

Class 10/Year 5 - Curriculum Information Summer 2026

Subject	Curriculum Content - Class 10/Year 5
<p>English</p>	<p>Wonder - R.J Palacio</p> <ul style="list-style-type: none"> - Developing an understanding of characters - Non fiction reports: their features and how to write them - Persuasive speech writing - Diary writing and writing from a different perspective - Building opinion through evidence in the text <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>Measures</p> <ul style="list-style-type: none"> - Converting between metric units of capacity (ml/L), mass (g/kg/tonnes) and length (mm, cm, m, km) - Applying conversions to a variety of problems <p>Time</p> <ul style="list-style-type: none"> - Reading clocks and 12/24 hour clock conversion recap - Time problems, including timetables - Finding start/end times and durations - Mileage charts <p>Data Handling</p> <ul style="list-style-type: none"> - Reading pictograms, bar graphs, line graphs, venn diagrams and simple pie charts - Working with the 3 averages and the range <p>Shape</p> <ul style="list-style-type: none"> - 2d/3d shape properties and names, missing angles in 4 basic shapes (circle, straight line, triangle and quadrilateral) - Area and perimeter of rectangles, squares, triangles/parallelograms (area only), moving to compound shapes with missing sides - Basic volume and surface area <p>Co-ordinates</p> <ul style="list-style-type: none"> - Plotting in 4 quadrants, missing points, plotting shapes, mid points of shapes/lines <p>Transformations</p> <ul style="list-style-type: none"> - Reflections and translations <p>Ongoing problem solving practice</p>
<p>Science</p>	<p>Materials</p> <ul style="list-style-type: none"> - Properties of the different states of matter (solid, liquid and gas) in terms of the particle model - Changes of state in terms of the particle model. - Simple techniques for separating mixtures: filtration and evaporation <p>Inheritance and Evolution</p> <ul style="list-style-type: none"> - Inheritance exploring inherited characteristics - Variation – exploring how off-spring can vary from their parent - Habitats – What is a habitat? - Types of habitat

	<ul style="list-style-type: none"> - Adaptations - Penguins – Investigating how penguins are adapted to living in extreme cold. <ul style="list-style-type: none"> ● EXPERIMENT: Does huddling keep penguins warm? ● EXPERIMENT: Investigate the heat insulation properties of feathers? - Fossils - Evolution of living things - Darwin and Evolution
Art	<p>POP ART</p> <ul style="list-style-type: none"> - Explore the artist themes used by the Pop Artists - Investigation and paint techniques , colour and pattern used. - Explore the artworks of Andy Warhol, Roy Lichtenstein and Bridget Reilly in a series of artworks based around the themes of their work.
Humanities	<p>History : Tudor exploration and discovery</p> <ul style="list-style-type: none"> - Consider the attitudes and beliefs of the Tudors in relation to the known world. - Reasons for European exploration in the fifteenth century. - The life and times of Elizabeth I. - Background to and story of the Spanish Armada of 1588. - Symbolism in portraits. <p>Geography: Coasts</p> <ul style="list-style-type: none"> - What makes a coast? - Headlands and bays - How do coasts erode? - Caves, arches and stacks. - Estuaries, lochs and fjords.
French	<p>Holidays and activities</p> <ul style="list-style-type: none"> - Introduction to countries - To learn the immediate future tense, '<i>je vais</i>', with the correct preposition before the country - To say how they will travel using the correct preposition ('<i>en</i>' + mode of transport that has an engine/ '<i>à</i>' + other forms of transport) - To describe simple holiday activities in the immediate future tense <p>Au café et 'Comment demander une glace ou une crêpe?'</p> <ul style="list-style-type: none"> - Children will continue using the expression '<i>je voudrais</i>' = I would like - They will learn different ice cream flavours and ways of eating ice cream (pot/ cornet etc) - They will learn how to ask for different pancakes and the difference between 'une crêpe' and 'une galette' - They will perform a role play acting out asking for ice cream/ pancakes
Engineering and Design	<p>Electrical Systems</p> <ul style="list-style-type: none"> - Exploring and designing circuits and switches - Exploring electrical principles to make a torch for a specific purpose and design a suitable switch - Investigate the properties of materials to create different switches for specific purposes. - Engineer a suitable container to house a light source that can be transported and is efficient. - Developing vocabulary, discussing design details, comparing details, developing preferences and viewpoints.
Music	<p>Motown : Dancing in the street</p>

