

**MAYFIELD PREPARATORY SCHOOL**  
**AUTUMN TERM PROGRAMMES OF STUDY FOR FORM I**

<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>Handwriting:</b> Revise formation and orientation of individual letters and start to join.</p> <p><b>Reading/Guided Reading:</b> Continue to develop reading with fluency and <u>understanding</u> (including test questions)</p> <p><b>Writing:</b> Stories with familiar settings, Fairy tales, reports, letters and diaries.</p> <p><b>Grammar:</b> Adjectives, nouns and noun phrases. Use capital letters and full stops consistently. Develop use of question marks, commas in lists and exclamation marks</p> <p><b>Comprehension:</b> Develop skills to read for clarity, accuracy and understanding</p> <p><b>Speaking and Listening:</b> Take part in discussions and answer questions in complete sentences</p>
<b>SCIENCE</b>	<p><b>Super Scientists:</b> Investigating famous scientists and their discoveries from the past and present.</p> <p><b>Use of Everyday Materials:</b> Identifying uses of materials, materials in the everyday environment, comparing the suitability of different everyday materials, how shapes and objects made from materials that can be changed</p>
<b>HISTORY</b>	<p><b>1960's Toys:</b> Exploring the features of toys from the past, comparing and contrasting what toys were like fifty years ago with their own toys.</p> <p><b>The Gunpowder plot:</b> Looking at the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy.</p> <p><b>Remembrance Day:</b> A remembrance day focus lesson to take place on 11<sup>th</sup> November 2018</p>
<b>GEOGRAPHY</b>	<p><b>Local Geography:</b> This investigation focuses on the immediate vicinity of the school and the pupils' homes and then extends to encompass the local area.</p>
<b>RELIGIOUS STUDIES</b>	<p><b>Harvest:</b> The importance of food in celebration, understanding where our food comes from, how food is gathered during Harvest, thanking God for Harvest time</p> <p><b>Festivals of Light:</b> Diwali, Hanukkah and Christmas</p>
<b>PERSONAL AND SOCIAL DEVELOPMENT</b>	<p><b>Rules:</b> Establish class rules (known as 'Life Skills'), follow Mayfield's Golden Rules, continue to follow the 'Good to Be Green' scheme with new gold reward cards, begin to use the new sticker reward cards</p> <p><b>Relationships:</b> Work as a table team to earn 'planet points' in lessons, friendship and what it means, we're all different, good and bad relationships, managing anger and conflict, my community, bullying scenarios and information (to link with Anti-bullying week in</p>

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	November 2018), rights and responsibilities, understanding 'Enterprise' - to link with fundraising for BBC's Children in Need in November 2018)
<b>ART AND DESIGN TECHNOLOGY</b>	<p><b>Giuseppe Arcimboldo:</b> Exploring the works of this artist and creating fruit face portraits in a variety of mediums.</p> <p>Collage Trees Using different techniques and mediums produce a tree picture representing a season.</p> <p><b>Dips and Dippers:</b> Investigating about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers.</p>
<b>PHYSICAL EDUCATION</b>	<p><b>Games Skills:</b> Practices and games. Challenging ball skills, movement skills and teamwork. Activities using balls, hoops, quoits and beanbags. Skipping skills</p> <p><b>Gymnastics:</b> Working towards Gymnastic Award 8. Floor work, challenging, balance, co-ordination and strength</p> <p><b>Dance:</b> Themes – Spies, different pathways and dynamics of movement.</p>
<b>ICT</b>	<p><b>Coding</b> - To introduce algorithms.</p> <p><b>Online Safety</b> - To know how to refine searches using the search tool. To know how to share work electronically using the display boards. Have some knowledge and understanding about sharing work on Purple Mash and the Internet.</p>
<b>MUSIC</b>	<p><b><u>Rhythm</u></b></p> <p>To develop understanding of and reading of rhythm notation to include rests, dotted notes and simple time signatures and begin to use this creatively to compose. To develop an appreciation for the use of mathematical skills within rhythm by completing unfinished rhythms with appropriate note values using staff notation. To be able to layer rhythms within an ensemble, keeping to the same tempo as the rest of the ensemble. To be able to compose rhythmic answers for rhythmic questions.</p> <p><b><u>Ongoing skills - Learn songs in preparation for the Harvest and Christmas productions</u></b></p> <p>To sing with greater control of pitch. Recognise phrase lengths and know when to breathe. Sing with awareness of other performers. Sing with a sense of awareness of pulse and control of rhythm. Sing songs with actions, whilst not compromising the singing quality. Demonstrate some control of the expressive elements, e.g. <i>dynamics, tempo</i>, when singing. Develop the ability to sing in simple parts and canons and to sing in a call and response style.</p>
<b>SPANISH</b>	Greeting, giving and obtaining personal information; dates; songs and poems; useful sentences; colours; main European flags; Christmas in Spain. Develop translation skills and be familiar with Spanish sounds.
<b>SPEECH AND DRAMA</b>	Working on expression through poetry. Exploring stories through drama, hot-seating and teacher in role. Examining seasonal poetry and stories in relation to performance, listening and expression.