



## Year 6 Curriculum 2025-26

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Immersion			Crucial Crew Science workshops at KES		Islamic Calligraphy workshop	Residential
Outcome	Timeline of key medicinal developments in the last 250 years	Information poster	Explanatory text	Climate activist's speech	Leaflet outlining what life was like in Baghdad during the Golden Age of Islam	Poster
History	<p><i>The History of Medicine</i></p> <p>How have medical developments affected people in Britain?</p> <ol style="list-style-type: none"> <li>1. What did families gain for the first time around 11,000 years ago?</li> <li>2. Why was life expectancy in 1840 still only 40 years?</li> <li>3. What did people believe about the causes of the plague and how to avoid it?</li> <li>4. How did Edward Jenner save so many lives?</li> <li>5. How has the NHS affected life expectancy?</li> <li>6. How have the biggest medical milestones of the last 250 years changed life in Britain?</li> <li>7. What do you feel was the most significant medical breakthrough of the last 250 years?</li> </ol>		<p><i>World War Two</i></p> <p>Why was winning the Battle of Britain vital?</p> <ol style="list-style-type: none"> <li>1. Background context: Why did we go to war in 1939?</li> <li>2. How serious was the risk of invasion by Nazi Germany in June 1940?</li> <li>3. What did Hitler need to do if an invasion was going to succeed?</li> <li>4. Why did Britain win the Battle of Britain?</li> <li>5. Explanation text: Why was winning the Battle of Britain vital?</li> </ol>		<p><i>Life in Baghdad during the Golden Age of Islam</i></p> <p>What was life like in Baghdad during the Golden Age of Islam?</p> <ol style="list-style-type: none"> <li>1. What did Abu Jafar Al Mansur's 'City of Peace' look like?</li> <li>2. Why was Baghdad in AD 900 called 'The Crossroads of the Universe'?</li> <li>3. What was the Bayt al-Hikma so important?</li> <li>4. How did the travels of Ibn Hawqal educate people about the world?</li> <li>5. What was life like in the Golden Age of Islam?</li> </ol>	



<p><b>Geography</b></p>		<p><i>Mountains</i></p> <p>How do mountains affect the local area?</p> <ol style="list-style-type: none"> <li>1. What is a mountain?</li> <li>2. How were the world's greatest mountain ranges formed?</li> <li>3. How are the Cambrian Mountains different from the Himalaya?</li> <li>4. Why does it rain more in mountainous areas?</li> <li>5. What is the economic impact for farmers in mountainous areas?</li> <li>6. How can mountains benefit an area?</li> </ol>		<p><i>Weather and Climate</i></p> <p>How is climate change affecting the world?</p> <ol style="list-style-type: none"> <li>1. Why is Elhaji cleaning shoes on the streets of Banjul?</li> <li>2. Why can't Olivia afford to insure her home?</li> <li>3. Why did Sheffield flood so badly in 2007?</li> <li>4. Why do Lars and Sofia disagree about how nice the weather is?</li> <li>5. Why are people all over the world noticing the weather they are used to is changing?</li> <li>6. What have the countries of the world agreed to do about global warming?</li> </ol>		<p><i>Trade</i></p> <p>Why is fair trade fair?</p> <ol style="list-style-type: none"> <li>1. Why was this road so important 2,000 years ago?</li> <li>2. Why does the Marco Polo visit the UK every 11 weeks?</li> <li>3. What does the UK export to China?</li> <li>4. Why isn't trade always fair on some people?</li> <li>5. Why is Fair Trade fair?</li> </ol>



<p><b>Science</b></p>	<p><i>Animals including humans</i></p> <p>How do we keep our bodies healthy?</p> <ol style="list-style-type: none"> <li>1. What are medicinal drugs?</li> <li>2. How do alcohol and tobacco affect our bodies?</li> <li>3. What are the key parts of a healthy diet?</li> <li>4. Which snack has the highest fat content?</li> <li>5. Why do some people need different diets?</li> <li>6. How are nutrients transported around the body?</li> </ol>	<p><i>Animals including humans</i></p> <p>What is the circulatory system and how does it work?</p> <ol style="list-style-type: none"> <li>1. What is blood?</li> <li>2. How does the heart work?</li> <li>3. What is double circulation?</li> <li>4. What are our resting heart rates?</li> <li>5. How does different exercise affect our heart rate?</li> </ol>	<p><i>Light</i></p> <p>How does light help us to see?</p> <ol style="list-style-type: none"> <li>1. How does light travel?</li> <li>2. How does reflected light help us to see?</li> <li>3. How can light be reflected?</li> <li>4. What is white light composed of?</li> <li>5. How do periscopes work?</li> </ol>	<p><i>Evolution and inheritance</i></p> <p>How has life evolved on Earth?