



MATHEMATICS

Money

- Count money pence, pounds (notes and coins)
- Make the same amount in different ways
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- 2-step problems

Multiplication and Division

- Recognise and make equal groups
- Add equal groups
- Introduce the multiplication symbol and multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- Doubling and halving
- Odd and even numbers
- The 2, 10 and 5 times table
- Divide by 2, 10 and 5

Measurement - Length and Height

- Measure in cm and metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with length and heights

Measurement – Mass, Capacity and Temperature

- Compare mass
- Measure in grams and kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres and litres
- Four operations with volume and capacity
- Temperature



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ENGLISH

Handwriting:

- Continued work on correct formation and size of letters
- Continued learning of the diagonal and horizontal strokes needed to join letters.

Writing:

- Continue to develop positive attitudes towards and stamina for writing.
- Experience writing in a range of genres.
- Develop 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.

Grammar:

- Using sentences in different forms when writing (statements, questions, exclamations and commands)
- Using full stops, question marks, exclamation marks, commas and the apostrophe correctly. (contractions and singular possession only)
- Using present and past tense correctly.
- Know what nouns, verbs, adjectives, adverbs, coordinating and subordinating conjunctions are and identify and incorporate each correctly in their own work and in texts.

Reading:

- The 'George's Marvellous Medicine' Class Reader
- Continue to develop decoding skills and using punctuation to help read with greater fluency and develop a 'storytellers' voice when reading aloud.
- Develop skills to read for enjoyment, clarity, accuracy and understanding
- Make 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. Providing reasons for predictions and opinions.
- To recognise features of fiction and non-fiction texts. To use a glossary, index and contents page when using an information book.

Spelling: Continue weekly tests.

Speaking and Listening: Take part in discussions and answer questions in complete sentences. Developing answers to give reasons and topic specific vocabulary when appropriate.



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| SCIENCE Living things and their habitats | In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. Pupils will consider what animals need to survive, animals and their young and life cycles. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species. |
| HISTORY | Who are the Greatest History Makers? Researching famous people who have changed the course of history due to their actions. Continue with this topic and deciding which of the famous people study is the greatest History Maker. |
| GEOGRAPHY | Compare and contrast the physical and human features of Soufriere in St. Lucia with those of our own locality. Suggest reasons for the similarities and differences observed and discussed. Use Digimaps and Google Earth to identify, describe and compare the locations. |
| ART & DESIGN AND TECHNOLOGY | Chinese New Year artwork. Making cards for spring celebrations. Sewing, practising threading a needle and completing simple, neat stitches. Studying the abstract style of work by Joan Miro. Learning about Primary and Secondary Colours and mixing colours to create a colour wheel. |
| FRENCH | Colours, The French Alphabet and Numbers from 20 – 50 Learn the colours of the rainbow and how to talk about favourite colours and shades. Spell names and places with the names of the letters of the alphabet in French. Learn numbers from 20 – 50. |
| RELIGIOUS EDUCATION | Beginnings and Ends Thinking about Beginnings and Endings - To discuss how and why beginnings and endings can be marked in different ways. Vaisakhi - To explore how Sikhs celebrate New Year Naam Karan - To discuss how names are used and given in Sikhism. |



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| | <p>Baptism - To discuss how Christians mark the beginning of their journey of faith.</p> <p>Easter - To explore the links between new life and the Christian story of Easter.</p> <p>Marking My Own Beginning or Ending - To apply what I have learnt about religious beliefs to my own beginning or ending ceremony</p> |
| PERSONAL & SOCIAL DEVELOPMENT | <p>VIPs</p> <p>Children will learn about the roles different people (e.g. acquaintances, friends and relatives) play in their own and other people's lives. They will identify the people who love and care for them and what these individuals do to help them feel cared for.</p> <p>Children will look into ways in which feelings can be shared, and begin to recognise which strategies suit them, as individuals, best.</p> |
| Computing | <p>Presenting</p> <p>Presenting a Story Three Ways - To explore how a story can be presented in different ways.</p> <p>Presenting Ideas as a Quiz - To make a quiz about a story or class topic</p> <p>Making a Non-Fiction Fact File - To make a fact file on a non-fiction topic.</p> <p>Making a Presentation - To make a presentation to the class.</p> <p>Questioning</p> <p>Using and Creating Pictograms - To show that the information provided on pictograms is of limited use beyond answering simple question</p> <p>Asking Yes / No Questions - To use yes/no questions to separate information</p> <p>Binary Trees - To construct a binary tree to separate different items.</p> <p>Using 2Question - a Computer Based Binary Tree Program - Use 2Question (a binary tree) to answer questions</p> <p>Using 2Investigate: a Nonbinary Database. - To use a database to answer more complex search questions. To use the Search tool to find information.</p> |



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| PHYSICAL EDUCATION | Gymnastics –Children will learn the core gymnastic shapes. Practice balances and linking these moves together. Jumping from apparatus |
| GAMES | <p>Cross Country/ Orienteering- Running around a set route and times recorded. Develop basic map reading skills when locating checkpoints</p> <p>Games skills – familiarisation of movement and ball skills; opportunities to use different equipment; and play simple games and work with a partner or small group.</p> |
| MUSIC | <p>To be able to say with music makes them feel happy or sad. Be able to recognise some instruments played in a modern-day orchestra.</p> <p>Review names of instruments and the groups introduced last year.</p> <p>Introduce the children to Mussorgsky's Pictures at an Exhibition. Look at the instruments are used to create emotions and pictures.</p> <p>Look at Instruments from diverse cultures. China, India and African.</p> <p>Introduce playing the recorder. Notation, types of notes, time and Key signatures.</p> <p>Look at songs and music related to Easter, for Friday assemblies and end of term. (As well as general songs for assemblies).</p> |
| FOREST SCHOOL | Learning and creating different habitats |