

**MAYFIELD PREPARATORY SCHOOL**  
**SUMMER TERM 2021 PROGRAMMES OF STUDY FOR LOWER III**

<b>MATHEMATICS</b>	<ol style="list-style-type: none"> <li>1. <u>Statistics</u> <ul style="list-style-type: none"> <li>• Use sorting diagrams effectively- Venn and Carroll and 2-way tables</li> <li>• Solve problems involving numbers and shape</li> </ul> </li> <li>2. <u>Statistics</u> <ul style="list-style-type: none"> <li>• Record probability of events using modal verbs</li> <li>• Record probability of events using decimals and fractions</li> <li>• Investigate situations involving probability and explain the results</li> </ul> </li> <li>3. <u>Ratio and Proportion</u> <ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> </li> <li>4. <u>Algebra</u> <ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• Enumerate possibilities of combinations of two variables</li> </ul> </li> <li>5. <u>Money</u> <ul style="list-style-type: none"> <li>• Solve problems involving money</li> <li>• Find totals and change to £1000</li> </ul> </li> <li>6. <u>Problem Solving</u> <ul style="list-style-type: none"> <li>• Solve problems involving sometimes, always, never true</li> <li>• Solve multi-step problems</li> <li>• Explain the reasoning behind your answer</li> <li>• Use examples to prove your answer</li> <li>• Solve problems involving 'Finding all possibilities'</li> <li>• Solve problems involving logic</li> <li>• Solve problems involving rules and patterns</li> <li>• Solve problems involving all four operations and fractions</li> </ul> </li> </ol>
<b>ENGLISH</b>	<p><b><u>Whole Class Text: Treskellion by Will Peterson.</u></b> The first book of a trilogy which combines mystery and archaeological adventure with a paranormal twist.</p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Selecting and retrieving information</li> <li>• Using the text to support answers</li> <li>• Deduce/infer/interpret information</li> <li>• Considering an author's intentions and the effect of a text on the reader</li> <li>• Comment on the purpose and viewpoint of a text</li> <li>• Answering different question types related to the National Curriculum Contents Domains.</li> </ul>

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	<p><b><u>Grammar and Punctuation: Re-cap, revise and apply</u></b></p> <ul style="list-style-type: none"> <li>• Subjunctive form</li> <li>• Relative clauses</li> <li>• Single dash use</li> <li>• Conventions for direct speech</li> <li>• Types of sentence</li> <li>• Verb tenses</li> <li>• Identify and use adverbs within sentences</li> <li>• Active and passive verbs</li> <li>• Prefixes/Suffixes</li> <li>• Grammar revision</li> </ul> <p><b><u>Writing</u></b></p> <p><b>Fiction:</b> Creative writing using film as a stimulus, with focus upon the integration of dialogue to advance character and action.  Informative writing, with a creative backdrop, in which children design the text for a medicine bottle.</p> <p><b>Non-fiction:</b> Cross-curricular writing related to this term's History topic: Medical breakthroughs of the past two-hundred and fifty years. This will include:</p> <ul style="list-style-type: none"> <li>• Biographical writing linked to Edward Jenner</li> <li>• A non-chronological text exploring the causes and cures of the plague</li> </ul>
<b>SCIENCE</b>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• I can identify and name the parts of the human circulatory system</li> <li>• I can describe the functions of the main parts of the circulatory system</li> <li>• I can explain how water and nutrients are transported throughout the body</li> <li>• I can describe how diet and exercise impact on human bodies</li> <li>• I can plan a scientific enquiry</li> <li>• I can record, report and present results appropriately</li> <li>• I can explain the impact of drugs and alcohol on the body</li> <li>• I can describe how scientific evidence highlighted the dangers of smoking</li> </ul> <p><b>Puberty</b></p>
<b>HUMANITIES</b>	<p>How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?</p>
<b>INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<p><b>Presentation Skills</b></p> <p>Students will work on completing their all about me presentation before presenting it to their peers. Their focus this term will be on actual presentation skills when delivering to an audience.</p>
<b>PHYSICAL EDUCATION</b>	<p>Short Tennis 5 week bloc of coaching from LTA coach  Athletics – ESAA Awards, preparation for Sports Day. Continued fitness work as catch up from lockdown.</p>

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	Rounders and Cricket....mixed Activity week in Wales
<b>CURRENT AFFAIRS</b>	Discussion and debate on topics which occur in the news in the United Kingdom around the world. Learn about 'Individual Liberty', one of the British core values.
<b>MUSIC</b>	Exploring lyrics and melody Looking at rhythm and time using music from different countries. (Working together to produce an end of year performance focusing Collaborative singing, elements of solo singing, call and response using a variety of rhythm and rhythmic movement.) This is dependent on Covid restrictions for 2021
<b>CLASSICAL STUDIES</b>	The Trojan Horse – is it a fact, myth or legend?
<b>RELIGIOUS EDUCATION</b>	<b>Eternity:</b> Children will explore the definition of and popular beliefs relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious world views.
<b>PSED</b>	<b>Growing Up &amp; Safety First:</b> Children will consider what it means to be responsible for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with these situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation, and how to get the help needed.
<b>ART &amp; DESIGN</b>	Day of the Dead and Mexican Folk Art.