

MAYFIELD PREPARATORY SCHOOL
AUTUMN TERM PROGRAMMES OF STUDY FOR LOWER II

<p>MATHEMATICS</p>	<p>Number – Place Value</p> <ul style="list-style-type: none"> • Round to the nearest 10, 100 and 1000 • Compare and order numbers • Partitioning • Number line to 10,000 • Count in 25s and in 1000s • 10, 100, 1000 more or less <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 3-digit and 4-digit numbers <p>Measurement – Length and Perimeter</p> <ul style="list-style-type: none"> • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply and divide by 10 and 100 • Multiply and divide by 6, 9 and 7 <p>Children will be assessed prior to teaching each of the units above and complete end of unit tests. Work will be differentiated to meet the needs of the children.</p>
<p>ENGLISH</p>	<p>Writing: Based on the Roald Dahl book 'The BFG'. Children will be looking at first person recount (diary), story openers, descriptive writing of settings, instruction writing, character descriptions, recounts and summaries, speech, dilemmas, story endings and planning and writing their own stories using paragraphs. They will also write letters, information leaflets, myths/legends, discussion texts, adverts, explanatory texts and non-chronological reports in Humanities.</p> <p>Comprehension tasks: BFG and a variety of text types: fiction, non-fiction and poetry.</p> <p>Reading: Class reader The BFG for main text. Oxford Reading Tree or free reader.</p> <p>Grammar and punctuation: recap capital letters, full stops, exclamation marks, question marks, learn speech marks, fronted adverbials, prepositional phrases, expanded noun phrases, subordinate clauses, conjunctions, adjectives, nouns and verbs and the use of determiners: a/an. They will also learn how to proofread and edit. Spelling lists and tests. Handwriting joined.</p>
<p>SCIENCE</p>	<p>Animals, including humans</p> <p>- The children will learn to explain how living things obtain food. -The children will learn why animals including humans need the right type of nutrients. - They will learn to compare and group animals by their diet.- They will learn to sort animals based on their skeletons.- They will learn to identify and name bones.-They will learn to identify and explain the three main functions of a skeleton.-They will learn to know why we need muscles to move.</p> <p>Light</p> <p>- The children will learn to recognise that they need light in order to see things and that dark is the absence of light. - They will learn to notice that light is reflected from surfaces. - They will learn to recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - They will learn to recognise that shadows are formed when the light from a light source is blocked by an opaque object. - They will learn to find patterns in the way that the size of shadows change.</p>
<p>HISTORY</p>	<p>Key Question: How did the lives of ancient Britons change during the StoneAge?</p>

	<p>The primary aim of the investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence. In addition, this investigation also supports pupils to appreciate that, without written evidence of how people lived in the Stone Age, so much of what archaeologists think occurred is little more than supposition based on the subjective interpretation of artefacts.</p>
GEOGRAPHY	<p>Key Question: Beyond the Magic Kingdom: what is the <i>Sunshine State</i> really like? This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the <i>Magic Kingdom</i>. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.</p>
FRENCH	<p>Getting to know you- Learning words, songs and phrases and asking questions in French for: hello, what's your name, how are you, goodbye, numbers 0-10 (for ages) and how old are you. All About Me- Learning words and phrases and asking questions in French for: classroom instructions, my body, actions, colours, clothes and Christmas.</p>
RELIGIOUS EDUCATION AND P.S.E.D (Personal, social, health and economic Education)	<p>RE-Hinduism- Who and where, main beliefs, special places, special festivals, holy books and symbols and meanings. The Nativity Story- Mary and Joseph, the journey, a baby is born, the shepherds, a new star appears, King Herod. PSD-TEAM- A new start, transitions, good and not good feelings, working together, collaboration, shared goals, being considerate, disputes and strategies to resolve them, responsibilities. Britain- Living in Britain, democracy, rules, laws and responsibilities, liberty, tolerance and respect, and what does it mean to be British?</p>
INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Word Processing To develop word processing skills. Programming with Turtle Logo and Scratch To design and write a program that accomplishes a specific goal.</p>
ART AND DESIGN	<p>Stone Age cave art Study the history of cave art and using mixed media to create own cave art. Colour Theory and 3D Card Construction We will study the colour wheel and learn how to make the secondary colours by mixing the primary colours together. We will then create 3D artwork to test our painting and mixing skills.</p>
PHYSICAL EDUCATION	<p>Games skills –Tag type games, ball skills, small sided invasion games. Orienteering skills.-outdoor following a map. Gymnastics – Theme-Balance - floor work and apparatus tasks related to theme. Gymnastic award 6 work. Dance – compose dance actions through different themes Circus/Winter/Christmas.</p>
GAMES	<p>Hockey skills/football skills</p>
MUSIC	<p>Environment: Composition: Building: Beat: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music, Sounds: Exploring Sounds:</p>

	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Harvest songs.</p> <p>Poetry: Performance: Improvise and compose music for a range of purposes using the interrelated dimensions of music, Listen with attention to detail and recall sounds with increasing aural memory. Christmas carols/songs.</p>
--	---