

MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2019 PROGRAMMES OF STUDY FOR TRANSITION

MATHEMATICS	<ol style="list-style-type: none"> 1. Geometry 2. Place value 3. Statistics 4. Addition and subtraction 5. Fractions 6. Multiplication and division 7. Measure <p>Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children.</p>
ENGLISH	The children will continue to develop their reading ability, phonics and spelling with a weekly spelling list. Daily handwriting practice. Develop basic punctuation and build on writing skills, comprehension. Produce creative and factual writing. Develop speaking and listening skills. Weekly library books.
SCIENCE	Children will look at the four seasons- winter, spring, summer and autumn and the physical changes. The children will be learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. We will look at, identify and describe the basic structure of a variety of common flowering plants, including trees
HISTORY	Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists; Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time; Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii; Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii; Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions; Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died.
GEOGRAPHY	Identify, recognise and describe the key geographical features of the Antarctic environment; Identify ways in which penguins are adapted to the Antarctic environment; Identify countries in Africa which lie within the Sahara Desert; Identify, recognise and describe the key geographical features of the Sahara Desert; Explain why Antarctica is a desert despite being the coldest place on Earth; Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences; Describe and explain the components of the food chain of an Emperor Penguin; Identify and describe 3 geographical features of a South American country

	that Peter the Polar Bear visits on his journey to Antarctica; Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco); Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica; Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features; Describe and offer reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin.
RELIGIOUS EDUCATION	Places of worship.
PERSONAL & SOCIAL DEVELOPMENT	The children will be learning about feelings and to develop their independence and look at developing responsibilities. Including using rulers to underline the date and title.
INFORMATION & COMMUNICATION TECHNOLOGY	Did you get our message? - In this unit, the pupils investigate electronic communication and how to stay safe sending messages online. Programming.
ART	The children will develop their understanding of shape, form, texture and the sensory qualities of materials. They will learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They will learn and use skills to make relief models and sculptures using natural and manufactured materials. In drawing they will be finding and making new lines and line patterns, exploring shapes by adding, altering and linking and using tone - finding out about light and dark by smudging and blending. Draw a flower – using pencils to create tone.
PHYSICAL EDUCATION	Dance – dances based on book of poems “Commotion in the Ocean” and simple Folk dancing figures and steps. Use gesture, body shapes, and contrasting dynamics to compose dances for creatures in ocean. Use steps and sequencing to learn and remember simple Folk dances. Gymnastics – introduction to formal Gymnastics skills - adapt to suit apparatus.
GAMES	Games skills – familiarisation of movement and ball skills; opportunities to use different equipment; and play simple games and work with a partner or small group.

MUSIC	The children will gain a greater understanding of pitch using Dalcroze and Kodaly principles through singing and percussion. They will develop listening skills and aural discrimination through movement and music and to focus on sustaining a rhythmic pattern and beat against another using listening games. They will develop their skills in using percussion instruments and develop their understanding of notation. To prepare a performance for the Spring Concert.
DESIGN TECHNOLOGY	Building castles. The children will use the basic principles of a healthy and varied diet to prepare dishes.
SPEECH & DRAMA	Continue to improve memory skills, prepare for introductory LAMDA Examination at the end of term.
SPANISH (With Senora Mirabel)	Revise numbers up to 20 through songs and games: pets' vocabulary; colours; days of the week and months of the year; songs and poems to reinforce vocabulary and develop accurate pronunciation.