

# CLASS 11/YEAR 6 - CURRICULUM INFORMATION SPRING 2026

Subject	Curriculum Content
English	<p><b>Classic Literature and plays</b></p> <p><b>Macbeth – William Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Drama to develop confidence and speaking skills</li> <li>- Characterisation</li> <li>- Investigate how characters change throughout a text</li> <li>- Develop planning, drafting and editing skills</li> <li>- To discuss and evaluate how authors use language</li> <li>- Poetry</li> <li>- Opportunities to consolidate Spelling, Punctuation and Grammar knowledge</li> <li>- Further focus on Comprehension skills</li> </ul>
Maths	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Multiplication and division of decimals</li> <li>- Order of operations (BIDMAS)</li> <li>- Working inversely</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recap on four operations with fractions</li> <li>- Four operations with mixed numbers</li> <li>- BIDMAS (order of operations) with fractions</li> <li>- Creating and simplifying fractions (ie weight/time)</li> <li>- Fractions, decimals, percentages</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>- Probability as fractions, decimals and percentages</li> <li>- Probability trees (dependent and independent outcomes)</li> </ul> <p><b>Data handling</b></p> <ul style="list-style-type: none"> <li>- Pie charts (extended to degrees/percentages)</li> <li>- Constructing Pie Charts</li> <li>- Continuous line graphs</li> <li>- Real life graphs and describing trends</li> <li>- Reading conversion graphs</li> <li>- Reading and constructing scatter graphs</li> </ul> <p><b>Averages</b></p> <ul style="list-style-type: none"> <li>- Recap basics</li> <li>- Finding numbers to fit averages</li> <li>- Finding results/totals, averages from graphs and tables</li> </ul>
Science	<p><b>BIOLOGY - My Body</b></p> <ul style="list-style-type: none"> <li>- The skeletal system</li> </ul> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>• Hazard symbols</li> </ul> <p><b>The Periodic table</b></p> <ul style="list-style-type: none"> <li>• What is an element?</li> <li>• Symbols</li> </ul> <p><b>Acids and alkalis</b></p> <ul style="list-style-type: none"> <li>• Everyday acids and alkalis</li> <li>• Using litmus and universal indicator</li> <li>• Data loggers</li> </ul> <p><b>Separating mixtures</b></p>

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	<ul style="list-style-type: none"><li>· Soluble/Insoluble</li><li>· Filtration</li><li>· Chromatography</li></ul>
<b>Art</b>	<b>Acrylic Painting on Canvas</b> <ul style="list-style-type: none"><li>- Exploring line, shape, pattern, colour, texture.</li><li>- Consideration of ideas, methods and approaches of Artists</li><li>- Experiment with paint and technique to create a painting in acrylic</li></ul>
<b>Humanities</b>	<b>History</b> <u>How Life in Britain Has Changed Since 1948</u> <ul style="list-style-type: none"><li>- Britain's changing role in the world: when and why did former colonies gain independence?</li><li>- What is the Commonwealth?</li><li>- The Cold War</li><li>- The development of Britain's multicultural society.</li><li>- The changes in attitudes and circumstances in the lives of women since the beginning of the 20<sup>th</sup> century.</li><li>- Picture reading changes in the office, factory and classroom</li></ul>

