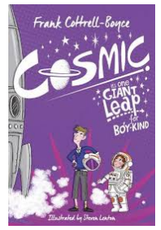
Riverside Primary School
Medium-Term Curriculum Plan
2026-2027
Year 6

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	**Unit 3 -** Fiction: Narrative – Finding Tale / Close Encounter Story **Unit 4 -** Non-fiction: Persuasive Advertisement / Brochure – Space Hotel	**Fiction -** **Text type** Fiction: Narrative – Finding Tale / Close Encounter Story **Focus: Openings, purposeful dialogue and mysterious endings** **Purpose** To entertain the reader by creating mystery and suspense and ending with an unexplained clue or event. **Audience** Other pupils, teachers and readers of the class anthology. **Model Text** *Alien Landing* **Non-fiction Information -** **Text type** Non-fiction: Persuasive Advertisement / Brochure – **Space Hotel** **Purpose** To persuade prospective guests to book a stay at a luxury space hotel by presenting its features and benefits in an engaging and convincing way. **Audience** Prospective space tourists / holidaymakers.	**Week 1: Imitation Phase** • Focus: Internalising the structure, language, and core concepts.	**Week 2: Innovation Phase** • **Focus:** Modifying the model text together to practice writing skills.	**Week 3: Invention Phase** • **Focus:** Independent application and publishing. A short, complete finding tale for: Riverside Close Encounters: Strange Stories from Another World using the six-part structure with a strong opening, purposeful dialogue and mysterious ending.	**Publish writing for unit 3** **Week 1: Imitation Phase** • **Focus:** Internalising persuasive structures, features, and target vocabulary. SATs papers (Year 6)	**Week 2: Innovation Phase** • **Focus:** Shared planning and co-writing an adapted version.	**Week 3: Invention Phase** • **Focus:** Independent planning, writing, and publishing. An independently written persuasive advertisement or brochure for a Space Hotel, for example: Come to the Moon Hotel! Come to the Mars Adventure Base!	**Publish writing fro unit 4**

		Model Text *Come to the Space Hotel!*							
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 Boyce**		**Cosmic by Frank Cottrell Boyce** **Read this as a class reader in the afternoons.**  						
Grammar and Punctuation:	**Punctuation**		**Unit 3** **(Y4)** Use of inverted commas and other punctuation to indicate direct speech. **(Y4)** Fronted adverbials. **(Y4)** Use of commas after fronted adverbials. **(Y5)** Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. **(Y5)** Brackets, dashes or commas to indicate parenthesis. **(Y5)** Devices to build cohesion within a paragraph. **(Y5)** Linking ideas across paragraphs using adverbials of time, place and number or tense choices. **(Y6)** Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. **(Y6)** Use of the semi-colon, colon and dash to mark the boundary between independent clauses.			**Unit 4** **(Y5)** Indicating degrees of possibility using adverbs or modal verbs. **(Y5)** Devices to build cohesion within a paragraph. **(Y5)** Linking ideas across paragraphs using adverbials of time, place and number or tense choices. **(Y5/6 shared)** Using expanded noun phrases to convey complicated information concisely. **(Y6)** Layout devices, for example headings, sub-headings, columns, bullets or tables, to structure text. **(Y6)** Punctuation of bullet points to list information. **(Y6)** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. **(Y6)** The difference between structures typical of informal speech and structures appropriate for formal speech and writing, including the use of subjunctive forms where appropriate. **(Y6)** Use of the colon to introduce a list. **(Y6)** Use of semi-colons within lists.		
Handwriting:		**Penpals Y5 Autumn** Units 8 - 14 (Unit 10 is an end of unit revision)	Unit 8 Practising sloped writing: joining from r: ra, re, ri, ro, ru	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, ft	Unit 12 Practising sloped writing: size - Joining from f, no ascender: fa, fe, fi, fo, fu	Unit 13 Different styles for different purposes: writing a paragraph	Unit 14 Practising sloped writing: speed: ff	
Spelling:			Step 8: Words with an /oa/sound spelled 'ou' or 'ow'	Step 9: Words with a 'soft c' spelled 'ce' celebrate, cemetery,	Step 10: Challenge Words apparent, committee, curiosity. especially,	Step 11: Challenge Words apparent, committee, curiosity. especially,	Step 12: Words with the /f/sound spelled 'ph' alphabet, elephant,	Step 13: Challenge Words according, awkward, conscious, dictionary,	Step 14:

			blown, known, mould, poultry. shallow, shoulder, smoulder, soul, thrown, window	certificate. deceased, December, hindrance. necessary, nuisance, prejudice, sacrifice	guarantee, lightning. parliament, recommend, soldier, vegetable	guarantee, lightning. parliament, recommend, soldier, vegetable	dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	familiar, individual, neighbour, profession, sacrifice, system	
Maths Year 6:	**Fractions A** **Fractions B** **Converting Units** **Ratio**		**Fractions A** Step 8 Subtract mixed numbers Step 9 Multi-step problems Sumdog assessment and revision **Fractions B** Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions	Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount - find the whole	Sumdog assessment and revision **Converting Units** Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures	SATs papers 2022 Arithmetic Reasoning paper Reasoning paper Step 4 Miles and kilometres	Step 5 Imperial measures Sumdog assessment and revision **Ratio** Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol	Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems	Step 9 Proportion problems Step 10 Recipes Sumdog assessment and revision
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: Spherical Bodies Describing the Sun, Earth and Moon as approximately	Lesson 2: The Planets Describing the movement of the Earth, and other	Lesson 3: Geocentric Versus Heliocentric Describing the movement of the	Lesson 4: Night and Day Using the idea of the Earth's rotation to explain day and night	Lesson 5: Night and Day International Using the idea of the Earth's rotation to	Lesson 6: Movement of the Moon Describing the movement of the	

