

MAYFIELD PREPARATORY SCHOOL  
SUMMER TERM 2024 PROGRAMMES OF STUDY FOR LOWER II

<b>MATHEMATICS</b>	<p><b>Number: Fractions</b></p> <ul style="list-style-type: none"><li>• Understand the whole</li><li>• Compare and order non-unit fractions</li><li>• Fractions and scales</li><li>• Fractions on a number line</li><li>• Equivalent fractions as bar models</li><li>• Equivalent fraction families</li><li>• Add two or more fractions</li><li>• Subtract two or more fractions</li><li>• Partition the whole</li><li>• Unit fractions of a set of objects</li><li>• Non-unit fractions of a set of objects</li><li>• Reasoning with fractions of an amount</li></ul> <p><b>Measurement: Mass and capacity</b></p> <ul style="list-style-type: none"><li>• Use scales</li><li>• Measure mass in kilograms and grams</li><li>• Add and subtract mass</li><li>• Measure capacity and volume in litres and millilitres</li><li>• Add and subtract capacity and volume</li></ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"><li>• Understand and convert pounds and pence</li><li>• Add and subtract money</li><li>• Find change</li></ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"><li>• Roman numerals to 20</li><li>• Tell the time to 5 minutes</li><li>• Tell the time to the minute</li><li>• Read the time on a digital clock</li><li>• Years, months, days</li><li>• Hours and minutes</li><li>• Minutes and seconds</li></ul> <p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"><li>• Turns and angles</li><li>• Measure and draw angles</li><li>• Horizontal and vertical</li><li>• Parallel and perpendicular</li><li>• Recognise and describe 2D shapes</li><li>• Draw polygons</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Interpret and draw pictograms</li><li>• Interpret and draw bar charts</li><li>• Collect and represent data</li><li>• Two-way tables</li></ul> <p><b>Geometry: Position and direction</b></p> <ul style="list-style-type: none"><li>• Describe position using coordinates</li></ul>
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	<ul style="list-style-type: none"> <li>• Plot coordinates</li> <li>• Draw 2-D shapes on a grid</li> </ul>
<b>ENGLISH</b>	<p>Class Reader: How to Train Your Dragon. Children will compare books by the same author and write a biography of Cressida Cowell. Children will continue to work on retrieval and inference skills and summarising the text. They will compare characters and write descriptions.</p> <p>Children to write a non-chronological report on dragons, persuasive advertisement and writing based on characterising speech. Children will also write explanation texts linked to Plants topic in Science, a discussion text and wanted posters, ie. Children will edit and improve their writing.</p> <p>Grammar: paragraphs for narratives, non-fiction and biographies, suffixes, prefixes, word families, dictionary work. Recap tenses for verbs, prepositions and subordinate clauses.</p>
<b>SCIENCE</b>	<p><u>Plants</u> – Children will be identifying and describing the functions of different parts of flowering plants.</p> <p>Children will explore what plants need to survive and the seven life processes.</p> <p>Children will investigate the way in which water is transported within a plant and they will start to look at the part that a flower plays in reproduction.</p> <p>To keep and complete a diary growing a sunflower</p> <p><u>Famous scientists-</u> Children will study some famous scientists such as William Smith and Inge Lehmann.</p>
<b>HUMANITIES</b>	<p>Why were castles so important to the Normans?</p> <p>Sequence the events which occurred in Normandy and Sussex on October 13<sup>th</sup> -14<sup>th</sup> 1066.</p> <p>Explain why William the Conqueror decided to invade and occupy England.</p> <p>The features of a typical Norman Motte and Bailey castle.</p> <p>Why the design of Norman castles began to change after William gained control over most of England.</p> <p>Different purposes of Norman castles.</p> <p>Why it was so difficult for the Anglo Saxons to successfully attack a Norman castle.</p> <p>The different parts of a Norman castle keep.</p> <p>How the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners.</p> <p>Why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.</p>
<b>Geography</b>	<p>Why do so many people in the world live in megacities?</p> <p>The key features of cities and suggest reasons for why people live in cities of such high density.</p> <p>The distribution of megacities across the continents of the world.</p>

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	<p>Why Baghdad was the first city in the world with a million inhabitants.</p> <p>The top 10 cities in the United Kingdom with the largest populations and compare these with the top 10 fastest-growing cities in the country.</p> <p>Why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom.</p> <p>Locate the largest cities in South America.</p> <p>Offer reasons for the features of the city of Brasília, capital of Brazil.</p> <p>Why the Brazilian government built a new capital city in 1960.</p> <p>The benefits and disadvantages of city life and reach a judgement as to which is most significant.</p> <p>Some of the main geographical features of one of the top 40 megacities in the world.</p>
<b>FRENCH</b>	<p>Our School</p> <p>Classroom</p> <p>Subjects</p> <p>Around School</p> <p>Time</p> <p>Bastille</p>
<b>RELIGIOUS EDUCATION</b>	Sikhism-founder, beliefs, place of worship, Holy book, festivals, and symbols.
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>	Aiming High-setting and achieving targets, thinking about moving into next class.
<b>COMPUTING</b>	<p>Logo</p> <p>Animation</p> <p>Effective searching</p> <p>Music</p> <p>Artificial Intelligence</p>
<b>PHYSICAL EDUCATION</b>  <b>GAMES</b>	<p>Athletics</p> <p>Short tennis</p> <p>Rounders</p> <p>Cricket</p>
<b>MUSIC</b>	<p>Communication-composition,</p> <p>Represent sounds with symbols, using voices creatively and expressively,</p> <p>Create and perform using traditional music symbols.</p> <p>Continue with sessions on the recorder to intermediate level;</p> <p>For children to create a short melodic piece for the recorder or tuned instrument.</p> <p>Create an Item that could be used for the Mayfield's Centenary</p>
<b>ART &amp; DESIGN</b>	<p>To develop sewing skills.</p> <p>Looking at work of Monet.</p>
<b>STUDY SKILLS</b>	Development of verbal and non-verbal reasoning skills.

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