

MAYFIELD PREPARATORY SCHOOL  
SUMMER TERM 2023 PROGRAMMES OF STUDY FOR FORM II

<b>MATHEMATICS</b>	<p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Draw, read and interpret line graphs</li><li>• understand two-way tables</li><li>• read and interpret timetables</li></ul> <p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"><li>• Classify, estimate and measure angles with a protractor</li><li>• Draw angles</li><li>• Calculate angles</li><li>• Regular and irregular polygons</li><li>• Reasoning about 3D shapes</li></ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"><li>• Read and plot coordinates</li><li>• Problem solving with coordinates</li><li>• Translation</li><li>• Translation with coordinates</li><li>• Lines of symmetry</li><li>• Reflection</li></ul> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"><li>• Use known facts to add and subtract decimals within</li><li>• Complements to 1</li><li>• Add and subtract decimals across 1</li><li>• Add and subtract decimals with the same number of decimal places</li><li>• Add and subtract decimals with different numbers of decimal places</li><li>• Efficient strategies for adding and subtracting decimals</li><li>• Decimal sequences</li><li>• Multiply and divide by 10, 100 and 1,000</li><li>• Multiply and divide decimals - missing values</li></ul> <p><b>Number: Negative numbers</b></p> <ul style="list-style-type: none"><li>• Understand negative numbers</li><li>• Count through zero in 1s</li><li>• Count through zero in multiples</li><li>• Compare and order negative numbers</li><li>• Find the difference</li></ul> <p><b>Measurement: Converting Units.</b></p> <ul style="list-style-type: none"><li>• Kilograms and kilometres</li><li>• Millimetres and millilitres,</li><li>• Convert units of length</li><li>• Convert metric units</li></ul>
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	<ul style="list-style-type: none"> <li>• Convert units of time</li> <li>• Calculate with timetables</li> </ul> <p><b>Measurement: Volume.</b></p> <ul style="list-style-type: none"> <li>• Cubic centimetres</li> <li>• What is volume?</li> <li>• Compare and estimate volume.</li> <li>• Estimate capacity.</li> <li>• Problem Solving</li> <li>• Investigations</li> </ul>
<b>ENGLISH</b>	<p><b>Reading:</b> to gain information, for pleasure, to increase vocabulary and understanding. Reading focus: fluency and expression. This term's text will be 'Kaspar Prince of Cats'.</p> <p><b>Writing:</b> This term there will be a focus on writing linked where appropriate to the text. Working on developing sentences to include subordinate clauses and detailed descriptions through a range of fiction and non-fiction writing including a recount, persuasive writing, a newspaper and a diary entry. Exploring information leaflets and creating their own on The Titanic.</p> <p><b>Grammar and punctuation:</b> Continuing work on clauses particularly identifying and using main and subordinate clauses. Correctly using the apostrophe for contraction and possession. Identifying and using possessive pronouns, recap nouns. Examining cohesive devices when writing to avoid repetition.</p> <p><b>Spelling:</b> weekly word lists and tests.</p> <p><b>Comprehension:</b> continued development of inferential skills and learning to 'read between the lines', layout and presentation of texts, including fiction, non-fiction and poetry.</p> <p><b>Handwriting:</b> Continue to develop writing in a clear joined up script in ink. Ensuring letters are formed correctly, with clear ascenders and descenders and of a correct size in relation to each other.</p>
<b>SCIENCE</b>	<p><b>Living Things and their Habitats</b> - Children will be able to recognise that living things can be grouped in a variety of different ways with the aid of classification keys. Using classification keys, they will explore the things in our school and group them. Children will be to understand that environments can change and that this can sometimes pose dangers to living things.</p>
<b>HUMANITIES: History</b>	<p><b>How did the arrival of the Romans change Britain?</b></p> <p>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire</p> <p>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43;</p> <p>Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans;</p> <p>Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision;</p>

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<b>Geography</b>	<p>Understand through explanation the difference between historical evidence and legends and folklore;  Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood;  Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;  Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122;  Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built;  Describe what a gladiator was and what occurred at gladiatorial games;  Explain who ianistae were and why they owned and trained gladiators in private schools;  Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;  Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.</p> <p><b>How and why is my local area changing?</b>  Identify, describe and give reasons for why environments change;  Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;  Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment;  Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual;  Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations;  Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world;  Describe and explain the impact of environmental change in one threatened region of the world.</p> <p><b>How and why is my local area changing?</b>  Identify, describe and give reasons for why environments change;  Explain with examples how some environmental change may be the result of natural events whilst other change may be the</p>
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	<p>result of deliberate human activity to improve the quality of life;</p> <p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment;</p> <p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual;</p> <p>Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations;</p> <p>Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world;</p> <p>Describe and explain the impact of environmental change in one threatened region of the world.</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>Christianity</b> This Christianity unit will teach the pupils about key aspects of the Christian faith. The children will work creatively to enhance their learning experience. They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.</p>
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>	<p><b>Safety First:</b> Thinking about what it means to take responsibility of our own safety. How can we make the right decisions, looking at what is peer pressure and how we can stand up to it in a range of situations. Learning about everyday risks, hazards and dangers and what to do in risky or dangerous situations, thinking about how to stay safe by looking at roads, rail and water safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Looking at basic first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p>
<b>PHYSICAL EDUCATION</b>	<p>Short Tennis: Core skills, scoring, single matches.</p> <p>Athletics: Preparation for Sports Day. Sprinting, relays, throwing, standing long jump</p> <p>Games: Rounders – core skills, simplified games leading to full game.</p> <p>Cricket – core skills, adapted games leading to full game.</p>
<b>ART &amp; DESIGN</b>	<p>To plan, prepare and eat a Roman banquet.</p> <p>To create a model of an aqueduct.</p> <p>To create Roman mosaics.</p>
<b>INFORMATION &amp; COMMUNICATION TECHNOLOGY</b>	<p>Simulations</p> <p>Branching Databases</p> <p>Power point presentations</p>
<b>MUSIC</b>	<p>Become more familiar with the composer Handel, who wrote for a Royal Coronation of his time.</p> <p>Learning simple technique of playing the tuned percussion instruments xylophone / glockenspiel.</p>

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	<p>Introductions to Music theory: scales, arpeggios, major and minor scales with a view to creation music in groups from a given starting point.</p> <p>Continue to review and learn songs old and new to be sung in school assemblies.</p>
<b>FRENCH</b>	<p>Explaining about feeling unwell and what hurts</p> <p>Adjectives to describe jungle animals</p> <p>Weather phrases</p> <p>Ice cream flavours</p>
<b>STUDY SKILLS</b>	<p>Work will take place on the Atom Learning platform and in class sessions</p> <p><u>Verbal Reasoning:</u></p> <ul style="list-style-type: none"> <li>• making sentences make sense- muddled sentences</li> <li>• Cloze sentences</li> <li>• Reordering and rearranging letters</li> <li>• Codes</li> <li>• Letter codes</li> </ul> <p><u>Non Verbal Reasoning:</u></p> <ul style="list-style-type: none"> <li>• 2D shapes, parts within a shape</li> <li>• 2D shapes following folds</li> <li>• 3D shapes, Nets and cubes</li> <li>• 3D shapes – rotation and reflection</li> <li>• 3D shapes parts within a shape</li> <li>• 3D shapes Nets from above</li> </ul>