



MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2024 PROGRAMME OF STUDY FOR FORM II



MATHEMATICS	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Multiply 3-digits, and 4-digits by 1-digit• Multiply 2-digits, 3-digits and 4-digits by 2-digits• Solve problems with multiplication• Short division• Divide a 4-digits by a 1-digit number• Divide with remainders• Efficient division <p>Number: Fractions</p> <ul style="list-style-type: none">• Add and subtract mixed numbers• Multiply a unit fraction by an integer• Multiply a non-unit fraction by an integer• Multiply a mixed number by an integer• Calculate a fraction of a quantity• Fraction of an amount• Find the whole• Use fractions as operators <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none">• Decimals up to 2 decimal places• Equivalent fractions and decimals (tenths and hundredths)• Equivalent fractions and decimals• Understand thousandths as fractions and decimals• Thousandths on a place value chart• Order and compare decimals• Rounding decimals to the nearest whole number and to 1 decimal place• Understand percentages• Percentages as fractions and decimals• Equivalent F.D.P <p>Measurement: Perimeter and area</p> <ul style="list-style-type: none">• Perimeter of rectangles• Perimeter of rectilinear shapes• Perimeter of polygons, rectangles & compound shapes• Estimate area <p>Statistics</p> <ul style="list-style-type: none">• Draw line graphs• Read and interpret line graphs & tables• Two-way tables• Read and interpret timetables <p>Consolidation Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children.</p>
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ENGLISH	<p>Reading: to gain information, for pleasure, to increase vocabulary and understanding. Reading focus: intonation and fluency. We will be completing the text 'The Lion, the Witch and the Wardrobe'. Then we will be reading 'Kasper Prince of Cats' after half term.</p> <p>Writing: The first half term we will focus on exploring the different elements that make good non-fiction writing-first a non-chronological report and then an explanation text linked to Science States of Matter. We will also write recounts-a diary linked where appropriate to the class text and a newspaper report linked to History Vikings. We shall also look at character descriptions within our writing and hopefully finish with some poetry.</p> <p>Grammar and punctuation: Continuing work on clauses particularly identifying and using main and subordinate clauses and how to use a comma. Correctly using the apostrophe for contraction and possession both singular and plural. Identifying and using possessive pronouns, recap nouns and verb tenses. Examining cohesive devices when writing to-avoid repetition.</p> <p>Spelling: weekly word lists and tests.</p> <p>Comprehension: continued development of inferential skills and learning to 'read between the lines', summarising, layout and presentation of texts, including fiction, non-fiction and poetry.</p> <p>Handwriting: 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>
SCIENCE	<p>States of matter – Children will be comparing solids and liquids based on their properties. They will be identifying solids and liquids using measurement. They will be exploring the water cycle and will have the opportunity to read temperatures using a thermometer.</p> <p>Sound – Children will be identifying how sounds are made, associating some of them with something vibrating. They will learn to recognise that vibrations from sounds travel through a medium to the ear. Children will find patterns between the pitch of a sound and features of the object that produced it. They will also find patterns between the volume of a sound and the strength of the vibrations that produced it. Children will recognise that sounds get fainter as the distance from the sound source increases.</p>
HISTORY	<p>What did the Vikings want and how did Alfred help to stop them getting it? - Describe the reasons for the attack of 'the Vikings'.</p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.</p> <p>Empathise with the likely feelings of the people of the Kingdom of Northumbria.</p> <p>Identify and describe the design features of a long ship.</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times.</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons.</p> <p>Explain the difference between historical evidence and a myth, folklore and a legend.</p>



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	Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great.
GEOGRAPHY	<p>Why are jungles so wet and deserts so dry?-Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs.</p> <p>Construct a climate graph from temperature and rainfall.</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.</p> <p>Describe the natural environment of the Atacama Desert.</p> <p>Identify, locate, describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</p>
FRENCH	<p>Countries and cities</p> <p>Travel around the world</p> <p>Nationality and languages</p>
RELIGIOUS EDUCATION & PSED	<p>Respecting rights</p> <p>Rights - to recognise there are human rights, that are there to protect everyone</p> <p>Are All Rights Equal? - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>To recognise there are human rights, that are there to protect everyone.</p> <p>Rules - to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>Rights without Responsibilities? - to recognise there are human rights, that are there to protect everyone.</p> <p>Respect - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Faith today</p> <p>Which Faiths Are in the UK Today? To compare different beliefs by exploring some of the different faiths in the UK today.</p> <p>Humanism - To describe the key teachings and beliefs of Humanism by exploring the values of Humanism.</p> <p>Christianity - To know about the religious festivals of Christianity by exploring Christian festivals throughout the year.</p> <p>Islam - To know about the importance of some Islamic artefacts by exploring artefacts that are important to Muslims.</p> <p>Sikhi - To describe how the values of Sikhi can affect behaviour and outcomes by thinking about the teachings of Sikhi and how this guides Sikhs through life.</p> <p>Taoism - To know the meaning of the Taoist creation story by exploring the story through drama and art.</p> <p>Buddhism - To begin to understand why the Buddha acted the way he did by exploring the life story of Buddha.</p>
INFORMATION & COMMUNICATION TECHNOLOGY	<p>Spreadsheets</p> <p>Writing for different purposes</p>



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PHYSICAL EDUCATION	<p>Gymnastics Develop the basic gymnastic shapes and include them in small sequences and motifs. Linking movements, use of apparatus to create a fluent routine</p>
GAMES	<p>Cross Country - Timed run over 1200m. Emphasis on effects of exercise on the body, warming up, cooling down. Develop basic map reading skills when locating checkpoints</p> <p>Games skills - Ball skills challenged in practices and small games. To include running, chasing, dodging, throwing and catching.</p> <p>Games – Develop ball and movement skills. Learn the footwork rule Learn playing positions and areas of play</p> <p>Rugby skills how to hold the ball, how the pass the ball. Looking for and exploiting gaps in defence</p>
MUSIC	<p>Exploring music genres from the 20th Century- Children to express thoughts and ideas of different styles that occur in 20th century music: - Orchestral Music of Mahler, Stravinsky, Gustav Holst, Benjamin Britten, Kadoya, Arron Copland, Messian, Glass, and to include music by African and Asian composers of the same time. Identify the type of instruments that each style uses.</p> <p>Minimalism: To be able to recognise and define music of the style. To look at features that define minimalism. Create and perform music of that type using some of the elements understood. To incorporate instrumental skills to compose a minimalist piece of music using some technique, incorporate the use of tuned percussion. Develop further the skills of playing the recorder. Continue to learn for memory songs that may include movement for Friday assemblies and for Easter</p>
ART AND DESIGN	<p>To design and create a Viking Long Boat.</p> <p>To look at the artwork of William Morris,</p> <p>To create a design, inspired by the artist and use this to print with.</p>
STUDY SKILLS	<p>Some of these will be completed on ATOM.</p> <p>Measurement units, analogies, synonyms, antonyms, comprehension, sums and word problems, similarities, odd one out, codes, series, matrices, logical reasoning, mathematical reasoning, thermometers-negative numbers, hidden words, reflections and rotations, 3D shapes and 2D views, compound words, division, factors, multiples and cubed, prime and square numbers, anagrams</p>