</p> <ol style="list-style-type: none"> <li>1. How do living things change over time?</li> <li>2. Do offspring vary from their parents?</li> <li>3. How can natural selection lead to evolution?</li> <li>4. Why are Darwin's finches so important?</li> <li>5. How has the marine iguana adapted to its environment?</li> </ol>	<p><i>Living things and their habitats</i></p> <p>How can we classify living things?</p> <ol style="list-style-type: none"> <li>1. How can we classify vertebrates and invertebrates?</li> <li>2. How does taxonomy help us classify organisms?</li> <li>3. How can dichotomous keys help us identify organisms?</li> <li>4. How can plants be classified?</li> <li>5. What are microorganisms?</li> </ol>	<p><i>Electricity</i></p> <p>How do different components affect a circuit?</p> <ol style="list-style-type: none"> <li>1. How do we represent components in a circuit?</li> <li>2. What do series circuits look like and how do we draw them?</li> <li>3. How does the length of the wire affect a circuit?</li> <li>4. How can we make a buzz wire game ?</li> </ol>
<p><b>Reading</b></p>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Chase- Linwood Barclay (Fiction)</li> <li>• Kay's Marvellous Medicine (Non-fiction)</li> <li>• Goldfish Boy - (Fiction)</li> <li>• The Good Guys - (Science focus) (Non-Fiction)</li> <li>• Night Mail -W H Auden The Gentleman in Grey (Poem)</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Everest (Non-Fiction)</li> <li>• Pig Heart Boy - Malorie Blackman (Fiction)</li> <li>• The Virus (Non-Fiction) <ul style="list-style-type: none"> <li>• Wolf Brother (Michelle Paver)</li> <li>• I am not a label (Non Fiction)</li> </ul> </li> <li>• A Boy Called Hope - Lara Williamson (Fiction)</li> </ul> <p>Nowhere Island - (fiction)</p>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Once - Morris Gleitzman (Fiction)</li> <li>• Amazing Muslims (Non-Fiction)</li> <li>• Now or Never Bali Rai (Fiction)</li> <li>• I am David -Anne Holm (Fiction)</li> <li>• War Poetry (Poem)</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Floodland (Marcus Sedgwick) (Fiction)</li> <li>• Greta Thunberg speech (Non Fiction)</li> <li>• Reek Alastair Chisholm (Fiction)</li> <li>• Suffragettes speech</li> </ul> <p>Poetry - kite flight, night with a wolf, lost dog</p> <ul style="list-style-type: none"> <li>• The Extraordinary colours of Auden Dare Zillah Bethell (Fiction)</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <p>A Monster Calls - Patrick Ness (Fiction)</p> <ul style="list-style-type: none"> <li>• Holes(Luis Sacher)</li> <li>• Artemis Fowl - Eoin Colfer (Fiction)</li> </ul> <p>The lie tree - Frances Hardinge (Fiction)</p> <p>Harvey Milk Speech (Non-fiction)</p> <p>Origin of Species (Non-Fiction)</p>	<p><i>Whole class reading</i></p> <ul style="list-style-type: none"> <li>• The Final Year</li> </ul>



<b>English</b>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>Skellig - David Almond</li> </ul> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Narrative</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Word class</li> <li>Sentence types</li> <li>Punctuation</li> <li>Pronouns</li> <li>Conjunctions</li> <li>Noun phrases</li> <li>Prepositional phrases</li> <li>adverbials</li> </ul>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>Clockwork - Phillip Pullman</li> </ul> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>Historical diary</li> <li>Newspaper report</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Progressive tenses</li> <li>Perfect tenses</li> <li>Contractions</li> <li>Apostrophes for possession</li> <li>Phrases</li> <li>Past tenses</li> <li>Modal verbs</li> <li>subjunctive</li> </ul>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>The Listeners - Walter De La Mare</li> <li>Pandora</li> </ul> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>Suspense narrative</li> <li>Non-chron report</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>Parenthesis</li> <li>Colons &amp; semi colons</li> <li>Conjunction openers</li> <li>Adverbials</li> </ul>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>The Soldier in the Woods - short film</li> </ul> <p>Persuasive writing - Climate change activist speech</p> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>Informal letter</li> <li>Persuasive argument</li> <li></li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Direct and indirect speech</li> <li>Punctuating bullet points</li> <li>Colons</li> <li>Semi colons</li> </ul>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>Replay</li> <li></li> <li>The Guardian- The Three Little Pigs</li> </ul> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Balanced argument</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Recap and review</li> </ul>	<p><i>Text/s:</i></p> <ul style="list-style-type: none"> <li>Macbeth- William Shakespeare</li> <li></li> </ul> <p><i>Extended writing outcome/s:</i></p> <ul style="list-style-type: none"> <li>narrative</li> <li>Newspaper report</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Recap and review</li> </ul>