			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 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.	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 our solar system). Vocabulary Star, sun, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.	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 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.	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 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.	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). 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.	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.	
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	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	

		This allows children to meet **all four strands** of the DT curriculum: Designing Making Evaluating Technical Knowledge						• is accurately constructed • has a high-quality finish • demonstrates safe use of woodwork tools	
Computing:	**Creat…**	This is a 'Big Project' unit and children will be working towards the following project... To write, record and produce a podcast. In this unit, the children will learn what podcasts are and how they are recorded and produced. The children will learn how to use a digital audio workstation (DAW) and digital devices to record high-quality audio. They will also learn the skills to edit and produce multiple tracks of audio, including how to download and import audio from the Internet. Alongside these skills, the children will also learn about understanding the content of podcasts and whether they contain facts, opinions or beliefs. They will understand copyright law and how to identify royalty-free content online. In addition to this, they will learn how adverts are chosen to align with a target audience and learn how to identify the common features of podcasts. Finally, the children will learn how to interpret online reviews and comments and how to give constructive feedback to peers. The children will then combine all of these skills to write, record and produce their own podcast episode.	To understand what a podcast is. To make a simple audio recording. CM5 - Step 1	To understand the key features of a podcast. To use multiple tracks of audio and edit each track appropriately. CM5 - Step 2	To understand how podcasts use advertising. To write and record a podcast advertisement. CM5 - Step 3	To plan, record and produce my podcast project. CM5 - Step 4	To plan, record and produce my podcast project. CM5 - Step 4	To understand the risks and benefits of using online reviews. To understand how to give and use feedback constructively. CM5 - 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.	Lesson 1 Y5 U2 S1 The … **The Sparkle In My Life (Part 1)** Musicianship Options - Understanding Music	Lesson 2 Y5 U2 S2 The … **The Sparkle In My Life (Part 2)** Musicianship Options - Understanding Music	Lesson 3 Y5 U2 S3 Drea… **Dreaming Of Mars (Part 1)** Musicianship Options - Understanding Music	Lesson 4 **Y5 U2 S4 Drea…** **Dreaming Of Mars (Part 2)** Musicianship Options - Understanding Music	Lesson 5 **Y5 U2 S5 Get …** **Get On Board** Musicianship Options - Understanding Music and improvise	Lesson 6 **Y5 U2 S6 Asse…** **Assessment checkpoint** Musicianship Options - Understanding Music	

		• 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).	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 Part 1: C, D ♭ , E ♭ Performing - Perform the song - Sparkle In My Life	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 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	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 the song - Dreaming Of Mars	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 Improvising - Composing with the song Dreaming Of Mars C, D, E ♭ , F, G Performing - Perform the song - Dreaming Of Mars	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	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 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)		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	Consolidation of last week’s language connected to “J’habite...” plus the first five nouns for rooms of the home	

	Begin: Chez Moi (My home)						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).	using the ’Chez moi (2)’ PowerPoint.	
Aesthetic PE -	**Yoga**	**Key skills** **Physical:** **balance, strength, flexibility, co-ordination** **Social: collaboration, communication, share ideas, respect** **Emotional:** **independence, confidence, perseverance, acceptance** **Thinking:** **comprehension, provide and use feedback, reflection, select and apply, creativity**	Lesson 1 LO: To use breathing to control poses and transitions.	Lesson 2 L.O: To use balance and control when creating a sequence.	Lesson 3 L,O: To use flexibility when performing and connecting poses.	Lesson 4 L.O: To use strength and control when creating a sequence of poses.	Lesson 5 L.O: To create and refine a sequence with a partner.	Lesson 6 L.O: To lead others through our sequence.	
Games PE -	**Hockey**	**Key skills** **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**	Lesson 1 LO: To use attacking skills to beat a defender.	Lesson 2 LO: To apply attacking skills under pressure.	Lesson 3 L.O: To communicate with my team, move into space and take the ball towards goal.	Lesson 4 L.O: To learn defensive techniques to gain possession.	Lesson 5 L.O: To use defending tactics to gain possession.	Lesson 6 L.O: To apply rules, skills and principles to play in a tournament.	
PSHE/RSHE:	**Managing money and online**	Year 6 2026/27	Lesson 1 No Outsiders -	Lesson 2 **Year 6**	Lesson 3 **Year 6** Learning	Lesson 4 **Year 6**	Lesson 5 **Year 6**	Lesson 6 **Year 6**	

	spending	This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	**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	Learning Objective: L1: Money and emotional wellbeing Money and wellbeing	Objective: L2: Being a critical consumer Money and wellbeing	Learning Objective: L2: Chancing it! Exploring risk in relation to gambling	Learning Objective: L1: Spending influences Online financial harms	Learning Objective: L2: Wellbeing and support Online financial harms	
RE:	**Theology - How do Buddhists explain the suffering in the world?**	**Children will learn:** • The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway • The different views about the nature of knowledge, meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. • The use of Jakata Tales as a source of moral guidance **Children will be able to:** • Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how	Examine and outline the principle beliefs of the Buddhist religion.	Investigate the stages of the Eightfold Pathway	No lesson due to INSET day	Explain the concepts of Karma and reincarnation in Buddhism and assess how this impacts behaviour	Design and create a Jakata Mandala which provides moral guidance		

		individuals, communities and society can also shape beliefs.							
Trips, visitors and experiences: **Planetarium** **Green screen - Advert for the ISS**									
Shared learning: Christmas Production									
Outcome/final pieces: Moon buggies, Christmas production									