

Class 11/Year 6 - Curriculum Information Summer 2026

Subject	Curriculum Content – Class 11/Year 6
<p>English</p>	<p>Picture books</p> <ul style="list-style-type: none"> - Inferring information from texts - Sequencing and summarising texts - Consolidating sentence structures - Exploring characters - Descriptive writing - Newspaper feature writing <p>Biographies and Autobiographies</p> <ul style="list-style-type: none"> - Features of biographies and autobiographies - Writing a biography about a famous person - Research - Timelines of key events - Creating autobiography on their own life <p>Opportunities to consolidate SPaG knowledge</p> <p>Comprehension skills</p> <p>Presentations - Speaking and listening skills</p> <p>Developing writing for an extended period of time through Big Writes.</p>
<p>Maths</p>	<p>Time</p> <ul style="list-style-type: none"> - Speed, distance, time - Converting units of speed - Time as decimals <p>Construction</p> <ul style="list-style-type: none"> - Of triangles with 3 pieces of information (2 sides/1 angle or 2 angles/1 side) <p>Angles</p> <ul style="list-style-type: none"> - Recapping missing angles in a variety of shapes - Angles in parallel lines - Introducing angles in polygons (interior/exterior) <p>Shape</p> <ul style="list-style-type: none"> - Parts of a circle and introduction to pi - Recap area and perimeter of basic shapes, introduce trapezium and circles (calculator use) - Volume and surface area of prisms including cylinders - Introduction to pythagoras <p>Algebra</p> <ul style="list-style-type: none"> - Recap the basics (simplifying, solving, substitution) - Create and solve equations - Expand single and double brackets - Finding the nth term of a sequence and finding a given term - Simple simultaneous equations <p>Number</p> <ul style="list-style-type: none"> - Theme park investigation

<p>Science</p>	<p>Completion of the Spring term Chemistry topic</p> <p>PHYSICS - Electricity Revision of series and parallel circuits (previously taught in Class 9) – make circuits and describe similarities and differences Recap how to draw circuit diagrams (taught in Class 9) Investigation: The effect of wire length on the brightness of a bulb How to wire a plug – Use plugs (not attached to an appliance) and cable, small screwdrivers Make a scribblebot</p> <p>Forces Recap of different types of forces (taught in Class 9) Types of forces – gravity, friction, air resistance/drag, buoyancy, magnetic Measuring forces Investigation: Hooke's Law</p>
<p>Art</p>	<p>LEAVERS' PAINTING</p> <ul style="list-style-type: none"> - Exploring line, tone, colour, texture, form, shape, pattern - Acrylic painting investigating media and technique of an artist on and British Artist theme - Art History
<p>Humanities</p>	<p>History</p> <p><u>Local history</u></p> <ul style="list-style-type: none"> - Where do we find local history? - How to look for local history. - What are primary and secondary sources? - Historical processes: change and continuity in the locality. <p><u>World War I</u></p> <ul style="list-style-type: none"> - Origins of World War I - Propaganda - Trench poetry - Empire soldiers - Diaries: first hand accounts - The role of women - Animals in wartime <p>Geography</p> <p><u>Non-Renewable and Renewable Resources</u></p> <ul style="list-style-type: none"> - What are non-renewable and renewable resources? - How we use resources. - Water as a scarce resource. - Pollution and Sustainable development - Learn about the advantages and disadvantages of wind and sun power. - Saving energy and recycling waste.
<p>French</p>	<p>My recent holiday and activities</p> <ul style="list-style-type: none"> - The children will be introduced to the past tense of set phrases to describe their recent Easter holiday - They will learn how to use the verbs '<i>jouer</i>' and '<i>faire</i>' in the past tense to describe different sports and hobbies <p>Future holiday plans</p> <ul style="list-style-type: none"> - Describing holiday projects using the immediate future tense '<i>je vais</i>' - The children will continue to develop all four skills in three tenses: present, past and immediate future <p>Bastille day</p>

