 6 I can evaluate my Moon Buggy against the design specification and suggest improvements. **Final Outcome** Each child produces a working Moon Buggy that: • has a wooden chassis • rolls effectively • carries a moon rock • is accurately constructed • has a high-quality finish • demonstrates safe use of woodwork tools	

Computing:	**Com…**	Computer Systems and Networks 5 has been designed to provide children with a strong understanding of how networks function in order to help us. The five steps in this unit contain concepts and activities that will develop understanding of: the benefits of networks; network topology; IP addresses; viruses and malware; hacking and looking at technologies that help us deal with threats. Each step also includes an online safety element covering the areas of managing online information and health, wellbeing and lifestyle. This is a 'Big Question' unit and children will be working towards answering the following question: How does a network function in order to help us?	To know the benefits of networks. CS&N5 - Step 1	To identify and understand the topology of different networks. CS&N5 - Step 2	To know how devices on a network identify each other. CS&N5 - Step 3	To identify potential threats to a network. CS&N5 - Step 4	To identify technology that helps us deal with network threats. CS&N5 - Step 5	Assessment	Tech for Space https://www.techshecan.org/on-demand-lessons/space
Music:	**Unit 2** – Sing and Play in Different Styles	• 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).	Lesson 1 Y5 U2 S1 The … **The Sparkle In My Life (Part 1)** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - The Sparkle In My Life Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Sparkle In My Life Playing - Play your instruments with the song - Sparkle In My Life	Lesson 2 Y5 U2 S2 The … **The Sparkle In My Life (Part 2)** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - Glassworks: I. Opening Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Sparkle In My Life Listening to each other and singing in tune together	Lesson 3 Y5 U2 S3 Drea… **Dreaming Of Mars (Part 1)** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - Dreaming Of Mars Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Dreaming Of Mars Listening to each other and singing in tune together Performing - Perform	Lesson 4 **Y5 U2 S4 Drea…** **Dreaming Of Mars (Part 2)** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - Macaroni Sundae Listening to each other and singing in tune together Play Your Instruments with the Song - Dreaming Of Mars Part 2: G, G♯, A, B ♭ , C Part 1: G, G♯, A, B ♭ , C Composing and	Lesson 5 **Y5 U2 S5 Get …** **Get On Board** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - Get on Board Learn about and/or find a connection with the song or music Singing - Learn to sing the song - Get on Board Performing - Perform the song - Get on Board	Lesson 6 **Y5 U2 S6 Asse…** **Assessment checkpoint** Musicianship Options - Understanding Music and improvise together Recognising the tonal centre is F major and the F major scale is used Listening - Listen and respond - Glassworks: I. Opening Learn about and/or find a connection with the song or music Singing - Learn to sing the song -The sparkle in my life Singing - Learn to sing the song - Dreaming of Mars	