	<ul style="list-style-type: none"> - The children will focus on the genre of Motown and will be working around the song called 'Dancing in the street.' They will be exposed to artists such as Stevie Wonder, The Four Tops, Marvin Gaye and Smokey Robinson. They will be using a variety of tuned percussion to read notation, improvise and compose using skills learnt throughout the unit. <p>Music Technology</p> <ul style="list-style-type: none"> - This unit of work continues the work completed in the Spring term on music technology using Garageband on I pads. The children will consolidate and extend their technological knowledge of Garageband and use advanced features to form a live Ipad band.
CTS	<p>Introduction to Vector Graphics:</p> <ul style="list-style-type: none"> - To identify that drawing tools can be used to produce different outcomes - To create a vector drawing by combining shapes - To use tools to achieve a desired effect - To recognise that vector drawings consist of layers - To group objects to make them easier to work with - To apply what I have learned about vector drawings <p>Selection in Quizzes:</p> <ul style="list-style-type: none"> - To explain how selection is used in computer programs - To relate that a conditional statement connects a condition to an outcome - To explain how selection directs the flow of a program - To design and create a program which uses selection - To evaluate my program
PE & Games	<p>PE – Athletics Field and Track Events</p> <ul style="list-style-type: none"> - The children will focus on developing their technical understanding of athletic activities. In throwing events they will throw heavier, larger implements (modified equipment will still be used with most of the children). In jumping events they will explore how their run-up affects jumping for height and length. In running events, they will run further in both sprints and distance runs. Hurdles and sprint start techniques will be developed. All children will use their prior knowledge and build upon objectives previously learnt in Year 3 and 4. <p>Games – Girls: Cricket</p> <ul style="list-style-type: none"> - The children will continue to build on their knowledge and understanding of the game of Cricket in respect of skills, game awareness and rules. They will be able to apply most of the key skills taught to game situations and show game play awareness within both drill based situations and game play. There will be an introduction into using a hard ball for basic fielding, bowling and batting drills. <p>Games – Boys: Cricket</p> <ul style="list-style-type: none"> - Using a hard ball, the children will develop a high level of knowledge and understanding of the game of Cricket in respect to skills, game awareness and rules. They will be able to apply most of the key skills taught to game situations and show game play awareness within both drill based situations and game play.

<p>PSHE</p>	<p>Health and Wellbeing – It’s my body. The children will learn about how to take care of their bodies. This will also involve learning about positive body images and stereotypes and learning about substances which are harmful to our bodies. They will learn about the importance of sleep and keeping clean, especially as their bodies change. The lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the term, the children will be encouraged to consider the choices they have and learn about the support that is available to them. They will also be introduced to knowledge of how we grow and change, both physically and emotionally, particularly during puberty.</p> <p>Living In the wider world – Aiming High In this unit of work, the children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. They will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p>
<p>RE</p>	<p>Islam (Continued) In the latter half of this unit, the children will delve into the concept of 'belonging' within the Islamic faith. They will examine the features, purposes, and significance of mosques, comparing them to other places of worship. They will also study the stages and experiences of the Hajj pilgrimage, exploring the role of charity (Zakat) in a Muslim's life and its parallels in other religions, and understanding the practice of fasting during Ramadan, reflecting on themes of self-denial and community, and relating these to their own experiences.</p> <p>Poverty and Wealth This unit enables the children to examine global financial inequalities and explore perspectives advocating for change. They will analyse current issues and reflect on their own views regarding the importance of money relative to other values.</p>
<p>Trips and/or Visitors Special Events</p>	<p>11+ Registration opens : Friday 1st May Sports Tour - Cricket: Tuesday 5th - 8th May 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</p>

MILTON KEYNES PREPARATORY SCHOOL



**CLASS 10
CURRICULUM BOOKLET**