

MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2022 PROGRAMMES OF STUDY FOR FORM I

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| MATHEMATICS | <ol style="list-style-type: none">1. Multiplication and Division<ul style="list-style-type: none">• Divide by 2• Divide by 5• Divide by 10• Odd and even numbers 2. Statistics<ul style="list-style-type: none">• Making Tally charts• Drawing pictograms (1-1)• Interpret pictograms (1-1)• Draw pictograms (2, 5, 10)• Interpret pictograms (2,5,10)• Block diagrams 3. Fractions<ul style="list-style-type: none">• Make equal parts• Recognise a half• Recognise a quarter• Find a quarter• Recognise a third• Find a third• Unit fractions• Non unit fractions• Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$• Find three quarters• Count in fractions• 4. Geometry – Properties of Shape<ul style="list-style-type: none">• Recognise 2-D and 3-D Shapes• Count sides on 2-D shapes• Count vertices on 2-D shapes• Draw 2-D shapes• Make patterns with 2-D shapes• Count faces on 3-D shapes• Count edges on 3-D shapes• Count vertices on 3-D shapes• Sort 3-D shapes• Make patterns with 3-D shapes |
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| <p>ENGLISH</p> | <p>The story read to the class this term will be 'The Dark and 'The Pirates next door' in addition to visual literacy of Caterpillar Shoes, Something Fishy and Lilly and the Snowman.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Continued work on correct formation and size of letters • Continued learning of the diagonal and horizontal strokes needed to join letters. <p>Reading/Guided Reading:</p> <ul style="list-style-type: none"> • Continued development of reading with fluency • Using inference to answer questions about texts. <p>Writing:</p> <ul style="list-style-type: none"> • Continue to develop positive attitudes towards and stamina for writing. • Experience writing in a range of genres. • Develop 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>Grammar:</p> <ul style="list-style-type: none"> • Using sentences in different forms when writing (statements, questions, exclamations and commands) • Using full stops, question marks, exclamation marks, commas and the apostrophe correctly. • Using present and past tense correctly. • Know what nouns, verbs, adjectives and adverbs are and identify each correctly in short passages of writing. <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> |
| <p>SCIENCE</p> <p>Living things and their habitats</p> | <p>In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species.</p> |
| <p>ART & DESIGN AND TECHNOLOGY</p> | <p>Art work inspired by The Great Fire of London and Denise's home country in Humanities.</p> |

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| FRENCH | Celebrations and Mini beasts |
| RELIGIOUS EDUCATION | <p>Beginnings and Ends</p> <p>Thinking about Beginnings and Endings - To discuss how and why beginnings and endings can be marked in different ways.</p> <p>Vaisakhi - To explore how Sikhs celebrate New Year</p> <p>Naam Karan - To discuss how names are used and given in Sikhism.</p> <p>Baptism - To discuss how Christians mark the beginning of their journey of faith.</p> <p>Easter - To explore the links between new life and the Christian story of Easter.</p> <p>Marking My Own Beginning or Ending - To apply what I have learnt about religious beliefs to my own beginning or ending ceremony</p> |
| PERSONAL & SOCIAL DEVELOPMENT | <p>VIPs</p> <p>Who Are Your VIPs?</p> <p>about the people whose job it is to help keep us safe</p> <p>about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>to identify the people who love and care for them and what they do to help them feel cared for</p> <p>Families</p> <p>about the people whose job it is to help keep us safe</p> <p>about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>to identify the people who love and care for them and what they do to help them feel cared for about different types of families including those that may be different to their own to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Friends</p> <p>how to recognise what others might be feeling</p> <p>about ways of sharing feelings; a range of words to describe feelings</p> <p>about how people make friends and what makes a good friendship</p> <p>Falling Out</p> <p>to identify what they are good at, what they like and dislike</p> <p>simple strategies to resolve arguments between friends positively</p> <p>how to ask for help if a friendship is making them feel unhappy</p> <p>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>about how people may feel if they experience hurtful behaviour or bullying</p> <p>hat hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>about how to respond if physical contact makes them feel uncomfortable or unsafe</p> |

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| | <p>how to listen to other people and play and work cooperatively how to talk about and share their opinions on things that matter to them Working Together about what is kind and unkind behaviour, and how this can affect others how to listen to other people and play and work cooperatively Showing You Care how to recognise what others might be feeling about ways of sharing feelings; a range of words to describe feelings about how to recognise when they or someone else feels lonely and what to do</p> |
| Computing | <p>Pioneers in Computing Who is Ada Lovelace and her contribution to computing?</p> |
| PHYSICAL EDUCATION | <p>Gymnastics –Children will learn the core gymnastic shapes. Practice balances and linking these moves together. Jumping from apparatus</p> |
| GAMES | <p>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.</p> |
| MUSIC | <p>To be able to say with music makes them feel happy or sad. Be able to recognise some instruments played in a modern-day orchestra. Review names of instruments and the groups introduced to transition last year. Introduce the children to Mussorgsky’s Pictures at an Exhibition. Look at the instruments are used to create emotions and pictures. Look at Instruments from diverse cultures. China, India and African. Introduce playing the recorder. Notation, types of notes, time and Key signatures. Look at songs and music related to Chinese New Year and Easter, for Friday assemblies and end of term. (As well as general songs for assemblies).</p> |
| FOREST SCHOOL | <p>Learning and creating different habitats</p> |