

## CLASS 10/YEAR 5 - CURRICULUM INFORMATION SPRING 2026

Subject	Curriculum Content
English	<p><b>Greek Myths and Legends</b></p> <p><b>Percy Jackson and the Lightning Thief</b></p> <ul style="list-style-type: none"> <li>- Group reading</li> <li>- Create a character using text stimulus</li> <li>- Persuasive writing</li> <li>- Comprehension skills</li> <li>- Research and note taking</li> <li>- Poetry writing</li> <li>- Retell a Greek myth</li> </ul> <p>Opportunities to consolidate Spelling, Punctuation and Grammar knowledge through lessons and homework</p> <p>Further focus on Comprehension through weekly homework</p>
Maths	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Addition and subtraction calculations with negative numbers</li> <li>- Negative numbers in context (worded and calculation form)</li> <li>- Sequences</li> <li>- Percentages and fractions of amounts</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Compare, order and simplify fractions</li> <li>- Convert between improper to mixed fractions</li> <li>- Four ops with vulgar fractions/whole numbers</li> <li>- Add and subtract mixed fractions</li> <li>- Fractions, decimals, percentages</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>- Read and create a variety of graphs (pictogram, bar, line, venn)</li> <li>- Read simple pie charts (estimating)</li> <li>- Averages and Range</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>- Metric conversion (mass/weight, capacity and length)</li> <li>- Add/subtract metric units</li> </ul>
Science	<p><b>Living things and their Habitat/Animals including Humans continued</b></p> <ul style="list-style-type: none"> <li>- Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</li> <li>- Similarities and differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- Changes as humans develop to old age.</li> <li>- The work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</li> </ul> <p><b>The Earth and Beyond</b></p> <ul style="list-style-type: none"> <li>- What is astronomy?</li> <li>- How ideas about the solar system have developed – understanding how the geocentric model gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Copernicus, Galileo and Isaac Newton</li> <li>- Sun, Earth and Moon</li> <li>- Sun movements</li> </ul>

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	<ul style="list-style-type: none"> <li>- Shadows</li> <li>- Day/night</li> <li>- Seasons</li> <li>- Moon phases</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>- Properties of the different states of matter (solid, liquid and gas) in terms of the particle model</li> <li>- Changes of state in terms of the particle model.</li> <li>- Simple techniques for separating mixtures: filtration and evaporation</li> </ul>
Art	<p><b>AFRICAN MASKS AND SCULPTURE</b></p> <ul style="list-style-type: none"> <li>- Exploring form, shape, pattern, colour in African Mask Sculpture.</li> <li>- Exploring colour and patterns in African textiles</li> <li>- Investigation and drawing from masks and sculpture</li> <li>- 3D Project exploring materials and relief techniques in sculpture.</li> </ul>
Humanities	<p><b>History</b></p> <p><u>The Tudors, Everyday Life</u></p> <ul style="list-style-type: none"> <li>- To learn about Tudor housing, health and hygiene.</li> <li>- Picture reading: Tudor food and celebrations</li> <li>- To learn the differences in the food eaten by rich and poor Tudors. Find out about Tudor etiquette.</li> <li>- To understand life at the court of Henry VIII and how he entertained to impress visitors.</li> <li>- To learn about Tudor occupations and education.</li> </ul> <p><b>Geography</b></p> <p><u>Kenya: A Developing Country</u></p> <ul style="list-style-type: none"> <li>- Consider the physical and human geography of Kenya.</li> <li>- Compare UK &amp; Kenya climate.</li> <li>- Tourism: popular tourist activities and their impact (footprints) on Kenya.</li> <li>- Wildlife and habitat conservation in Kenya.</li> <li>- Consider inequality and how it impacts on lives re- water, food, education &amp; opportunity.</li> <li>- To understand why people in Kenya move from the countryside to live in towns. Life in a shanty town.</li> </ul>
French	<p><b>Going shopping</b></p> <ul style="list-style-type: none"> <li>- Fruit, vegetables and clothes</li> <li>- Give opinions on the food I like and don't like + extension with reasons why</li> <li>- Key phrases to use in a shop or market</li> <li>- Performing a role play</li> </ul> <p><b>My Daily Routine</b></p> <ul style="list-style-type: none"> <li>- O'clock and half past</li> <li>- Quarter past/to</li> <li>- Describe a typical school day v comparison with the weekend</li> <li>- To learn simple reflexive verbs in the first person to talk about my daily routine</li> </ul>

