

MAYFIELD PREPARATORY SCHOOL  
SUMMER TERM PROGRAMME OF STUDY FOR FORM I

**MATHEMATICS**

- **Geometry**
- To revise 2d and 3d shapes
- To identify shapes from a written description
- To identify the number of faces on different 3d shapes
- To match 2d and 3d shapes to their properties
- To compare and sort 2d and 3d shapes using a Carroll diagram.
  
- **Place value**
- To understand the place value of different digits in numbers
- To be able to use  $<$ ,  $>$  and  $=$
- To apply knowledge learnt this week to problem solving
- To apply knowledge in reasoning problems
  
- **Fractions**
- To be able to identify  $\frac{1}{2}$  and  $\frac{1}{4}$  of different amounts to 10
- To draw  $\frac{1}{2}$  and  $\frac{1}{4}$  of amounts. To find fractions of amounts using different resources.
- To identify fraction of a whole
- To apply knowledge of fractions to word problems.
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- **Measure - Time**
- To tell time to the nearest half hour using both digital and analogue clocks.
- To draw and write the correct time to nearest 15 minutes on both digital and analogue clocks.
- To understand 'quarter to' and draw correct time on clock face.
- To apply knowledge in reasoning problems
  
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- **Addition and Subtraction**
- To revise the language of addition
- Recall and use addition and subtraction facts to 20, and derive and use related facts
- To understand that addition can be done in any order.
- To use addition and subtraction facts to work out missing number sentences.
- To understand subtraction cannot be done in any order.
- To apply knowledge in reasoning problems
  
- **Statistics**
- Answer questions involving comparing data using a tally graph
- Answer a question involving totalling and comparing data using a bar chart
- Answer a question involving totalling and comparing data using a pictogram
- Answer a question involving totalling and comparing data using word problems
- To apply knowledge in reasoning problems
  
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- **Multiplication and Division**
- To divide numbers practically
- To use arrays to solve division problems

MAYFIELD PREPARATORY SCHOOL  
SUMMER TERM PROGRAMME OF STUDY FOR FORM 1

	<ul style="list-style-type: none"> <li>• To show multiplication and division on a number line</li> <li>• To understand the inverse of multiplication is division and reverse</li> <li>• To be able to solve missing number multiplication and division sums.</li> <li>• To apply knowledge in reasoning problems</li> </ul> <p>Children will be assessed prior to teaching each of the units above. Personalised learning will then be tailored to the children’s needs.</p> <p>Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children. Times tables will be reinforced at school and home. All children must know at least their x2, x3, x5 and x10 tables and associated division facts by the end of Form 1.</p>
<b>ENGLISH</b>	<p>Handwriting: Continuing to develop a fluent and correctly formed joined script. Focusing on size and position of letters on the line.</p> <p>Reading/Guided Reading: Continue to develop reading with fluency and <u>understanding</u> (including test questions) Continue to read ‘The Twits’ By Roald Dahl</p> <p>Writing: Continue to develop positive attitudes towards and stamina for writing. Producing longer pieces of written work. Experience writing in a range of genres.</p> <p>Continue developing planning, drafting and redrafting skills when writing. Focusing on re-reading work to check that their writing makes sense and proof-reading to check for errors.</p> <p>Grammar: Full revision of grammatical terms covered in Key Stage 1.</p> <p>Writing different types of sentences: (statements, questions, exclamations and commands); Writing using the past and present tense correctly. Writing to include commas in lists, the apostrophes for omission and the apostrophes for possession.</p> <p>Comprehension: Develop skills to read for clarity, accuracy and understanding: making inferences on the basis of what is being said and done. Answering and asking questions and predicting what might happen on the basis of what has been read so far.</p> <p>Spelling: Continue weekly tests</p> <p>Speaking and Listening: Take part in discussions and answer questions in complete sentences</p>
<b>SCIENCE</b>	<p><b>Plants:</b> Observing plants, seeds and bulbs, life cycle of the sunflower, plants we eat, how different plants grow, what do plants need?</p>
<b>HUMANITIES</b>  <b>History – Nurturing Nurses</b>          <b>Geography - Sensational Safari</b>	<p><b>Significant People</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. <b>Florence Nightingale</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. <b>Mary Seacole</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. <b>Edith Cavell</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. <b>Significant People</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. <b>Remembering</b> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.</p> <p><b>Where Is Kenya?</b> To name and locate the world’s seven continents and five oceans in the context of Africa (Kenya). <b>Let's Explore</b> To devise simple maps in the context of Africa (Kenya). To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya. <b>National Parks and Wonderful Wildlife</b> To use basic geographical vocabulary to refer to key physical and</p>

