

Subject	Curriculum Content – Class 11/Year 6
English	<p>Autumn Term</p> <p>The Titanic</p> <ul style="list-style-type: none"> - Features of non fiction reports - Persuasive writing - Drama and hot seating - Letter writing - Balanced argument - Newspaper reports - Diary entries - Poetry - Adventure story writing - Opportunities to consolidate SPaG knowledge - Comprehension skills
Maths	<p>Shape</p> <ul style="list-style-type: none"> - Surface area of cubes and cuboids - Reflections and transformations of 2d shapes <p>Algebra</p> <ul style="list-style-type: none"> - Forming and simplifying expressions - Solving equations with unknowns on one side - Substitution <p>Ratio</p> <ul style="list-style-type: none"> - Sharing unequally and simplifying ratios - Scaling recipes <p>Place value</p> <ul style="list-style-type: none"> - Read and write numbers to 10/100 million - Multiply and divide by 10, 100, 1000 problems - Rounding to decimal places and introduction to significant figures <p>Number</p> <ul style="list-style-type: none"> - Recap factors, multiples and prime numbers - Prime factor trees - Finding LCM (Lowest Common Multiple)/HCF (Highest Common Factors) - Finding square roots <p>Negative numbers</p> <ul style="list-style-type: none"> - Addition and subtraction with negative numbers - Finding the difference between positive and negative numbers - Multiplying and dividing negative numbers <p>Number</p> <ul style="list-style-type: none"> - Revision of long multiplication and division - Multiplication and division of decimals - Using multiplication and division facts to solve similar calculations - BIDMAS (order of operations) and indices - Inverse operations <p>Fractions</p> <ul style="list-style-type: none"> - Recap of Four operations - Four operations with mixed numbers - BIDMAS (order of operations) with fractions - Creating and simplifying fractions (i.e. weight/time) - Fractions, decimals, percentages

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Science	BIOLOGY - Animals including Humans Nutrition and Diet <ul style="list-style-type: none"> · Food groups · Varied diet and food pyramid · Digestive system · Recognise the impact of drugs, exercise and lifestyle on bodies Respiration <ul style="list-style-type: none"> · breathing and respiration-lungs, breathing in and out Circulation <ul style="list-style-type: none"> · heart, blood and blood vessels Movement <ul style="list-style-type: none"> · skeleton, joints, muscles
Art	The Figure <ul style="list-style-type: none"> - Exploring line, shape, tone, form - Drawing from the figure - Henry Moore/Giacometti/Brancusi - Niki de St Phalle/Matisse/Keith Haring - Sculpture from the figure using modroc, wire, chicken wire
Humanities History	Victorian Britain <ul style="list-style-type: none"> - Research Queen Victoria and her family - Consider the driving forces behind the expansion of the British Empire in the nineteenth century - What was the Industrial Revolution? - What was life like for a poor child in the 1840s? - Who helped to improve the lives of Victorian children? - What was it like going to school in the nineteenth century? - How did life change for children living in Victorian Britain? <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - Picture reading images of Queen Victoria and her family - Use maps to identify and discuss different parts of the British Empire - Consider a broad range of primary source material to investigate the lives of working children in early Victorian times - Ask the children what they think needed to be done for Victorian children - Research and discuss the work of social reformers such as Lord Shaftesbury and Dr Barnardo - Show pictures and read accounts of school life at the end of the nineteenth century to compare and contrast school then and now

