

**MAYFIELD PREPARATORY SCHOOL**  
**SPRING TERM 2019 PROGRAMMES OF STUDY FOR LOWER II**

<b>MATHEMATICS</b>	<ol style="list-style-type: none"> <li>1. Geometry</li> <li>2. Place value</li> <li>3. Statistics</li> <li>4. Addition and subtraction</li> <li>5. Fractions</li> <li>6. Multiplication and division</li> <li>7. Measure</li> </ol> <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>
<b>ENGLISH</b>	<p><b>Reading:</b> to gain information, expand vocabulary and for pleasure.  <b>Writing:</b> poetry; setting and character descriptions, non-chronological reports, persuasive writing; explanation writing; instruction writing and recounts.  <b>Grammar and Punctuation:</b> imperative verbs; past tense; adding 'ing'; present perfect; adverbs; speech marks; suffixes; prefixes; open and closed questions; Dictionary/thesaurus work; clauses.  <b>Spelling:</b> weekly spelling exercises, word lists and tests.  <b>Comprehension:</b> activities based on factual and fiction texts, getting the main idea, making predictions, making inferences and noting detail and summarising.</p>
<b>SCIENCE</b>	<p><b>Forces and magnets</b> – This unit will teach children about forces, friction and magnetic attraction. Children will learn about forces in the context of pushing and pulling and will identify different actions as pushed or pulls. Children will work scientifically and collaboratively to investigate friction.</p> <p><b>Rocks and soils</b> – pupils will be learning about the three main types of rocks: igneous, metamorphic and sedimentary. They will be classifying and sorting rocks into their different types based on appearance and simple properties. Children will learn how fossils are formed and will investigate the various properties which these rocks have.</p>
<b>HISTORY</b>	<p><b>Studying the history of the local area:</b> Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; Identify, describe and explain how an aspect of life in the local area has changed over a long period of time.</p>
<b>GEOGRAPHY</b>	<p><b>Why do some earthquakes cause more damage than others?</b> Identify, describe and explain the causes of earthquakes; Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; Identify, describe and explain the causes of volcanoes; Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand; Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p><b>How and why is my local area changing?</b> Identify, describe and give reasons for why environments change;</p>

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	Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations; Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world.
<b>SPANISH</b>	Numbers up to 100; basic mathematical problem solving; school subjects; school material; giving opinions about school subjects; food and drink in cafes and restaurants; formalities to order food and drinks.
<b>RELIGIOUS EDUCATION &amp; PERSONAL AND SOCIAL DEVELOPMENT</b>	Celebrations-Birthday of Guru Gobind Singh Ji; New year traditions; Jewish new year celebrated in Oct; Islamic new year celebrated in Oct; Stories from religion: Rama and Sita a Hindu story; David and Goliath a Jewish Story; Raising of Lazarus a Christian story. Considering Easter as a Jewish tradition which became a Christian festival and the days of significance, including Passover, Holi, Ash Wednesday, Palm Sunday, Last Supper and Good Friday What makes a good citizen?
<b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b>	<b>Typing-</b> using 2Type to help the children learn the basics of quick and efficient typing. <b>Spreadsheets-</b> Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to sums. Children can use the 'spin' tool to count through times tables. Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can find specified locations in a spreadsheet.
<b>ART AND DESIGN TECHNOLOGY</b>	<b>Textiles: Kandinsky Inspired Yarn Weaving</b> We will learn about the weaving process and how it has originated from many different places and cultures. For a final piece we will design and make an artist inspired yarn weaving.
<b>PHYSICAL EDUCATION</b>	<b>Dance</b> – Robotics. Use simple figures and shapes to perform different dances in a robotic way. <b>Gymnastics</b> – Theme – Balance – balancing on different body parts – floor work, apparatus work and sequence. <b>Cross Country</b> – sustained run over 600 metres.
<b>GAMES</b>	<b>Girls Games</b> – Netball skills. First step netball. <b>Boys Games</b> – Rugby skills
<b>MUSIC</b>	<b>Recorder playing:</b> To recap basic notes of B, A and G. Learn to play a variety of songs from the recorder repertoire, which practises using B A and G. Continue to improve sight reading of notation. Introduce composing/ improvisation – practise composing short melodic phrases using a stimulus (call and response.) Introduce notes E and D using both hands on the recorder. <b>Pentatonic music:</b> To explore the music of China and develop glockenspiel playing technique. To be able to perform a Chinese folk song with a melody

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	<p>and ostinato part, and to link story writing to composition through the creation of a piece of pentatonic programme music.</p> <p><b>Spring Festival:</b> To prepare musical performance based on the Robin Hood story: Sing with awareness of pulse and control of rhythm and understand how mouth shapes can affect vocal sounds. Evaluate own performance and suggest ways of improving, in preparation for the performance at the end of term.</p> <p><b>Spring Concert:</b> To prepare a performance for the Spring Concert.</p>
<b>SPEECH &amp; DRAMA</b>	Working towards a performance by Lower II & Form II at the end of term.
<b>STUDY SKILLS</b>	<p>Increase knowledge of letter patterns and vocabulary to make and recognise new words.</p> <p>Use contextual clues to complete sentences.</p> <p>Introduction to a range of Verbal Reasoning and Non-Verbal Reasoning skills.</p>