

MAYFIELD PREPARATORY SCHOOL
SUMMER TERM 2021 PROGRAMME OF STUDY FOR FORM I

MATHEMATICS

- **MEASUREMENT – length and height**
- Comparing lengths and heights
- Measuring length in metres
- Measuring length in centimetres
- Comparing lengths
- Ordering lengths
- Using the four operations in length

- **Geometry and direction**
- Describing position
- Describing movement.
- Describing turns
- Describing movements and turns
- Making patterns with shape

- **Measurement - Time**
- Telling the time to the hour
- Telling the time to the half an hour
- O'clock and half past
- Quarter past and quarter to
- Telling the time to 5 minutes
- Writing time
- Hours and days
- Finding duration of time
- Comparing durations of time

- **Measurement – Capacity, Mass and Temperature**
- Measure mass
- Compare mass
- Measure mass in grams
- Measure mass in kilograms
- Compare volume
- Millilitres
- Litres
- Temperature

Children will be assessed prior to teaching each of the units above. Personalised learning will then be tailored to the children's needs.

Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children. Times tables will be reinforced at school and home. All children must know at least their x2, x3, x5 and x10 tables and associated division facts by the end of Form 1.

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	<p>place for dairy farming;</p> <ul style="list-style-type: none"> • Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole; • Describe how cheese is manufactured on one Devon farm and how it is exported; <p>Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported;</p>
<p style="text-align: center;">RELIGIOUS EDUCATION</p>	<p>Rules and Routines - School Rules and Routines By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. The Ten Commandments (Christianity and Judaism) Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. I can describe the key features of the values of Christianity which are expressed in stories. Through exploring stories from world religions, I can describe some of their key beliefs. Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. I can describe the key features of the values of world religions which are expressed in stories. . Shabbat (Judaism) Through exploring stories from world religions, I can describe some of their key beliefs. Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. I can describe the key features of the values of world religions which are expressed in stories. 4. The Five Pillars (Islam) Through exploring stories from world religions, I can describe some of their key beliefs. Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. I can describe the key features of the values of world religions which are expressed in stories.</p> <p>Places of Worship - Special Places • To consider what makes a place special to people. . What Is It Like to Visit a Mosque? • To explore what it is like to visit a mosque. • Visiting a Gurdwara • To explore what it is like to visit a gurdwara. The Shape of Buddhist Temples • To discuss the shape of Buddhist temples. Making Comparisons • To compare different places of worship. • Designing a Special Place • To apply what I know about places of worship to my own design.</p>
<p style="text-align: center;">PERSONAL AND SOCIAL DEVELOPMENT</p>	<p>Growing up</p> <p>Safety first</p>
<p style="text-align: center;">MUSIC</p>	<p>Sing songs containing steps and leaps confidently and with a good awareness and matching of pitch, with actions including Makaton.</p> <p>Sing partner songs and songs in a round with a good awareness of own part and others'.</p> <p style="color: green;">(Recorder Playing – Consolidate upon skills learnt so far. Hold recorder correctly with left hand at the top and right hand at the bottom. Practise playing notes B, A, G and E CLEARLY without squeaking. Recognise 'rests' in musical notation. Play / perform tunes on recorder, including rests and keep in time with tempo. Be able to discuss how to improve own and others' performances.</p>

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	<p>Develop ability to perform as part of a group or pair.) This is may not happen - Covid restrictions 2021</p> <p>Exploring Instruments - Introduce children to the orchestra and begin to identify different groups of instruments, using the Carnival of Animals by Camiel Sain Saens</p>
ART AND DESIGN TECHNOLOGY	<p>Portraits</p> <p>Fabric bunting.</p>
P.E. & GAMES	<p>Athletics – running drills to improve technique. Introduction to hurdling. Jump for height and distance. Throwing for distance. Prepare for Sports Day races.</p> <p>Short Tennis – introduce racquet and ball skills. Develop reception skills. Develop Forehand shots. Practices, games and build ups, solo and in pairs. Practice working cooperatively and sympathetically with a partner.</p>
FRENCH	<p>Inside the classroom -</p> <p>Learn words for instructions</p> <p>Pronounce accurately the words</p> <p>Recognize words when written</p> <p>Show understanding when hearing the words</p> <p>Label the different pictures with the words, using matching activities</p> <p>Play games co-operatively in French, practicing the words</p>
INFORMATION & COMMUNICATION TECHNOLOGY	<p>Presenting skills Folders Use technology safely and respectfully. Children will revise skills from previous unit and learn to create folders. What is a presentation? Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Presentation application. Visualiser or way of displaying children’s written work. New Slide, Slide Layout Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Add and Format an Image Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Reorder Slides and Present Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Searching and Printing Use technology safely and respectfully.</p>