

MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2022 PROGRAMMES OF STUDY FOR FORM II

MATHEMATICS	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Multiply 2-digits, 3-digits, and 4-digits by 1-digit• Multiply 2-digits, 3-digits and 4-digits by 2-digits• Divide 2-digits, 3-digits, and 4-digits by 1-digit• Divide 2-digits, 3-digits and 4-digits by 2-digits• Divide with remainders <p>Number: Fractions</p> <ul style="list-style-type: none">• Equivalent fractions• Fractions greater than 1• Improper fractions to mixed numbers• Mixed numbers to improper fractions• Number sequences• Compare and order fractions• Add and subtract fractions• Add and subtract mixed numbers• Multiply unit and non-unit fractions by an integer• Calculate fractions of a quantity/amount• Fraction problem solving <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none">• Decimals up to 2d.p.• Decimals as fractions• Understand thousandths• Rounding decimals• Order and compare decimals• Understand percentages• Equivalent F.D.P <p>Consolidation</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>
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ENGLISH	<p>Reading: to gain information, for pleasure, to increase vocabulary and understanding. Reading focus: fluency and expression. We will be completing the text 'The Lion, the Witch and the Wardrobe' before starting 'Swallows and Amazons.'</p> <p>Writing: The first half term we will focus on exploring the different elements that make a good portal story before writing their own. After there will be a focus on non-fiction writing, linked where appropriate, to the text.</p> <p>Grammar and punctuation: Continuing work on clauses particularly identifying and using main and subordinate clauses. Correctly using the apostrophe for contraction and possession. Identifying and using possessive pronouns, recap nouns. Examining cohesive devices when writing to-avoid repetition.</p> <p>Spelling: weekly word lists and tests.</p> <p>Comprehension: continued development of inferential skills and learning to 'read between the lines', layout and presentation of texts, including fiction, non-fiction and poetry.</p> <p>Handwriting: 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>
SCIENCE	<p>States of matter – 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>Sound – 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>
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.</p> <p>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>

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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. 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>
FRENCH	<p>Family trees and faces</p> <p>Celebrating carnivals</p> <p>Body parts</p>
RELIGIOUS EDUCATION & PSED	<p>Pilgrimages: learning about what a pilgrimage is for both secular and religious people. Focus on the six main world religions and identifying the role of pilgrimage in that religion. Finding out about specific pilgrimages such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage.</p> <p>Spring 2 Citizenship: 'One World' unit of work is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good global citizen</p>
INFORMATION & COMMUNICATION TECHNOLOGY	<p>Using and Applying Skills-Computing pioneers-Ava Lovelace-create a fact file presentation of: her life, what is she famous for? Achievements, interesting facts, summary. Internet research and communication-safely and effectively searching. Easter Egg Hunt</p>
PHYSICAL EDUCATION	<p>Cross Country - Timed run over 1000m. Emphasis on effects of exercise on the body, warming up, cooling down.</p> <p>Games skills - Ball skills challenged in practices and small games. To include running, chasing, dodging, throwing and catching.</p>
GAMES	<p>Games – Develop ball and movement skills. Play 5 a side first step netball. Learn playing positions and areas of play</p> <p>Rugby skills</p>
MUSIC	<p>Exploring music genres from the 20th Century-</p> <p>Children to express thoughts and ideas of different styles that occur in 20th century music: - Orchestral Music of Mahler, Stravinsky, Gustav Holst, Benjamin Britten, Kadoya, Arron Copland, Messian, Glass, and to include music by African and Asian composers of the same time.</p>

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	<p>Identify the type of instruments that each style uses.</p> <p>Minimalism: To be able to recognise and define music of the style. To look at features that define minimalism. Create and perform music of that type using some of the elements understood. To incorporate 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>
ART AND DESIGN TECHNOLOGY	<p>Creating a Viking Long Boat. Creating a rainforest using different materials. Looking at the artwork of William Morris.</p>
STUDY SKILLS	<p>Work will take place on the Atom Learning platform and in class sessions</p> <p><u>Verbal Reasoning:</u></p> <ul style="list-style-type: none"> • developing and expanding vocabulary • identifying key antonyms and synonyms • reordering letters and words • building words • transferring letters and words • cloze procedures • making sentences make sense. <p><u>Non Verbal Reasoning:</u></p> <ul style="list-style-type: none"> • manipulating shapes through rotation and reflection • exploring nets of 3D shapes • identifying the odd one out • extending a pattern, pairing sequence • matrices, odd one out, following a pattern, odd shaped matrices • codes
FOREST SCHOOL	<p>Structures Building shelters Shadow art Lean to shelters Creating objects using sticks</p>