

**MAYFIELD PREPARATORY SCHOOL**  
**SPRING TERM 2019 PROGRAMMES OF STUDY FOR FORM I**

<p><b>MATHEMATICS</b></p>	<ol style="list-style-type: none"> <li>1. Geometry</li> <li>2. Place value</li> <li>3. Fractions</li> <li>4. Measure</li> <li>5. Addition and Subtraction</li> <li>6. Statistics</li> <li>7. Multiplication and Division</li> </ol> <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><b>ENGLISH</b></p>	<p>The story read to the class this term will be 'Little Red Riding Hood' in addition to visual literacy of Caterpillar Shoes and Lilly and the Snowman.</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Continued work on correct formation and size of letters</li> <li>• Continued learning of the diagonal and horizontal strokes needed to join letters.</li> </ul> <p><b>Reading/Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Continued development of reading with fluency</li> <li>• Using inference to answer questions about texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes towards and stamina for writing.</li> <li>• Experience writing in a range of genres.</li> <li>• Develop planning, drafting and redrafting skills when writing.</li> <li>• Focusing on re-reading work to check that their writing makes sense and proof-reading to check for errors.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using sentences in different forms when writing (statements, questions, exclamations and commands)</li> <li>• Using full stops, question marks, exclamation marks, commas and the apostrophe correctly.</li> <li>• Using present and past tense correctly.</li> <li>• Know what nouns, verbs, adjectives and adverbs are and identify each correctly in short passages of writing.</li> </ul> <p><b>Comprehension:</b> 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><b>Spelling:</b> Continue weekly tests.</p> <p><b>Speaking and Listening:</b> Take part in discussions and answer questions in complete sentences.</p>
<p><b>SCIENCE</b></p> <p><b>Topic: 'Living things</b></p>	<p><b>Living things and their habitats:</b> Understand that there are living and non-living things. Learn about animal life cycles. Identify different habitats and how habitats provide for the basic needs of different kinds of animals and plants. Identify food chains in different habitat.</p>

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<p>and their habitats'</p>	<p><b>Healthy Animals:</b> Identify and name a variety of common animals. Find out and describe the needs of animals, including humans, for survival.</p>
<p><b>HISTORY &amp; GEOGRAPHY</b></p> <p><b>Sappho – a girl who lived in Pompeii</b></p> <p><b>Why don't penguins need to fly?</b></p>	<ul style="list-style-type: none"> <li>● <b>Identify, recognise, describe</b> and <b>suggest reasons</b> for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists; <b>Describe</b> a 'typical' day in the life of Sappho, a wealthy young teenager, and <b>suggest reasons</b> why she was able to live the life she did <b>compared</b> with many others in the city at the time; <b>Identify</b> and <b>describe</b> in simple terms what the Roman Empire was and <b>recognise</b> some of the ways in which the lives of the rich and poor were different in the city of Pompeii; <b>Describe</b> and <b>provide reasons</b> for the causes and effects of the destruction of Pompeii in AD 79; <b>Describe</b> the differences between primary and secondary historical evidence about what happened in Pompeii; <b>Compare and contrast</b> the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79; <b>Identify, describe</b> and <b>suggest reasons</b> for the use of a range of smaller artefacts excavated by archaeologists at Pompeii; <b>Identify</b> and <b>describe</b> the main larger buildings of Pompeii based on artistic and digital reconstructions; <b>Understand through explanation</b> and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died; <b>Describe</b> and <b>give reasons</b> for the significance of one piece of personal primary historical evidence; <b>Describe</b> one piece of personal secondary historical evidence and <b>explain</b> some of the ways in which it tells us about the lives of people at some point in the past.</li> <li>● <b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Antarctic environment; <b>Identify</b> ways in which penguins are adapted to the Antarctic environment; <b>Identify</b> countries in Africa which lie within the Sahara Desert; <b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Sahara Desert; <b>Explain</b> why Antarctica is a desert despite being the coldest place on Earth; <b>Describe</b> ways that the Arctic region and North Pole is similar to and different from (<b>compare and contrast</b>) Antarctica and the South Pole and offer <b>reasons</b> for such differences; <b>Describe</b> and <b>explain</b> the components of the food chain of an Emperor Penguin; <b>Identify</b> and <b>describe</b> 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica; <b>Compare and contrast</b> the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco); <b>Explain</b> 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</li> </ul>

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	<p><b>identify</b> and <b>describe</b> some of its geographical features; <b>Describe</b> and offer <b>reasons</b> why an ostrich doesn't need to fly and <b>explain</b> how this is very similar to a penguin.</p>
<p><b>ART &amp; DESIGN AND TECHNOLOGY</b></p> <p><b>L S Lowry</b></p> <p><b>Making Bunting</b></p>	<p><b>L S Lowry:</b> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different. To develop practices and disciplines in the context of comparing works by LS Lowry. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape.</p> <p><b>Bunting:</b> Explore and evaluate a range of existing products in the context of evaluating bunting designs. Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting.</p>
<b>SPANISH</b>	Months of the year; useful phrases and instructions; the family; describing people (masculine and feminine of the adjectives; pets; numbers up to 50; basic mathematical problem solving in Spanish.
<b>RELIGIOUS EDUCATION</b>	<p><b>Places of worship:</b> Rituals/Services of worship followed in various places of worship</p> <p><b>Festivals and Celebrations</b></p>
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>	<p>Developing sense of community and belonging</p> <p>Sharing spaces.</p> <p>Being safe in the community.</p>
<b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b>	<p><b>What's that SIM?</b> – Pupils experiment with use modelling and simulation software.</p> <p><b>Brainiac - Data logging</b> – Pupils learn the benefits of using data loggers.</p> <p><b>Mayfield Rally - Logo and control</b> Pupils build, program and control a robot.</p>

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<b>PHYSICAL EDUCATION</b>	<b>Dance Theme:</b> Spies. Emphasis on dynamic qualities; musicality; moving body parts, remembering, repeating and sequencing.
<b>GAMES</b>	<b>Gymnastics Theme</b> – rolling and sliding. Adapting skills to floor, apparatus or set task.  <b>Games:</b> movement and ball skills. Play simple games.
<b>MUSIC</b>	<b>Exploring Pitch:</b> Follow pitch movement with their hands and use a wider vocal range. Play and sing phrases from dot notation and make connections between symbols and sounds. Sing with control of pitch, following the shape of the melody and improve expressive tone. Be able to sing part of a simple canon/round holding a part independently. <b>Recorder Playing:</b> Play the notes B, A and G confidently and play patterns and sequences of notes, swapping between B, A and G. Recognise B, A, G notes on the stave and know that a crotchet is a one beat note and a minim is a 2 beat note. Begin to recognise and play notes of other durations: e.g. – semibreve (4 beat) and quaver (half beat). To prepare a performance for the Spring Concert.
<b>SPEECH &amp; DRAMA</b>	Continue developing speech skills Prepare for LAMDA Examination at the end of term