

MAYFIELD PREPARATORY SCHOOL
AUTUMN TERM PROGRAMMES OF STUDY FOR FORM II

<p>MATHEMATICS</p>	<p>Number – Place Value</p> <ul style="list-style-type: none"> • Round numbers within 10,000 • Compare and order numbers to 100,000 • Partitioning • Numbers to a million • Count in 10s, 100s, 1,000s, 10,000s and 100,000s • Negative numbers • Roman numerals • Round numbers to one million • 1000 more or less <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 4-digit numbers with one or more exchange • Add and subtract whole numbers with more than 4-digits • Round to estimate and approximate • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems <p>Measurement – Area and Perimeter</p> <ul style="list-style-type: none"> • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • Calculate perimeter • Counting squares • Area of compound shapes • Area of irregular shapes <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> • Multiples and factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1000 • Divide by 10, 100 and 1000 <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>Reading: This terms text will be: 'Stig of the Dump.' to increase vocabulary and understanding, for pleasure. Reading focus: referencing the text and inference. Handwriting practice to write in a clear joined up script in ink. Writing will be linked to the text where appropriate; setting and character descriptions, persuasive writing, informal letter, poetry Grammar and punctuation: Different sentence types, different parts of a sentence: determiners, nouns, verbs, adjectives, pronouns, tenses, similes and metaphors. Revision of commas and speech marks.</p>
<p>SCIENCE</p>	<p><u>Animals including humans</u> Find out about food groups and healthy balanced diets. Study the human digestive system and how food is transported around the body. Compare diets of herbivores, carnivores and omnivores. Investigate teeth and what causes decay. Look closely at food chains/webs.</p> <p><u>Electricity</u> Children construct simple circuits and draw them. They find which materials are the best electrical conductors and use this information to make switches. Children wire plugs and find what happens to a bulb's brightness when circuits are changed. They research scientists.</p>

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HISTORY	<p>Key Question: How did the lives of ancient Britons change during the Stone Age? 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>Learning words, songs and phrases and asking questions in French for: greetings, numbers 0-10 (for ages), classroom instructions, my body, actions, colours, clothes and Christmas.</p>
RELIGIOUS EDUCATION	<p>Topic 1: Buddhism Children will be studying what it means to be a Buddhist and looking at key Buddhist festivals. Topic 2: People of Faith. They will be exploring what it means to be a 'person of faith' looking at examples of people from different religions and what their faith means to them.</p>
P.S.E.D Personal, social, health and economic Education	<p>Topic 1. Thinking positively: Looking at feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning Respecting rights Topic 2: Respecting rights: This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.</p>
INFORMATION AND COMMUNICATION TECHNOLOGY	<p>Word processing skills: Learning about different editing and formatting skills using word. Animation: Exploring and creating their own computer animation.</p>
ART AND DESIGN	<p>Pop Art and Mixed Media We will learn about the work of Pop Artists such as Roy Lichtenstein and Andy Warhol. We will gather ideas about how to create texture and pattern in our Artwork and use a range of materials and techniques to create a 'Pop Art' inspired final piece.</p>
PHYSICAL EDUCATION	<p>Games Skills – Tag type games. Ball and movement skills. Small sided invasion games Gymnastics – British Gymnastics Proficiency Award 5: Dance – Superheroes</p>
MUSIC	<p>Environment: Composition: Building: Beat:</p>

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	<p>Play and perform in solo and ensemble contexts, 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.</p>
STUDY SKILLS	<p>Exploration of different forms of verbal and non-verbal reasoning. Focus on patterns, ordering, codes and vocabulary building.</p>