Subject	Curriculum Content - Class 10/Year 5
English	Autumn 1 – Historical Texts and Classic Literature  Treasure Island - Robert Louis Stevenson  - Narrative descriptions - Character descriptions - Writing in role diary entry - Developing planning and editing skills - Produce an extra chapter based on the adventure story
	Autumn 2 - Historical Texts and Classic Literature
	<ul> <li>Narrative Poetry - The Highwayman</li> <li>Group reading, drama, visual images and discussion of "The Highwayman'</li> <li>Develop characterisation through drama and diary style writing</li> <li>Develop planning, drafting and editing skills</li> <li>Complete a 'Lost Verse' in the style of Alfred Noyes</li> <li>Research Highwaymen</li> <li>Developing reading comprehension techniques and progressing SPAG skills will be ongoing</li> </ul>
Maths	Place Value - Reading and writing numbers to millions - Ordering large numbers and decimals (up to 3 decimal places) - Multiply and divide in powers of ten - Rounding (including to decimal places)
	Number  - Factors and multiples (including common) - Prime numbers - Square and cube numbers - Use of greater than, less than and equals
	Calculations  - Four operations with whole numbers (including two-digit multiplication and division)  - Simple BIDMAS (Order of operations)  Negative numbers
	<ul> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Negative numbers in in context (worded and calculation form)</li> </ul>
	Number - Sequences
	Fractions  - Compare and order  - Simplify  - Convert between improper to mixed fractions  - Four operations with vulgar fractions/whole numbers  - Add and subtract mixed fractions

Subject	Curriculum Content - Class 10/Year 5
Science	Light  - Travels in straight lines  - Parts of the eye  - Light sources to eye  - Shadows  Living things and their Habitat/Animals including Humans  - Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.  - Similarities and differences in the life cycles of a mammal, an amphibian, an insect and a bird.  - Changes as humans develop to old age.  - The work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.
Art	Portraits  - Exploring line, tone, form  - Investigation of approaches to portraiture  - Self-portrait exploring technique  - Famous portraits  - Family portraits  - Abstract portraits

Subject	Curriculum Content - Class 10/Year 5
Humanities History	Why did Henry VIII marry six times?  Research Henry VII and the Wars of the Roses.  What was Henry VIII like as a person?  What did Henry do all day?  Why did Henry divorce Catherine of Aragon?  Did marrying Anne Boleyn or Jane Seymour solve Henry's problems?  Why did the marriage to Ann of Cleves fail?  Why did Henry marry Catherine Howard and Catherine Parr?  Objectives:
	<ul> <li>Use a variety of source material to discuss if Richard III really was a bad man and king</li> <li>Consider the different ways in which Henry VII secured his kingdom</li> <li>Use written and visual sources to find out what Henry VIII looked like and how he wished to be seen</li> <li>Children to rank Henry's reasons for divorcing Catherine of Aragon in order of importance</li> <li>Research the consequences of Henry's divorce</li> <li>Reformation and dissolution of the monasteries</li> <li>Discuss reasons for royal marriages</li> </ul>
Humanities Geography	Oceans  Name and locate the world's oceans Where does water come from? The submarine landscape What causes ocean currents? What causes tides? Exploration and discovery of the oceans Modern oceanography How do we benefit from the ocean? How can we protect the ocean?
	<ul> <li>Objectives:         <ul> <li>Using an atlas and following written instructions to locate oceans and continents</li> <li>Study the water cycle</li> <li>Discuss children's own experiences of oceans/look at photographs/dvd</li> <li>Role-play to reinforce understanding of processes e.g. Convection/tides</li> <li>Research/make notes on early exploration and discovery of oceans</li> <li>Discuss and research issues relating to endangered oceans</li> </ul> </li> </ul>
Engineering and Design	Pneumatic Systems  - To demonstrate that air can be used to do work.  - To show that levers can modify movement.  - To design and create a working Pneumatic system(with syringes and tubes) that creates the desired movement effect for their specific design.  - To measure and cut all components correctly and safely.  - To use the correct tools in the manufacturing of the design.  - To use design equipment safely and effectively individually and in groups.  - To measure accurately.  - To continue working in a safe environment.