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SUMMER TERM PROGRAMME OF STUDY FOR FORM I

	<p>human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.</p> <p><b>African Animals</b> To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves). Marvellous Maasai To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya (Maasai). <b>My Day, Your Day</b> To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya and the UK (my locality).</p>
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<p style="text-align: center;"><b>RELIGIOUS EDUCATION/ PERSONAL &amp; SOCIAL DEVELOPMENT</b></p>	<p><b>Ceremonies - What Is a Ceremony?</b> To describe what a ceremony is. <b>Aqiqah (Islam)</b> To explore what happens at an Aqiqah. <b>Bar/Bat Mitzvah (Judaism)</b> To explore what happens at a Bar Mitzvah and Bat Mitzvah ceremony. <b>Dastar Bandi (Sikhism)</b> To explain what happens at a Dastar Bandi. <b>Hindu Wedding (Hinduism)</b> To explain what happens at a Hindu wedding. <b>Planning a Ceremony</b> To use what I have learnt to help me plan a ceremony.</p> <p><b>Think Positive - Think Happy, Feel Happy!</b> To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong. <b>It's Your Choice</b> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. To recognise that choices can have good and not-so-good consequences. <b>Go-Getters</b> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. <b>Let It Out</b> To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. <b>Be Thankful</b> To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>
<p style="text-align: center;"><b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b></p>	<p><b>To understand all the parts of a computer.</b></p> <ul style="list-style-type: none"> <li>• Identify and label the parts of a computer.</li> </ul> <p><b>To understand the terminology associated with searching.</b></p> <ul style="list-style-type: none"> <li>• Recall the meaning of key Internet terms.</li> </ul> <p><b>To gain a better understanding of searching on the Internet.</b></p> <ul style="list-style-type: none"> <li>• Identify the basic parts of a web search engine search page.</li> </ul>
<p style="text-align: center;"><b>ART &amp; DESIGN</b></p>	<p><b>Colour Chaos</b> Mix paint colours to suit a task. Explain what they like and dislike about pieces of artwork, comparing it with others. Exploring the works of the following artists and trying to produce work in a similar style through a variety of mediums; Mondrian, Rothko, Paul Klee, Jackson Pollock, Robert Deaunay &amp; Kandinsky.</p> <p><b>What makes a healthy lunch?</b> Design and make a healthy lunch. Work safely and hygienically in construction and cooking activities. Recognise the need for a variety of foods in a diet.</p>
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p>	<p>Yoga and mindfulness Completing fitness sessions such as 'Joe Wicks PE lessons' Online dance 'classes' such as Just dance or dance with Oti. Challenging yourself daily with small activities: - How many laps of the garden can you do in 5 minutes? How quickly can you complete a lap of your garden? How many speed bounces can you complete in 30 seconds? How many times can you juggle a ball on the racket without dropping it? How far and how high can you jump from a standing position?</p>

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<b>MUSIC</b>	To learn about different classical composers, research key events in their lives and create a fact file on them; to listen with attention to detail and recall sounds from famous classical pieces and respond to what has been played making personal judgments about the music.
<b>SPANISH</b>	To continue to extend vocabulary and learn about Spanish culture and traditions.