<b>Maths</b>	<p><i>Place value</i></p> <p><i>Four operations including long division</i></p> <p><i>Square/cube/prime numbers, multiples &amp; factors</i></p>	<p><i>Fractions (adding, subtracting, multiplying, dividing)</i></p> <p><i>Position and direction</i></p> <p><i>Decimals</i></p>	<p><i>Ratio</i></p> <p><i>Percentages</i></p> <p><i>Formulae</i></p>	<p><i>Algebra</i></p> <p><i>Area perimeter and volume</i></p> <p><i>statistics</i></p>	<p><i>Shape</i></p> <p><i>Converting measures</i></p>	<p><i>Maths investigations</i></p>
<b>Art</b>	<p><i>Drawing</i> Skulls - Van Gogh, Picasso and Georgia O'Keefe</p>	<p><i>Painting</i> weather</p>	<p><i>Henry Moore</i> Creating form using lines.</p>		<p><i>Printing</i> Natural shapes</p>	



DT				Anderson Shelters Related to WW2 topic		DT motorised buggies
<b>Computing</b>	<p><i>Understanding the Computer</i></p> <ul style="list-style-type: none"> <li>How is data transferred on the internet?</li> <li>How do data packets work?</li> <li>How do search engines select results?</li> <li>How do search engines rank results?</li> <li>How can I communicate responsibly on the internet?</li> </ul>	<p><i>3D Modelling Tinkercad</i></p> <ul style="list-style-type: none"> <li>How do I create 3D shapes in Tinkercad?</li> <li>How can I modify 3D objects?</li> <li>How can I combine objects in a 3D model?</li> <li>How can I use placeholders to create holes?</li> <li>How can I construct my model from a design?</li> </ul>	<p><i>Excel</i></p> <ul style="list-style-type: none"> <li>What is a spreadsheet?</li> <li>How do I input data into a spreadsheet?</li> <li>How do I use a formula?</li> <li>How can function keys help me?</li> <li>How can spreadsheets help me plan an event?</li> </ul>	<p><i>Programming</i></p> <ul style="list-style-type: none"> <li>What is a variable in a programme?</li> <li>Why is a variable used in programs?</li> <li>How can a variable improve a game?</li> <li>How can I use an algorithm to design a game?</li> </ul>	<p><i>Programming (microbits)</i></p> <ul style="list-style-type: none"> <li>What is a microbit?</li> <li>How does selection control the flow of a program?</li> <li>How do I use a conditional statement to change a variable?</li> <li>How can I make a compass using micro:bit?</li> <li>How can I design a stepcounter?</li> </ul>	
<b>RHE</b>	<i>Mental Health and Wellbeing</i>	<i>Big Talk Education</i>	<i>Stereotypes</i>	<i>Prejudice</i>	<i>Belonging</i>	<i>Health Transition</i>
<b>PE</b>	<p><i>Athletics</i> Sports Hall Athletics</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can sprint up to 50 meters without slowing drastically.</li> <li>I can jump using power in the legs and use of arms for height and distance.</li> <li>I can throw objects such as a javelin with power and aggression.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To improve all aspects of a sprint race (and introduce hurdling).</li> <li>To increase distance jumped both vertically and horizontally. (including triple jump).</li> <li>To recognise how</li> </ol>	<p><i>Games</i> Basketball, Tag Rugby, Football</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can pass a ball using my hands and feet and can do so with a low or lofted pass.</li> <li>I can attempt to employ defensive tactics such as 'man to man' and zone defence.</li> <li>In addition I can attempt to employ the attacking principle of overload.</li> <li>I can recognise how and when to employ overload.</li> </ul> <p><b>Sequence:</b></p>	<p><i>Gymnastics</i> Advanced Key Steps Gymnastics</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can perform various Key Steps floor routines and use higher apparatus showing a range of flexibility.</li> <li>I can use a given criteria to assess a performance.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To link moves together whilst showing unison and mirror.</li> <li>To show different jumps and vaults.</li> <li>To link all skills covered to create routine.</li> </ol> <p><i>Dance</i></p>	<p><i>Racket Sports</i> Mini Tennis, Badminton</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can show forehand and backhand to maintain a rally with an opponent.</li> <li>I can use a variety of low and high shots in doing so.