

**MAYFIELD PREPARATORY SCHOOL**  
**SPRING TERM 2022 PROGRAMMES OF STUDY FOR LOWER II**

<p><b>MATHEMATICS</b></p>	<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 11 and 12 times table</li> <li>• Multiply 3 numbers</li> <li>• Factor pairs</li> <li>• Efficient multiplication</li> <li>• Written methods</li> <li>• Multiply 2-digits and 3-digits by 1-digit</li> <li>• Divide 2-digits and 3-digits by 1-digit</li> <li>• Problem solving</li> </ul> <p><b>Measurement: Area</b></p> <ul style="list-style-type: none"> <li>• What is area?</li> <li>• Counting squares</li> <li>• Making shapes</li> <li>• Comparing area</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>• What is a fraction?</li> <li>• Unit and Non-unit fractions</li> <li>• Tenths</li> <li>• Equivalent fractions</li> <li>• Add and subtract fractions</li> <li>• Calculate quantities</li> <li>• Fraction problem solving</li> </ul> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>• Tenths and hundredths</li> <li>• Divide 1-digit and 2-digits by 10 and 100</li> <li>• Hundredths as decimals</li> </ul> <p><b>Consolidation</b>  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><b>ENGLISH</b></p>	<p><b>Reading:</b> to gain information, expand vocabulary and for pleasure.  <b>Writing:</b> poetry; setting and character descriptions, playscripts, persuasive writing; non-chronological reports and explanation writing in Humanities; instruction writing, newspaper reports and diary entries.  <b>Grammar and Punctuation:</b> Prepositional phrase of time, place and cause, abstract nouns, adverbs of time, place and cause, subordinating conjunctions of time, place and cause, Verbs-future and present perfect tense, Punctuating speech, word families-root words, prefixes and suffixes. Dictionary/thesaurus work  <b>Spelling:</b> weekly spelling exercises, word lists and tests.  <b>Comprehension:</b> factual and fiction texts, the meaning of words in context, retrieval of facts, making predictions, making inferences and noting detail and summarising.</p>
<p><b>SCIENCE</b></p>	<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.  <b>Rocks and soils</b> – pupils will be learning about the three main types of rocks: igneous, metamorphic and sedimentary. They will be</p>

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	<p>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. (This may change to Scientists and Inventors)</p>
<b>HISTORY</b>	<p><b>What did the Vikings want and how did Alfred help to stop them getting it?</b>-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.  Identify and describe the design features of a long ship.  Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times.  Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.  Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons.  Explain the difference between historical evidence and a myth, folklore and a legend.  Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great.</p>
<b>GEOGRAPHY</b>	<p><b>Why are jungles so wet and deserts so dry?</b>-Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.  Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.  Compare and contrast the temperature and rainfall data in different climate graphs.  Construct a climate graph from temperature and rainfall.  Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.  Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.  Describe the natural environment of the Atacama Desert.  Identify, locate, describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</p>
<b>FRENCH</b>	<p><b>Food and drink</b>, preferences, colour, ordering food, asking questions and answering and adjectives to describe. <b>Family and friends</b>, pets, alphabet, spelling, my home and what’s his name?</p>
<b>RELIGIOUS EDUCATION &amp; PERSONAL AND SOCIAL DEVELOPMENT</b>	<p><b>RE-Islam</b>-who and where it was founded, main beliefs, special places, special festivals, Holy book, symbols and meanings. <b>Good Friday</b>-The Easter story, The last supper, prayer, the cross and resurrection, New life. <b>PSED- Money matters</b>-where does money come from? Ways to pay, lending and borrowing, priorities, advertising, keeping track</p>
<b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b>	<p><b>Using and Applying Skills-Computing pioneers-Ava Lovelace</b>-create a fact file presentation of: her life, what is she famous for?  Achievements, interesting facts, summary. <b>Internet research and communication</b>-safely and effectively searching. Easter Egg Hunt</p>

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<b>ART AND DESIGN TECHNOLOGY</b>	<p>Creating a Viking Long Boat.          Creating a rainforest using different materials.          Looking at the artwork of William Morris.</p>
<b>PHYSICAL EDUCATION</b>	<p><b>Gymnastics</b> Develop the basic gymnastic shapes and include them in small sequences and motifs  <b>Cross Country</b> – sustained run over 600 metres.</p>
<b>GAMES</b>	<p><b>Games</b> – Netball skills. First step netball.          Rugby</p>
<b>MUSIC</b>	<p><b>Pentatonic music:</b>          To explore the music of China and develop glockenspiel playing technique. Introduce the use of 5 notes ‘pentatonic scale’ to create a melody or ostinato effect.  <b>Time:</b> Identifying the metre in a piece of music does this music feel like a march in 4,4 time or a waltz in 3,4 time? What time or count might you give to this piece of music? What sort of emotion is suggested by the instruments or timbre  <b>In the past:</b> Understanding pitch, using pitch notation, Reading simple rhythm notation. Continue with learning to play the recorder.          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>
<b>STUDY SKILLS</b>	<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>