

MAYFIELD PREPARATORY SCHOOL
SUMMER TERM PROGRAMME OF STUDY FOR FORM I

MATHEMATICS	<p>Revision of essential topics and sample SATs papers in final preparation for the SATs test. Following SATs, previously taught topics will be extended.</p> <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. 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>
ENGLISH	<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 'George's Marvellous Medicine 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. 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>
SCIENCE	<p>Plants: Observing plants, seeds and bulbs, life cycle of the sunflower, plants we eat, how different plants grow, what do plants need?</p>
GEOGRAPHY/HISTORY	<p>Where in the world is home for Denise and how does it compare with where I live?</p> <p>Analyse aerial photographs and terrestrial images to identify and describe the physical and human features of Soufriere in St Lucia and offer reasons for the kind of climate it may experience. Use a globe, atlas and wall maps of the world to identify and locate the world's continents and oceans together with the Equator, North Pole and South Pole. Interrogate atlas maps to identify and locate a range of countries and some significant physical features such as rivers and mountains located in particular continents. Complete a simple line graph to enable them to describe and compare and contrast the climate of Soufriere with that of their home area and suggest reasons for the similarities and differences they observe;</p> <p>Why was Charles sent to prison? This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas, to develop key historical concepts such as continuity and change and <i>cause and consequence</i>. In addition, this investigation supports pupils to make connections between their lives today and the life and times of children at different periods in the past. Rather than being 'event focused', the</p>

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	enquiry endeavours to place the First World War in the context of how people and particularly children commonly lived their lives 100 years ago. For most children, the most immediate impact of the First World War was the changes to their day-to-day lives and those of others in their immediate families and local communities as a consequence.
SPANISH	Pets: describe pets using 2 or more adjectives. Numbers up to 50. The time. Pupils will also learn poems and songs relating to the topics and will watch videos about Spanish customs and culture.
RELIGIOUS EDUCATION/ PERSONAL & SOCIAL DEVELOPMENT	Caring for Others: Looking after each other, Raksha Bandhan (Hinduism), The Good Samaritan (Christianity), Langar (Sikhism), Be My Guest (Islam), The Monkey King (Buddhism).
INFORMATION & COMMUNICATION TECHNOLOGY	To understand the terminology associated with searching. <ul style="list-style-type: none"> Recall the meaning of key Internet terms. To gain a better understanding of searching on the Internet. <ul style="list-style-type: none"> Identify the basic parts of a web search engine search page.
ART	Colour Chaos 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 & Kandinsky.
PHYSICAL EDUCATION	Athletics – running drills to improve technique. Introduction to hurdling. Jump for height and distance. Throwing for distance. Prepare for Sports Day races.
GAMES	Short Tennis – introduce racquet and ball skills. Develop reception skills. Develop Forehand shots. Practices, games and build ups, solo and in pairs. Practice working cooperatively and sympathetically with a partner.
MUSIC	Sing songs containing steps and leaps confidently and with a good awareness and matching of pitch, with actions including Makaton. Sing partner songs and songs in a round with a good awareness of own part and others'. Recorder Playing – Consolidate upon skills learnt so far. Hold recorder correctly with left hand at the top and right hand at the bottom. Practise playing notes B, A, G and E CLEARLY without squeaking. Recognise 'rests' in musical notation. Play / perform tunes on recorder, including rests and keep in time with tempo. Be able to discuss how to improve own and others' performances. Develop ability to perform as part of a group or pair. Exploring Instruments - Introduce children to the orchestra and begin to identify different groups of instruments. The Carnival of the Animals: Listen to performances from 'Carnival of the Animals. Recognise how musical elements are used and combined to describe different animals. Match animal movement to sound. Create sequences of sound in response to animal movement sequences. Compose a short, musical animal story in groups: Combine narration, sounds and movement to describe a chosen animal.
DESIGN TECHNOLOGY	What makes a healthy lunch? 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.
SPEECH & DRAMA	Speech Festival – choral verse as a class working on expression, performance skills, clarity, volume and memory skills in preparation.