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Engineering and Design	<p><b>Mechanical Systems</b></p> <ul style="list-style-type: none"> <li>- To learn that cams and cranks can modify rotating and reciprocal movements.</li> <li>- To understand that machines have been used to entertain in many cultures</li> <li>- To engineer a moving toy that can be powered by hand or machine.</li> <li>- To understand how Cams can change the direction of movement from rotational to linear.</li> <li>- To develop problem solving skills to overcome problematic situations.</li> </ul>
Music	<p><b>Spring 1 - Music Technology</b>  The children will be focussing heavily on music technology using Garageband on Ipads. They will be building upon the work from the 9's and will be creating songs involving loops, inputting MIDI data and playing a variety of 'live' and 'Smart Instruments.'</p> <p><b>Spring 2 - Hip Hop Unit</b>  The children will be introduced to the fast paced action of old school Hip Hop using the popular song 'Fresh Prince of Bel-air' by Will Smith alongside many other similar artists. They will be engaging with a variety of songs to work on rhythm, lyrical structure and repeated melodies within a song. They will be using tuned and untuned percussion to work alongside this genre exploring improvisation and composition.</p>
CTS	<p><b>Spring 1 - Creating Media: Video Production</b></p> <ul style="list-style-type: none"> <li>- To explain what makes a video effective</li> <li>- To identify digital devices that can record video</li> <li>- To capture video using a range of techniques</li> <li>- To create a storyboard</li> <li>- To identify that video can be improved through reshooting and editing</li> <li>- To consider the impact of the choices made when making and sharing a video</li> </ul> <p><b>Spring 2 - Data and Information</b></p> <ul style="list-style-type: none"> <li>- Create a data set in a spreadsheet</li> <li>- Build a data set in a spreadsheet</li> <li>- Explain that formulas can be used to produce calculated data</li> <li>- Apply formulas to data</li> <li>- Create a spreadsheet to plan an event</li> <li>- Choose suitable ways to present data.</li> </ul>
PE & Games	<p><b>PE – Spring 1:</b>  <b>Basketball</b> - Refine passing and catching skills. Dribbling control with alternate hands. Man to man marking. Static shooting and introducing lay ups. Game play with an increased number of rules.</p> <p><b>PE - Spring 2:</b>  <b>Badminton</b> - Forehand and backhand grips. Basic service, forehand overhead clear and smash. Singles and doubles game play. Scoring and basic rules of match play.</p> <p><b>Games – Girls:</b>  <b>Netball</b> - Passing, catching, footwork, goal shooting, offensive and defensive strategies and positional play.</p> <p><b>Games – Boys:</b> Areas of control, lofting the ball, formations of play. Decision making in small sided games and full match play.</p>

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PSHE	<p><b>Spring 1</b></p> <p><b>Living In the wider World – Diverse Britain</b></p> <p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. The children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p> <p><b>Spring 2</b></p> <p><b>Relationships – Be Yourself</b></p> <p>This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. The children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.</p>
Religious Education	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of the Prophet Muhammad (peace be upon him) to Muslims.</li> <li>- To know and understand the Muslim belief in one God is very important.</li> <li>- To know and understand the main beliefs of Islam and to consider the effect these beliefs have on the life of a Muslim.</li> <li>- To understand the importance of regular prayer in a Muslim's life.</li> <li>- To understand that the Qur'an is the main source of guidance for Muslims.</li> <li>- To consider why people follow the guidance of the Qur'an and how the advice is relevant today.</li> <li>- To understand the different features of a Mosque.</li> <li>- To learn about and understand the Hajj journey.</li> <li>- To understand the Muslim idea of charity.</li> <li>- To learn why Muslims fast during Ramadan.</li> </ul>

**MILTON KEYNES PREPARATORY SCHOOL**



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**CLASS 10  
CURRICULUM BOOKLET**