

**MAYFIELD PREPARATORY SCHOOL**  
**SUMMER TERM 2023 PROGRAMMES OF STUDY FOR LOWER III**

<b>MATHEMATICS</b>	<ol style="list-style-type: none"> <li>1. <u>SATs Revision</u> <ul style="list-style-type: none"> <li>• Complete past papers</li> <li>• Address any misconceptions</li> <li>• Individual revision</li> </ul> </li> <li>2. <u>Real-life Projects</u> <ul style="list-style-type: none"> <li>• Bakery <ul style="list-style-type: none"> <li>○ Best Value</li> <li>○ Profit and Loss</li> <li>○ Packaging</li> <li>○ Cooking problems</li> </ul> </li> <li>• Tours <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Distance conversion graphs</li> <li>○ Conversion</li> <li>○ Airports</li> <li>○ Accommodation</li> <li>○ Budget</li> <li>○ Time problems</li> </ul> </li> <li>• Future <ul style="list-style-type: none"> <li>○ Annual Salary</li> <li>○ Bills</li> <li>○ Mortgage</li> <li>○ House</li> </ul> </li> </ul> </li> </ol>
<b>ENGLISH</b>	<p><b><u>Whole Class Text: Treskelion 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> <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>

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	<p><b>Fiction:</b> Creative writing with focus upon the integration of dialogue to advance character and action.</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>
<b>HUMANITIES</b>	How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain? Looking at life expectancy and how this has changed over a period of time. Studying the work of specific individuals and how their contributions have advanced/changed medical History.
<b>INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<p><b>Spreadsheet Skills</b></p> <p>Students will work on fictional restaurants creating the finances behind the scenes using formulas and formatting to organise data</p>
<b>PHYSICAL EDUCATION</b>	<p>Short Tennis development of core skills</p> <p>Athletics – preparation for Sports Day. Continued fitness work .</p> <p>Rounders and Cricket- Allow opportunities for umpiring games</p> <p>Activity week in Wales</p>
<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>	<p>Exploring lyrics and melody</p> <p>Revisit the Music the King will have been chosen for his Carination.</p> <p>Looking at rhythm and time using music from different countries.</p> <p>Working together to produce an end of year performance focusing on: - collaborative singing, elements of solo singing, call and response using a variety of rhythm and rhythmic movement.</p>
<b>CLASSICAL STUDIES</b>	Ancient Rome – reading comprehension work on Roman legends, heroes and heroines.
<b>RELIGIOUS EDUCATION</b>	<b>Justice and Freedom:</b> Children will read a range of stories, from different world religions, examining the concepts of justice and freedom.

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<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>FOREST SCHOOL</b>	Introduction to Forest School Learning to tie knots to make appropriate shelters in the forest
<b>ART &amp; DESIGN</b>	To continue to construct a motorised buggy.  To learn about the Day of the Dead and Mexican Folk Art.