

**MAYFIELD PREPARATORY SCHOOL**  
**SPRING TERM 2019 PROGRAMMES OF STUDY FOR FORM 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, for pleasure, to increase vocabulary and understanding. Reading focus: fluency and expression. This terms text will be: 'Stig of the Dump.'</p> <p><b>Writing:</b> This will be linked to the text where appropriate report writing; non-fiction writing; poetry, explanatory &amp; explanation texts.</p> <p><b>Grammar and punctuation:</b> Apostrophes, contractions, possessions, word families, possessive pronouns, recap nouns, cohesive devices-avoiding repetition, phrases - noun phrases, adjective phrases, adverbial phrases, prepositional phrases</p> <p><b>Spelling:</b> weekly word lists and tests.</p> <p><b>Comprehension:</b> continued development of inferential skills and learning to 'read between the lines', layout and presentation of texts, including poetry.</p> <p><b>Handwriting:</b> Continue to develop writing in a clear joined up script in ink. Ensuring letters are formed correctly, with clear ascenders and descenders and of a correct size in relation to each other.</p>
<b>SCIENCE</b>	<p><b>States of matter</b> – Children will be comparing solids and liquids based on their properties. They will be identifying solids and liquids using measurement. They will be exploring the water cycle and will have the opportunity to read temperatures using a thermometer.</p> <p><b>Sound</b> – Children will be identifying how sounds are made, associating some of them with something vibrating. They will learn to recognise that vibrations from sounds travel through a medium to the ear. Children will find patterns between the pitch of a sound and features of the object that produced it. They will also find patterns between the volume of a sound and the strength of the vibrations that produced it. Children will recognise that sounds get fainter as the distance from the sound source increases.</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</p>

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	<p>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; 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.</p>
<b>FRENCH</b>	Family; Pets; school subjects and material; giving opinions about school subjects; hobbies; sports; likes and dislikes.
<b>RELIGIOUS EDUCATION</b>	We will be comparing and contrasting religious leaders and their roles and responsibilities. Thinking about the concept of New Life at Easter
<b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b>	Students will look at animation within Powerpoint – using it for full effect and to fit a brief.
<b>PHYSICAL EDUCATION</b>	<p><b>Dance</b> – Preparing choreography for the spring festival, exploring robotic movements.</p> <p><b>Gymnastics</b> - Theme: Balance - balancing on different body parts. Adapting balances to suit apparatus. Linking balances to create sequences.</p> <p>Cross Country - Timed run over 1000m. Emphasis on effects of exercise on the body, warming up, cooling down.</p> <p><b>Games skills</b> - Ball skills challenged in practices and small games. To include running, chasing, dodging, throwing and catching.</p>
<b>GAMES</b>	<p><b>Girls Games</b> – Develop ball and movement skills. Play 5 a side first step netball. Learn playing positions and areas of play</p> <p><b>Boys Games</b> - Rugby skills</p>
<b>MUSIC</b>	<p><b>Spring Festival:</b>  To prepare musical performance based on the story of Robin Hood:  Sing with increased expression and increased awareness of pitch. Use thinking voice to enhance musical performance. Make musical decisions, evaluate own performance and suggest ways of improving in preparation for the performance at the end of term.</p> <p><b>Minimalism:</b>  To be able to define, recognise and perform some extreme</p>

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	<p>minimalism. To understand ways in which minimalist pieces develop. To be able to use instrumental skills to compose a minimalist piece of music using some minimalist composition techniques, making use of recorders, glockenspiels and other appropriate instruments and to be able to work in a group to accomplish this task.</p> <p><b>Concert Preparation:</b>          To prepare a performance for the Spring Concert.          To prepare a performance for the Blue Coat Festival.</p>
<b>ART AND DESIGN TECHNOLOGY</b>	<p><b>Food : Food Groups and Smoothies</b>          We will learn about the food groups and the importance of a balanced diet. Using our knowledge we will design and produce a breakfast Smoothie.</p>
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>	<p>We will be developing our confidence in speaking and acting in front of an audience, in preparation for the Spring Festival Play.</p>
<b>SPEECH &amp; DRAMA</b>	<p>Working towards a performance with Lower II at the end of term.</p>
<b>STUDY SKILLS</b>	<p>Exercises from Essentials of Verbal Reasoning. Introduction to different formats of verbal and non-verbal reasoning. Focus on patterns, codes, vocabulary and ordering and Non-Verbal techniques.</p>