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Humanities Geography	<p>Mountain Environments</p> <ul style="list-style-type: none"> - Learn about the different aspect of physical and human geography in mountain environments - Understand the difference between a mountain range and a mountain chain and locate main examples on a world map. - Learn the process by which mountains are formed. - Learn about the features of a glaciated valley. - Learn how mountain valleys and waterfalls are formed by glaciation. <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - Discuss children’s own experiences of mountain environments - Role-play formation of mountain ranges and mountain chains - Mapwork to locate mountain ranges/chains - Draw diagrams e.g. glaciated valley - Research using text and images
Engineering and Design	<p>Alternative Energy (Wind Power)</p> <ul style="list-style-type: none"> - Consolidation of skills required in the workshop. - Reinforce safety rules for the use of tools. - To learn about the generation of electricity. - Investigate the alternatives to using fossil fuels. - To learn about gearing. - To accurately design and build from plans, a working windmill. - Test and evaluate efficiency of design. - To measure and cut components to correct sizes - To manufacture the design using the correct equipment - To create a gearing system for generating power. - Measure electrical output using a variety of equipment. - Learn the basic skills of computer-aided design.
Music	<p>Autumn 1 Classroom Jazz 2</p> <ul style="list-style-type: none"> - To use tuned percussion to read and play stave notation whilst using improvisational and compositional skills. - 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. <p>Autumn 2</p> <ul style="list-style-type: none"> - 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	<p>Autumn 1 Computer Systems and Networks: Communication and Collaboration</p> <ul style="list-style-type: none"> - To explain the importance of internet addresses - To recognise how data is transferred across the internet - To explain how sharing information online can help people to work together - To evaluate different ways of working together online - To recognise how we communicate using technology - To evaluate different methods of online communication <p>Autumn 2 Creating Media: Web Page Creation</p> <ul style="list-style-type: none"> - To review an existing website and consider its structure - To plan the features of a web page - To consider the ownership and use of images (copyright) - To recognise the need to preview pages - To outline the need for a navigation path - To recognise the implications of linking to content owned by other people
PE & Games	<p>Autumn 1 PE – Gymnastics</p> <ul style="list-style-type: none"> - Flight - Perform & create routines - Group work - Merging a variety of vaults together - Independent floor routine - Complex transitions and use of height - Develop fluid routines incorporating all prior skills - Peer assessment <p>Autumn 2 PE - Health Related Fitness</p> <ul style="list-style-type: none"> - To develop an in depth understanding of training methods - Knowledge of which training methods to use to develop specific areas of fitness - To fully understand one's own level of fitness - How to improve your own fitness <p>Games Boys - Rugby</p> <ul style="list-style-type: none"> - Further development of advanced skills - Rucks & mauls- including more people in the breakdown phase - Using a variety of attacking and defensive lines - Introduction to kicking - Contested scrums - Full games <p>Girls - Hockey</p> <ul style="list-style-type: none"> - To develop close stick skills to eliminate players - To increase the pace and accuracy of interlinking play - Increasing speed and agility across the pitch - Develop all game play skills

French	<p>Autumn 1</p> <p>All about ourselves</p> <ul style="list-style-type: none"> - Parts of the body - At the doctor's - Describing hair and eyes, including my best friend . - Use of the first and third person singular of the verbs '<i>avoir and être</i>' - To revise adjective agreements <p>Autumn 2</p> <p>That's tasty</p> <ul style="list-style-type: none"> - Opening/closing time of a cafe or restaurant - Learning vocabulary for drinks - To ask for food in a café - Describing what you have for breakfast
PSHE and Citizenship	<p>Autumn 1</p> <p>Relationships - VIPs</p> <p>Our focus is VIPs (Very Important Persons) which will focus on relationships. The children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. We will address conflicts and resolutions in relationships.</p> <p>Autumn 2</p> <p>Health and Well-being - Safety First</p> <p>The children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. The children will look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.</p>
RE	<p>Hinduism</p> <ul style="list-style-type: none"> - A supreme power: to understand how some Hindus describe and understand their idea of a supreme power. - Trimurti: to understand the significance of the roles of the gods in the Trimurti - Scriptures: to understand the different types of Hindu scripture. - Gods & Goddesses: to understand the Hindu belief that Gods and Goddesses take on a human form to teach them about living a good life. - Living things: to understand the concept of ahimsa and how it affects the life of some Hindus. - Worship: To be able to explain how Hindus worship - Dharma and Karma: To understand the concepts of dharma and karma. - Important times: To learn about the important rituals marking different stages in the life of a Hindu. - Pilgrimage: To understand and explain the reasons why Hindus choose to go on a pilgrimage and the significance of the act of pilgrimage - Diwali: To consider the meaning and significance of the different celebrations of Diwali.

Subject	Curriculum Content – Class 11/Year 6
Trips and/or Visitors Special Events	Harvest Festival Sports Tour Christmas Decorations Day

MILTON KEYNES PREPARATORY SCHOOL



**CLASS 11
CURRICULUM BOOKLET**