</li> <li>I can recognise when to play a drop, smash and clear shot.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>Tennis. To react to where the ball lands and return a shot with conviction.</li> <li>Tennis. To select the right shot</li> </ol>	<p><i>Orienteering</i> Competitive Orienteering</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can successfully set up a new orienteering course. In addition I take a lead when trying to solve problems within a team.</li> <li>I use logical thinking to solve problems.</li> <li>I do not exclude team members when acting in the role of leader.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To independently recognise key features to help find an orienteering point.</li> <li>To independently</li> </ol>	<p><i>Striking and Fielding Games</i> Kwik Cricket, Team Cricket, Baseball</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can bowl accurately with pace using an overarm technique. In addition, I can I can bat using difference shots in different directions</li> <li>I can alter the field and batting order in order to gain an advantage in a competitive game.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>Cricket. To bowl with direction, purpose and aggression in a game.</li> </ol>



	<p>improved technique will result in heavier objects being thrown further.</p> <ol style="list-style-type: none"> <li>To run competitively at long distance races.</li> <li>To improve relay changeovers and reversaboard technique.</li> <li>To compete in a class competition.</li> </ol>	<ol style="list-style-type: none"> <li><b>Basketball</b> To maintain possession of the ball.</li> <li><b>Basketball</b> To improve both shooting success and defensive strategy.</li> <li><b>Football</b> To control the ball and pass with accuracy.</li> <li><b>Football</b> To implement and change a formation.</li> <li><b>Tag Rugby</b> To effectively pass a rugby ball to create space.</li> <li><b>Tag Rugby</b> To outwit an opponent through evasive techniques.</li> </ol>	<p>Stomp Performance</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can perform a combination of teacher led moves and self-choreographed in a Stomp Dance.</li> <li>I can fairly assess a performance showing sensitivity when giving scores.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To use your body to create rhythm and percussion.</li> <li>To use stillness to create drama and add to the performance.</li> <li>To change the speed of the rhythms and use different formations.</li> </ol>	<p>that will allow you to win a point.</p> <ol style="list-style-type: none"> <li>Tennis. To attempt to serve a ball that gives you immediate control of a rally.</li> <li>Badminton. To attempt to serve a ball that gives you immediate control of a rally.</li> <li>Badminton. To successfully employ both forehand and backhand shots within a rally.</li> <li>Badminton. To alter between attacking and defensive shots at the right time within a game.</li> </ol>	<p>orientate a map and locate the next point to find.</p> <ol style="list-style-type: none"> <li>To use string to estimate distance on a course and then make team decisions based on this.</li> </ol> <p><i>Personal Health and Fitness</i> Fitness, Testing and Training. Leadership</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can set up a range of fitness tests and recognise what component of fitness they improve.</li> <li>In addition, I can recognise what type of training will improve selected components of fitness.</li> <li>I can successfully measure levels of fitness and identify areas in need of improvement.</li> <li>I show sensitivity when comparing results.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To record a baseline level of fitness (recognising what components of fitness are necessary for particular sports).</li> <li>To explain the benefits of circuit and fartlek training (recognising exact sports that would</li> </ol>	<ol style="list-style-type: none"> <li>Cricket. To retrieve the ball as quickly as possible and return it to the correct end.</li> <li>Cricket. To vary the shot needed to hit the ball into space within a game.</li> <li>Baseball. To independently officiate a new game and recognise all key rules.</li> <li>Baseball. To alter stance and grip to hit the ball into space within a game.</li> <li>Baseball. To pitch with speed and variation.</li> </ol>
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					benefit from these methods of training). 3. To explain the benefits of interval training and yoga (recognising exact sports that would benefit from these methods of training).	
