

MAYFIELD PREPARATORY SCHOOL
SUMMER TERM 2022 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>ENGLISH</p>	<p>Handwriting: Continuing to develop a fluent and correctly formed joined script. Focusing on size and position of letters on the line.</p> <p>Reading/Guided Reading: Continue to develop reading with fluency and <u>understanding</u> (including test questions)</p> <p>Writing: Continue to develop positive attitudes towards and stamina for writing. Producing longer pieces of written work. Experience writing in a range of genres.</p> <p>Continue developing planning, drafting and redrafting skills when writing. Focusing on re-reading work to check that their writing makes sense and proof-reading to check for errors.</p> <p>Grammar: Full revision of grammatical terms covered in Key Stage 1.</p> <p>Writing different types of sentences: (statements, questions, exclamations and commands); Writing using the past and present tense correctly. Writing to include commas in lists, the apostrophes for omission and the apostrophes for possession.</p> <p>Comprehension: Develop skills to read for clarity, accuracy and understanding: making inferences on the basis of what is being said and done. Answering and asking questions and predicting what might happen on the basis of what has been read so far.</p> <p>Spelling: Continue weekly tests</p> <p>Speaking and Listening: Take part in discussions and answer questions in complete sentences</p>
<p>SCIENCE</p>	<p>Plants: Observing plants, seeds and bulbs, life cycle of the sunflower, plants we eat, how different plants grow, what do plants need? (Practical – planting seeds in the school garden).</p>
<p>HUMANITIES</p> <p>History – Why did Delia buy a new hat?</p> <p>Geography - Why does it matter where my food comes from?</p>	<p>During the enquiry pupils will:</p> <p>Compare and contrast a number of historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912.</p> <p>Describe and offer reasons why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries such as the United States of America.</p> <p>Describe and explain the difference between primary sources and secondary sources of historical evidence.</p> <p>Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic April 15th, 1912.</p> <p>Create their own historical narrative in the form of a journalistic recount text, which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did.</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p>

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	<ul style="list-style-type: none"> • Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced. • Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products. • Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities. • Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming. • 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</p> <ul style="list-style-type: none"> • 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

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	<p>worship. • Designing a Special Place • To apply what I know about places of worship to my own design.</p>
<p>PERSONAL AND SOCIAL DEVELOPMENT</p>	<p>Safety First</p> <ul style="list-style-type: none"> • Keeping safe - • about rules and age restrictions that keep us safe • to recognise risk in simple everyday situations and what action to take to minimise harm • about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • Staying safe outside - • how to keep safe in the sun and protect skin from sun damage • about rules and age restrictions that keep us safe • to recognise risk in simple everyday situations and what action to take to minimise harm • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt • Staying Safe Around Strangers • to recognise risk in simple everyday situations and what action to take to minimise harm • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • about the people whose job it is to help keep us safe • that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know • Safe secrets and surprises. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard <p>Growing up</p> <ul style="list-style-type: none"> • Is it okay?

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	<ul style="list-style-type: none"> • about how to respond if physical contact makes them feel uncomfortable or unsafe • basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard • Pink and Blue • to recognise the ways in which we are all unique • to recognise the ways in which they are the same and different to others • Your family, my family • about different types of families including those that may be different to their own • to identify common features of family life • that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried • Getting older • about growing and changing from young to old and how people's needs change • about preparing to move to a new class/year group
MUSIC	<p>Recorder Playing – Consolidate 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. Develop an awareness of performing as part of a group or pair. Contribution to Jubilee celebrations – music in the 1990'2</p>
ART AND DESIGN TECHNOLOGY	<p>Art and design technology inspired by nature and the countryside Art inspired by early twentieth century artists</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>Numbers 1-20 Colours Listening and responding to spoken instructions in French Familiar nouns Plural spellings of French words</p>

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INFORMATION & COMMUNICATION TECHNOLOGY	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.
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