			Part 1: C, D ♭ , E ♭ Performing - Perform the song - Sparkle In My Life	Composing and Improvising - Improvise with the song Sparkle In My Life Compose with a Theme - Pop Track Performing - Perform the song - Sparkle In My Life	the song - Dreaming Of Mars	Improvising - Composing with the song Dreaming Of Mars C, D, E ♭ , F, G Performing - Perform the song - Dreaming Of Mars		Learn to sing the song - Get on Board Playing Options - Play your instruments with the song - The Sparkle In My Life Part 1: C, D ♭ , E ♭ Composing and Improvising options - Improvise with the song - The Sparkle in my Life and Dreaming of Mars Performing options - Perform the song - The Sparkle in my Life, Dreaming of Mars and Get on Board Unit Quiz - Year 5 Unit 2	
MfL:	**French -** Complete: Les Verbes Reguliers (regular verbs) Begin: Chez Moi (My home)		In this lesson pupils will learn all about regular French -ER verbs and how to conjugate them.	In this lesson pupils will learn all about regular French -IR verbs and how to conjugate them.	In this lesson pupils will learn all about regular French -RE verbs and how to conjugate them.	In this lesson pupils will revise and consolidate everything from this unit.	To introduce the aim of the unit ”Chez moi” (‘Chez moi’ is the French for ‘my home’). In this lesson pupils will learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. They key structure used is “J’habite...” (I live).	Consolidation of last week’s language connected to “J’habite...” plus the first five nouns for rooms of the home using the ’Chez moi (2)’ PowerPoint.	
Aesthetic PE -	**Yoga**	**Key skills** Physical: Strength, Balance, Flexibility,Coordination Social:Sharing ideas, collaboration, communication, respect	Lesson 1 LO: To understand how breath can help me to hold and move from pose to pose. https://pe.getset4education.co.uk/lesson/ks2/yoga/1?years=1004	Lesson 2 L.O: To identify and use balance when exploring poses and creating a flow. https://pe.getset4education.co.uk/lesson/ks2/yoga/2?years=1004	Lesson 3 L,O: To identify and use flexibility when exploring poses and creating a flow. https://pe.getset4education.co.uk/lesson/ks2/yoga/3?years=1004	Lesson 4 L.O: To identify and use strength when exploring poses and creating a flow. https://pe.getset4education.co.uk/lesson/ks2/yoga/4?years=1004	Lesson 5 L.O: To create and refine a flow with a partner. https://pe.getset4education.co.uk/lesson/ks2/yoga/5?years=1004	Lesson 6 L.O: To lead others through our flow. https://pe.getset4education.co.uk/lesson/ks2/yoga/6?years=1004	Lesson 7 Hold a team competition to apply the skills taught. (Hockey)

		Emotional: Confidence, independence, perseverance, acceptance Thinking: Creativity, Thinking: Select and apply, provide and use feedback, comprehension, reflection							
Games PE -	**Hockey**	**Key skills** Physical: pass, dribble, tackle, receive, run intercept, shoot Social: Collaboration, Communication, respect, support others Emotional: perseverance, honesty and fair pla, determination Thinking: identify areas of strength and areas for development, decision making, comprehension, reflection, select and apply skills	Lesson 1 LO: To develop dribbling to beat a defender. https://pe.getset4education.co.uk/lesson/ks2/hockey/1?years=1004,1005	Lesson 2 LO: To develop dribbling to beat a defender. https://pe.getset4education.co.uk/lesson/ks2/hockey/2?years=1004,1005	Lesson 3 L.O: To select the appropriate skill, choosing when to pass and when to dribble. https://pe.getset4education.co.uk/lesson/ks2/hockey/3?years=1004,1005	Lesson 4 L.O: To move into and create space to support a teammate. https://pe.getset4education.co.uk/lesson/ks2/hockey/4?years=1004,1005	Lesson 5 L.O: To use the appropriate defensive technique for the situation. https://pe.getset4education.co.uk/lesson/ks2/hockey/5?years=1004,1005	Lesson 6 L.O: To apply rules, skills and principles to play in a tournament. https://pe.getset4education.co.uk/lesson/ks2/hockey/6?years=1004,1005	
PSHE/RSHE:	**Relationships**	**Mental Health and wellbeing**	No Outsiders Rose Blanche by Ian McEwan and Roberto Innocenti To justify my actions	Anti Bullying week lessons - Break the silence	Lesson 1 PSHE: Naming and recognising emotions	Lesson 2 PSHE: Directing attention and managing distractions	Lesson 3 PSHE: Changing thinking habits	Lesson 4 PSHE: Rumination and Worry	Lesson 5 PSHE: Managing Reactivity
RE:	**How has belief in Christianity and Islam impacted on music and art throughout history?**	Core Knowledge - children will learn about • Explain divergent role of music in worship in the history of the Christian Church. • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. Children will be able to: • Show awareness that talking about religion and belief can be complex.	Session 1 - Examine different types of artistic expression	Session 2- Investigate the history and symbolism of Christian art	INSET	Session 3 Compare and contrast Islamic art forms	Session 4 - Analyse the impact of different cultures on significant architectural site	Session 5 Compose and conduct a debate which encompasses conflicting viewpoints	

		• Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.							
Trips, visitors and experiences: **Planetarium** **Green screen - Advert for the ISS**									
Shared learning: Christmas Production									
Outcome/final pieces: Moon buggies, Christmas production									