

MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2020 PROGRAMMES OF STUDY FOR LOWER II

<p>MATHEMATICS</p>	<p>Statistics: interpret and present data using bar charts, pictograms and tables; solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p> <p>Place value: identify, represent and estimate numbers using different representations; round any number to the nearest 10, 100 or 1000; recognise the place value of each digit in a number; solve number problems and practical problems involving these ideas.</p> <p>Addition and subtraction: add and subtract numbers mentally; use formal written methods of columnar addition and subtraction; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Fractions: recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators; add and subtract fractions with the same denominator within one whole; solve problems</p> <p>Multiplication and division: write and calculate mathematical statements for multiplication and division; solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Measure: measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml); tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Geometry: recognise 3-D shapes in different orientations and describe them; make 3-D shapes using modelling materials</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.</p>
<p>ENGLISH</p>	<p>Reading: to gain information, expand vocabulary and for pleasure.</p> <p>Writing: poetry; setting and character descriptions, non-chronological reports/newspaper, posters, persuasive writing; explanation writing; instruction writing and recounts.</p> <p>Grammar and Punctuation: imperative verbs; Tenses: past tense; present perfect; adverbs; apostrophes; suffixes; prefixes; Dictionary/thesaurus work; subordinate clauses for time, place and cause, paragraphs.</p> <p>Spelling: weekly spelling exercises, word lists and tests.</p> <p>Comprehension: activities based on factual and fiction texts, meaning of words, getting the main idea, making predictions, making inferences and noting detail and summarising.</p>
<p>SCIENCE</p>	<p>Forces and magnets – 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>Rocks and soils – 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</p>

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	are formed and will investigate the various properties which these rocks have.
HISTORY	<p>What did the Vikings want and how did Alfred help to stop them getting it?-Describe the reasons for the attack of 'the Vikings'. Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were. Empathise with the likely feelings of the people of the Kingdom of Northumbria.</p> <p>Identify and describe the design features of a long ship.</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times.</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons.</p> <p>Explain the difference between historical evidence and a myth, folklore and a legend.</p> <p>Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great.</p>
GEOGRAPHY	<p>Why are jungles so wet and deserts so dry?-Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs.</p> <p>Construct a climate graph from temperature and rainfall.</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.</p> <p>Describe the natural environment of the Atacama Desert.</p> <p>Identify, locate, describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</p>
SPANISH	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.
RELIGIOUS EDUCATION & PERSONAL AND SOCIAL DEVELOPMENT	<p>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.</p> <p>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</p> <p>What makes a good citizen?</p>

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INFORMATION & COMMUNICATION TECHNOLOGY	<p>Drawing and Desktop Publishing-Draw with different shapes and lines. Order and group objects. Manipulate shapes and lines. Recognise an effective layout. Combine text and images. Lay out objects effectively.</p> <p>Internet Research and Communication-Identify how word order affects search results. Explain how searches return results. Save webpages and share them safely. Identify the ways, and investigate how, we communicate online. I can explain who will be able to read my communication. I can explain why I need to be responsible online.</p>
ART AND DESIGN TECHNOLOGY	<p>Textiles: Kandinsky Inspired Yarn Weaving 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. Design To continue with the Construction of Motorised Buggies We will be Engineers and Designers learning all about motors and developing our woodwork skills. The end result will be a motorised buggy.</p>
PHYSICAL EDUCATION	<p>Dance – Robotics. Use simple figures and shapes to perform different dances in a robotic way.</p> <p>Gymnastics – Theme – Balance – balancing on different body parts – floor work, apparatus work and sequence.</p> <p>Cross Country – sustained run over 600 metres.</p>
GAMES	<p>Girls Games – Netball skills. First step netball.</p> <p>Boys Games – Rugby skills</p>
MUSIC	<p>Recorder playing: 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.</p> <p>Pentatonic music: To explore the music of China and develop glockenspiel playing technique. To be able to perform a Chinese folk song with a melody and ostinato part, and to link story writing to composition through the creation of a piece of pentatonic programme music.</p> <p>Spring Festival: To prepare musical performance based Spring Festival: 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>
SPEECH & DRAMA	<p>Working towards a performance by Lower II & Form II at the end of term.</p>
STUDY SKILLS	<p>Increase knowledge of letter patterns and vocabulary to make and recognise new words. Use contextual clues to complete sentences. Introduction to a range of Verbal Reasoning and Non-Verbal Reasoning skills.</p>