Engineering and Design	<p>Rapid Transport Systems</p> <ul style="list-style-type: none"> - To learn about the importance and impact of transport in modern towns and cities. To appreciate the factors involved in proposing a new transport link in MK. - To understand the application of digital computer software that is used to draw and create designs. - To create photo realistic products. - To develop the children's knowledge in the key principles of C.A.D. and give them the tools to be able to explore and develop new skills when faced with a different software. - To understand renewable energy sources and how to limit the power strain on the local grid. - Design (where applicable) tram logo, staff uniforms, timetables and flyers to reinforce learning from previous years. - To develop vocabulary associated with new design tools and use them accurately when explaining their work.
Music	<p>Music Technology</p> <p>The children will continue to develop their knowledge of music technology using Garageband on I pads. They will consolidate and extend their technological knowledge of Garageband and use advanced editing features to clean up their tracks. The children will also continue their work on DAW software (YuStudio) to complete their own compositions using skills learnt throughout the year.</p> <p>Silver and Gold Song and Video</p> <p>The children will be learning their end of year song to finalise their time at MK Prep. They will be accompanying the song with dances and will create a whole year group video which will be recorded/edited and shared with our school community to celebrate their time at the school.</p>
CTS	<p>3D Modelling:</p> <ul style="list-style-type: none"> - To recognise that you can work in three dimensions on a computer - To identify that digital 3D objects can be modified - To recognise that objects can be combined in a 3D model - To create a 3D model for a given purpose - To plan and create their own digital 3D model <p>Variables in Games:</p> <ul style="list-style-type: none"> - To define a 'variable' as something that is changeable - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example - To use my design to create a project - To evaluate my project

<p>PE & Games</p>	<p>PE – Athletics Field and Track Events</p> <p>The children will use their prior knowledge and build upon objectives previously learnt in Year 3, 4 & 5. They will think about how to achieve the greatest possible speed, height, distance or accuracy. They will focus on developing their technical understanding of athletic activities. The children will develop their understanding of the links between being fit and performing well and will learn more about how athletic activities can help to keep them healthy. In running events, they will run further in both sprints and distance runs. They will continue to develop their hurdles and sprint start techniques.</p> <p>Games - Girls: Cricket</p> <p>The children will develop their knowledge and understanding of Cricket in general and specifically with a hard ball. They will improve the accuracy of their throwing and catching skills and will begin to make decisions in regards to game play and playing a variety of shots. The children will have an understanding of the main laws of the game and be able to apply their skills effectively.</p> <p>Games - Boys: Cricket</p> <p>The children will develop their knowledge and understanding of Cricket. Continuing with a hard ball, they will improve the accuracy of their throwing and catching skills and will begin to make the right decision when choosing which shot to play when batting more regularly. The children will have an understanding of the basic rules of the game and be able to apply their skills effectively.</p>
<p>PSHE</p>	<p>Living In the wider world – Money Matters</p> <p>This unit aims to encourage the children to think about how money is used in the wider world. In their learning, they will discuss what a financial risk is, why people may take risks with money and some consequences of this. They will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, they will also learn about budgeting and will discuss how people may choose or need to prioritise spending. The children will have the opportunity to discuss what impact money can have on people’s emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.</p> <p>Health and Wellbeing – Growing Up</p> <p>This topic builds on the children’s previous knowledge of how we grow and change, both physically and emotionally. They will also build on their knowledge of positive body images and stereotypes. Preparing the children for their secondary transitions also forms a large part of this topic.</p>
<p>RE</p>	<p>Moral Maze (Continued)</p> <p>In the latter part of this unit, the children will learn about individuals of faith and the dilemmas they have faced. They will explore how different religions provide support and guidance to believers when resolving such dilemmas. Additionally, the children will have the opportunity to consider various moral dilemmas and explain their own approaches to solving them.</p> <p>Race and Diversity</p> <p>This unit addresses racism and examines religious responses to it. The children will critically assess global religious perspectives, challenging any existing stereotypes they may hold about specific faiths. They will also explore the similarities and differences in worship practices across various religions and design a multi-faith center that accommodates these diverse needs.</p>

Trips and/or Visitors Special Events	MKPS Speech Day: Saturday 20th June Creative Arts Day: Friday 26th June Prep Sports Day: Friday 3rd July End of Term Assembly: Friday 10th July Class 11 Residential: Wednesday 14th - 16th July
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MILTON KEYNES PREPARATORY SCHOOL



**CLASS 11
CURRICULUM BOOKLET**