<b>Music</b>	<b>Shadows</b> (Listening and appraising) <ol style="list-style-type: none"> <li>To Identify genres</li> <li>To compare genres</li> <li>To explore the influences on an artist</li> <li>To prepare a creative response</li> <li>To rehearse a creative response</li> <li>To perform</li> </ol>	<b>Race</b> (Composing) <ol style="list-style-type: none"> <li>To understand duration</li> <li>To create an accompaniment</li> <li>To create an extended melody</li> <li>To add a melody to an accompaniment</li> <li>To play full extended melody and accompaniment</li> <li>To experiment with harmony</li> <li>To perform a composition</li> </ol>	<b>Hey Mr Miller</b> (Exploring rhythm and improvisation) <ol style="list-style-type: none"> <li>To learn the first sections of Mr Miller</li> <li>To learn about the cultural, social and historical context of swing music</li> <li>To perform a song</li> <li>To learn about Ella Fitzgerald and Duke Ellington</li> <li>To improvise syncopated melodies</li> <li>To sing and play a class arrangement</li> </ol>	<b>Protest songs</b> (Composing) <ol style="list-style-type: none"> <li>What is a protest song?</li> <li>Create a protest chant</li> <li>Create a melody</li> <li>Refine our melody, combine with other groups to extend composition</li> <li>Rehearse</li> <li>Performance</li> </ol>	<b>Exploring Identity through song</b> (Listening, appraising and singing) <ol style="list-style-type: none"> <li>To identify how a singer tells a story through lyrics</li> <li>To explore vocal range</li> <li>To interpret the meaning of a song</li> <li>To identify the internal rhyme scheme of a song</li> <li>To analyse 'Chosen Family'</li> <li>Learn to sing 'Chosen Family'</li> </ol>	<b>Year 6 Production</b> (singing)  End of year production performed to school and parents, drawing on performance skills learnt across KS1 and KS2. Involves the learning of 4-5 songs from memory.
<b>RE</b>	<b>What do Christians believe Jesus did to 'save' them?</b> (Christianity) <ol style="list-style-type: none"> <li>What happened in Holy Week?</li> <li>Who was responsible for Jesus' death?</li> <li>Why and how was Jesus' death a sacrifice?</li> <li>What do Christians do to remember Jesus' sacrifice?</li> </ol>	<b>What kind of king is Jesus?</b> (Christianity) <ol style="list-style-type: none"> <li>How is Jesus a different kind of King?</li> <li>Who is invited into God's kingdom?</li> <li>How important is forgiveness in God's kingdom?</li> <li>How does the Salvation Army try to make the world more like God's kingdom?</li> </ol>	<b>What do Hindus believe God is like?</b> (Hindu Dharma) <ol style="list-style-type: none"> <li>Why is the Aum symbol important to Hindus?</li> <li>What do Hindus believe about Brahman?</li> <li>What can we learn about Hindu deities?</li> <li>How do Hindus worship?</li> </ol>	<b>Creation and Science: conflicting or complementary?</b> (Faith and humanist /non-religious) <ol style="list-style-type: none"> <li>What can we find out about the creation story in Genesis 1?</li> <li>How does the genre of Genesis 1 help us understand its purpose?</li> </ol>	<b>How and why are art and music used in Islam?</b> (Islam) <ol style="list-style-type: none"> <li>What rules are there in Islamic art?</li> <li>What does Islamic art look like?</li> <li>Why is there debate about music in Islam?</li> <li>What is a nasheed?</li> <li>How can we use art and music together in Islam?</li> </ol>	<b>How does faith help people when life gets hard?</b> (Multi-faith and humanist/ non-religious) <ol style="list-style-type: none"> <li>Why might people thank God in the good times of their lives?</li> <li>How does faith help people when times are tough?</li> <li>How can you overcome challenges</li> </ol>



	<p>5. What sacrifices would you make for your own beliefs?</p> <p>6. How are Jesus' teachings relevant to everyday life for Christians and non-Christians?</p>	<p>5. How do Christians try to live in God's kingdom?</p> <p>6. What kind of king is Jesus?</p>	<p>5. How do Hindus celebrate Diwali?</p> <p>6. What do Hindus believe God is like?</p>	<p>3. What might scientists think of Genesis 1?</p> <p>4. How do Christians make sense of doing science and believing in God?</p> <p>5. Creation and science: conflicting or complementary?</p>		<p>4. in your life? What do non-religious people and people of faith believe about life after death?</p>
<p><b>Spanish</b></p>	<p>A school</p> <p>¿Qué es esta asignatura?</p> <p>¿Qué estudias?</p> <p>¿Te gusta?</p> <p>¿Qué hora es?</p> <p>¿A qué hora estudias?</p> <p>¿Cuándo estudias?</p>	<p>At the weekend</p> <p>¿Qué hora es?</p> <p>¿Qué haces los fines de semana?</p> <p>¿Cuándo.....?</p> <p>¿Cual es tu opinión sobre esto?</p>	<p>Healthy lifestyle</p> <p>¿Qué comes y bebes?</p> <p>¿Qué comes y bebes para tener una buena salud?</p> <p>¿Qué actividades haces?</p> <p>¿Qué es una receta saludable?</p>	<p>The Planets</p> <p>¿Qué planeta es?</p> <p>¿Como es Mercurio?</p> <p>¿Qué es esta asignatura?</p> <p>¿Puedes describir un planeta?</p> <p>¿Cuántos planetas hay?</p> <p>¿Por qué eres un buen candidato?</p>		