

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

<p><b>MATHEMATICS</b></p>	<p><b>Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li>• 4 Quadrants</li> <li>• Translations</li> <li>• Reflections</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Percentages</li> <li>• Algebra</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Conversions</li> </ul> <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>
<p><b>ENGLISH</b></p>	<p>Class reader – Holes</p> <p>Continue to develop:</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Spelling and vocabulary.</li> <li>• Inferential skills and language effects on reader.</li> <li>• Look at how to give evidence from text, make your point and explain when answering comprehension questions (Point-Evidence-Explain paragraph answers)</li> </ul> <p><b>Consolidate basic conventions of grammar:</b></p> <ul style="list-style-type: none"> <li>• Clauses</li> <li>• Adverbial and adjectival phrases</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Commas to indicate parenthesis and to clarify meaning and avoid ambiguity</li> <li>• Complex sentences</li> </ul> <p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction, non-chronological writing</li> <li>• Organisational features of a text</li> <li>• Writing in paragraphs</li> <li>• Handwriting – ensuring all work is in a clear, well formed, joined handwriting script with letters that are the correct size and shape in relation to each other and the paper. Letters need to be positioned correctly on the paper.</li> </ul>
<p><b>SCIENCE</b></p>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>• Know the 7 life processes</li> <li>• Life cycles of animals and plants</li> <li>• Reproduction in animals (basic)</li> <li>• Reproduction in plants</li> </ul> <p><b>Materials (We will start this topic, looking at-)</b></p> <ul style="list-style-type: none"> <li>• The children will be investigating the properties of materials including-</li> <li>• Thermal insulators and conductors</li> <li>• Electrical conductors</li> <li>• Dissolving</li> <li>• Separating mixtures</li> <li>• Explaining irreversible chemical changes</li> </ul>

<b>HUMANITIES</b>	<p>In History, children will consolidate their knowledge about World War II. We will be using this knowledge to create more physical and dramatic interpretations of the events, such as Dunkirk, the Blitz and D Day. Children will also examine the Home Front in more detail – investigating evacuation, rationing and the role of women.</p> <p>In Geography children will start investigating the BIG QUESTION: 'How can we live more sustainably? We will look at how sustainable our lives are and how we can improve. We will produce an environmental review of Mayfield.</p>
<b>CLASSICAL STUDIES</b>	Investigating the rise and fall of the Kings of Rome and the beginning of the Republic. Introduction to Latin: verbs, tenses, nouns, cases and simple translation work; and its influence on Modern English. Ancient Greek alphabet and an introduction to basic Greek words.
<b>R.E.</b>	The children will focus on aspects of worship across different faiths. They will consider different forms of worship and share their learning about worship through music, art and objects. Children will complete the unit by discussing freedom to worship around the world.
<b>P.S.E.D (Personal, social, health and economic Education )</b>	<p><b>Aiming High</b></p> <p>Children will focus on achievements, aspirations and opportunities. They will analyse their own personal preferred learning styles, to understand how they learn best. We will think about strategies that we can use to overcome obstacles to learning. Children will be encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p>
<b>Computing</b>	<p><b>Climate Change and Sustainability.</b></p> <p>We will be using our time in Computing to supplement our Geography topic and produce the environmental review of Mayfield.</p>
<b>PHYSICAL EDUCATION</b>	Gymnastic- Develop routines with a partner using ideas of matching and mirroring, cannon and unison. Small Games to develop agility, reaction time and basic games skills. Begin to apply to handball style games.
<b>GAMES</b>	Hockey/football skills
<b>MUSIC</b>	<p><b>Pachelbel's Cannon</b></p> <p>Children to become familiar with and learn phrases that are found in a version of the song by 'One Choir'. Introduce singing in parts, split melodic lines between groups, and perform in class.</p> <p>Focus attention on recurring bass line – introduce the ground bass. Use instruments such as Electric Keyboards and Glockenspiel. for children to introduce a simple short melody on top.</p> <p><b>Gustav Holst and The Planets.</b></p> <p>Cross-curricular links to science Children will listen to the planet suite. Look at one movement each week. Look at and discuss the moods created using different instruments along with different harmonic arrangements = major or minor, producing happy or sad sounds.</p> <p>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>ART &amp; DESIGN</b>	<p>To learn about the Artist Wayne Thiebaud, his influences and style.</p> <p>To create artwork from observations using features inspired by Wayne Thiebaud.</p>
<b>STUDY SKILLS</b>	Developing knowledge and techniques for Senior School Entrance Examinations. Consolidating verbal and non-verbal reasoning skills:

**Verbal reasoning skills:**

WORDS AND WORDPLAY

Find the word

- Hidden words;
- Stolen words;
- Anagrams;
- Jumbled words;

Cloze

- Choose the word;
- Complete the sentence;

PATTERNS AND FUNCTIONS

Reordering

- Rearrange words
- Rearrange letters

Codes

- Letter pairs
- Letter ciphers

**Non-verbal reasoning skills:**

Rotating 3D shapes

Nets from 3D shapes

Match to a group/ Similar shapes

Match to a pair

Pairing Shapes

Odd Shaped Matrices

Find a code

Parts within a shape

Shape Logic

Following Folds

Test practice involving all of the above