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Humanities	<p><b>Geography</b></p> <p><u>Rivers</u></p> <ul style="list-style-type: none"> <li>- Name and locate UK and world rivers</li> <li>- Naming the different parts of a river</li> <li>- Study River Usk from source to sea</li> <li>- How rivers wear away rocky beds</li> <li>- How potholes are formed</li> <li>- How rivers carry materials away</li> <li>- Waterfalls</li> <li>- River meanders</li> <li>- What are Oxbows and Oxbow lakes?</li> <li>- Deltas and Estuaries</li> </ul>
French	<p><b>School life</b></p> <ul style="list-style-type: none"> <li>- Revision of school subjects- favourite school subject</li> <li>- To use more sophisticated connectives such as <i>par contre, pourtant, en plus</i> in written work to compare and offer alternative opinions</li> <li>- The school day (using time phrases)</li> <li>- To learn jobs</li> <li>- To use the simple future tense to say what I want to do when I am older</li> </ul> <p><b>Breakfast</b></p> <ul style="list-style-type: none"> <li>- To learn breakfast items</li> <li>- To use the verb <i>je prends</i> when saying what I eat for breakfast</li> <li>- To say whether something is healthy or unhealthy</li> </ul>
Engineering and Design	<p><b>Interior Design (Bedroom)</b></p> <ul style="list-style-type: none"> <li>- To understand the need for effective research and to present their ideas and personal preferences.</li> <li>- To learn about perspective drawing and how to model to scale.</li> <li>- To use colour and lighting to add depth to the room.</li> <li>- To accurately measure everyday objects and use them to deliver a scaled drawing.</li> <li>- To choose appropriate materials for use in the bedroom.</li> <li>- To plan a design board to use for presentation work.</li> <li>- To use C.A.D tools to enhance the quality of their presentation and scale drawings.</li> </ul>
Music	<p><b>Spring 1 - Classroom Jazz - advanced</b></p> <p>The children will be listening, appraising, improvising and composing music based on a C Major blues scale. They will be working with an established blues song and will be using its features to explore this genre using tuned and untuned percussion.</p> <p><b>Spring 2 - Pop Song (Happy)</b></p> <p>The children will be using the popular song 'Happy' by Pharell Williams, to explore pop music genre and structure. They will have the opportunity to compose melodies, explore lyrics and become familiar with structures in popular music.</p> <p><b>Music Technology</b></p> <p>Children will be creating a Hip Hop composition using the musical DAW software called 'YuStudio'</p>

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CTS	<p><b>Spring 1 - Creating Media: Web Page Creation</b></p> <ul style="list-style-type: none"> <li>- To review an existing website and consider its structure</li> <li>- To plan the features of a web page</li> <li>- To consider the ownership and use of images (copyright)</li> <li>- To recognise the need to preview pages</li> <li>- To outline the need for a navigation path</li> <li>- To recognise the implications of linking to content owned by other people</li> </ul> <p><b>Spring 2 - AI in the World</b></p> <ul style="list-style-type: none"> <li>- To understand the meaning of Artificial Intelligence (AI), the different types and how they are developed.</li> <li>- To explore and identify the misuses of Generative Artificial Intelligence (Gen AI) and the solutions around these</li> <li>- To explore and identify the use of Gen AI in public media</li> <li>- To understand the positive impact of Gen AI on modern society</li> <li>- To explore measures taken around AI safety</li> </ul>
PE & Games	<p><b>PE - Spring 1:</b>  <b>Basketball</b> - Refining all skills previously learnt. Focus on layups, receiving the ball on the move, advanced rules, spatial awareness and free throws. Game play with full junior rules.</p> <p><b>PE - Spring 2:</b>  <b>Badminton</b> - Refining skills previously learnt. Forehand overhead drop shot, placement and power of shots, tactical understanding of singles and doubles play. Scoring, umpiring and full 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>  <b>Football</b> - Set pieces, using space, keeping possession, attacking and defending as a unit and applying these skills to small side games and full match play.</p>
PSHE	<p><b>Spring 1</b>  <b>Living in the Wider World - One World</b>  The children will learn that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It enables them to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects.</p> <p><b>Spring 2</b>  <b>Relationships – Digital Wellbeing</b>  This unit is inspired by the idea that it is important to understand and have digital wellbeing. The children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. They will learn about the potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. The children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p>

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<b>Religious Education</b>	<b>Moral Maze</b> <ul style="list-style-type: none"><li>- To understand the influences in Jonah's life (Bible story) and how those influences affect the way that Jonah solved his dilemmas.</li><li>- To explain how the water carrier's belief (Sikh story) led him to act as he did despite influence from other people.</li><li>- To understand that people from different religions and people without a belief in God can have different views on important subjects.</li><li>- To understand how some of the beliefs held by people of faith will affect how they solve a moral dilemma.</li><li>- To consider how believers from different religions will come to the resolution of a moral dilemma.</li></ul>
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**MILTON KEYNES PREPARATORY SCHOOL**



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**Est. 1975**

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**CLASS 11  
CURRICULUM BOOKLET**