## Music

#### Autumn 1

#### Classroom Jazz 1

- To use tuned percussion to read and play stave notation.
- Look at note names on a stave
- Use selected notes to improvise a tune
- Follow a given set of notes accurately
- Identify and play the correct duration of notes
- Experiment with melodic lines and establish an effective one.

### Autumn 2

- To plan, prepare and rehearse for a performance.
- Use intonation, expression and dynamics effectively when singing.
- Use actions and body movement to enhance a song.
- Use musical cues to remember the lyrics of a song.
- Use musical techniques such as harmony and canon in a song.
- Use clear intonation in a voice when delivering lyrics

#### **CTS**

#### Autumn 1

## Computer Systems and Networks: Systems and Searching

- To explain that computers can be connected together to form systems
- To recognise the role of computer systems in our lives
- To experiment with search engines
- To describe how search engines select results
- To explain how search results are ranked
- To recognise why the order of results is important, and to whom

#### Autumn 2

## Creating Media: Video Production

- To explain what makes a video effective
- To identify digital devices that can record video
- To capture video using a range of techniques
- To create a storyboard
- To identify that video can be improved through reshooting and editing
- To consider the impact of the choices made when making and sharing a video
- \_

#### PE & Games

## Autumn 1

## PE - Gymnastics

- Perform & create routines
- Group work
- Supported balances
- Introduction of spring boards
- Incorporating table tops & balance beam into sequences
- Mirroring
- Cannon

## Autumn 2

### **PE Autumn - Health Related Fitness**

- Evaluating fitness
- Peer assessment
- Knowledge and understanding of various types of training
- Understanding the difference between endurance & power
- Introduction to the muscular system

# PE & Games continued

## Games

## Boys - Rugby

- Consolidating previously learned techniques
- Introduction to more advanced skills- rucking & mauling
- Uncontested scrums
- Skills applied strongly in drills, practice situations & small sided games
- Full games

## **Girls- Hockey**

- Improving close stick skills
- Interlinking play through individual drills & team play
- To increase speed on and off the ball
- To begin to execute set plays with confidence

#### French

#### Autumn 1

## Quel temps fait-il?

- To talk about the weather

#### Ma ville

- Name major cities in France
- To say where they live
- To say what there is and isn't in their town/ local area
- To use adjectives and adjectival agreements to describe their town/local area
- To give their opinion on their town

#### Autumn 2

#### Je voyage

- Locate the correct part of a bilingual dictionary to translate from French-English or vice-versa
- To learn modes of transport
- To say how they get to school/ town using the verb 'aller' + the correct preposition
  of place with the vehicle
- Follow simple directions to find a place on a map

## PSHE and Citizenship

## Autumn 1

#### **Relationships - TEAM**

TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

## Autumn 2

## Health and Wellbeing - Think Positive

# PSHE and Citizenship continued

This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.

RE	Life's Big Questions - Ultimate Questions
	<ul> <li>To understand the term 'ultimate question' and consider its importance for everybody, regardless of faith.</li> <li>To consider the question 'Is there a God?'</li> <li>Communication: To consider the question: 'How can someone communicate with God?'</li> <li>Stewardship: To consider the question: 'How did the world come to be?'</li> <li>Rules for Life:To explore the question 'How should I live my life?' by looking at the beliefs and ideas of different religions and worldviews.</li> <li>To consider personal answers to life's big questions.</li> </ul>
Trips and/or Visitors Special Events	Harvest Festival - Food Bank Collection Bedford Girls and Bedford Boys Taster morning Sports Tour Christmas Decorations Day Christmas Performances

# **MILTON KEYNES PREPARATORY SCHOOL**



CLASS 10
CURRICULUM BOOKLET