

**MAYFIELD PREPARATORY SCHOOL**  
**AUTUMN TERM PROGRAMMES OF STUDY FOR FORM I**

|                    |  |
|--------------------|--|
| <b>MATHEMATICS</b> | <ul style="list-style-type: none"><li>• <b>Place Value</b></li><li>• Numbers to 20</li><li>• Count objects to 100 by making 10s</li><li>• Recognise tens and ones</li><li>• Use a Place Value Chart</li><li>• Partition numbers to 100</li><li>• Write numbers to 100 in words</li><li>• Flexibly partition numbers to 100</li><li>• Write numbers to 100 in expanded form</li><li>• Show 10s on a number line to 100</li><li>• Show 10s and 1s on a number line to 100</li><li>• Estimate numbers on a number line to 100</li><li>• Compare objects</li><li>• Compare numbers using <math>&lt;</math> and <math>&gt;</math> symbols</li><li>• Order objects and numbers</li><li>• Count in 2s, 5s, and 10s</li><li>• Count in 3s</li><li>• <b>Addition and Subtraction</b></li><li>• Number bonds to 10</li><li>• Fact Families – addition and subtraction bonds within 20</li><li>• Related facts - if <math>2 + 5 = 7</math> then <math>20 + 50 = 70</math>. If <math>5 - 2 = 3</math> then <math>50 - 20 = 30</math></li><li>• Bonds to 100 (10s)</li><li>• Add and subtract 1s</li><li>• Add by making 10</li><li>• Add three 1-digit numbers</li><li>• Add to the next 10</li><li>• Add across a ten</li><li>• Subtract across a 10</li><li>• Subtract from a 10</li><li>• Subtract a 1-digit number from a 2-digit number (across a 10)</li><li>• 10 more, 10 less</li><li>• Add and subtract 10s</li><li>• Add two 2-digit numbers (not across a 10)</li><li>• Add two 2-digit numbers (across a 10)</li><li>• Subtract two 2-digit numbers (not across a 10)</li><li>• Subtract two 2-digit numbers (across a 10)</li><li>• Mixed addition and subtraction</li><li>• Compare number sentences</li><li>• Missing number problems</li><li>• <b>Geometry - Shapes</b></li><li>• Recognise 2-D shapes (circle, triangle, square, rectangle, pentagon, hexagon, and octagon) and 3-D shapes (cube)</li><li>• Count sides on 2-D shapes</li><li>• Count vertices on 2-D shapes</li><li>• Draw 2-D shapes</li><li>• Lines of symmetry on shapes</li><li>• Use lines of symmetry to complete shapes</li><li>• Sort 2-D shapes</li><li>• Count faces on 3-D shapes</li><li>• Count edges on 3-D shapes</li></ul> |
|--------------------|--|

**MAYFIELD PREPARATORY SCHOOL**  
**AUTUMN TERM PROGRAMMES OF STUDY FOR FORM I**

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Count vertices on 3-D shapes</li> <li>• Sort 3-D shapes</li> <li>• Make patterns with 2-D and 3-D shapes</li> </ul> <p>Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children.</p>   |
| <b>ENGLISH</b>   | <p><b>Handwriting:</b> Revise formation and orientation of individual letters and start to join following Kinetics scheme.</p> <p><b>Reading/Guided Reading:</b> Continue to develop reading with fluency and <u>understanding</u> (including test questions). The Owl Who Was Afraid of the Dark.</p> <p><b>Writing:</b> Recounts of events, character and setting descriptions, writing postcards, instruction and explanation texts</p> <p><b>Grammar:</b> Adjectives, nouns and noun phrases. Use capital letters and full stops consistently. Develop use of question marks, commas in lists and exclamation marks. Introduce conjunctions and adverbs.</p> <p><b>Comprehension:</b> Develop skills to read for clarity, accuracy and understanding of fiction and non-fiction texts</p> <p><b>Speaking and Listening:</b> Take part in discussions and answer questions in complete sentences</p> |
| <b>SCIENCE</b>   | <p><b>Use of Everyday Materials:</b> Identifying uses of materials, materials in the everyday environment, comparing the suitability of different everyday materials, how shapes and objects made from materials that can be changed</p> <p><b>The Environment:</b> Investigating what ecological challenges faced in the modern world</p>  |
| <b>HISTORY</b>   | <p><b>Who are the Greatest History Makers?</b> Researching famous people who have changed the course of history due to their actions.</p>   |
| <b>GEOGRAPHY</b>   | <p><b>Why do we enjoy the seaside so much?</b> Looking at the physical and human geography of seaside resorts and how we can protect it.</p>  |
| <b>RELIGIOUS STUDIES</b>   | <p>This '<b>Nature and God</b>' unit will teach about how nature can be important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives.</p>  |
| <b>P.S.E.D<br/>(Personal, social,<br/>health and<br/>economic<br/>Education)</b> | <p><b>Think positive:</b> This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful</p>   |

**MAYFIELD PREPARATORY SCHOOL**  
**AUTUMN TERM PROGRAMMES OF STUDY FOR FORM I**

|                           |   |
|---------------------------|---|
| <b>ART</b>                | <p><b>Seaside art</b> – developing collage, cutting and painting skills to create pieces with a seaside focus</p> <p><b>Pointillism</b> – study of George Seurat to create an Autumn scene.</p> <p><b>Selecting materials</b> – creating collages by selecting appropriate resources from a range of different materials</p> <p><b>Firework and Christmas artwork</b> exploring colour using different mediums</p>  |
| <b>PHYSICAL EDUCATION</b> | <p><b>Games Skills:</b> Practices and games. Challenging ball skills, movement skills and teamwork. Activities using balls, hoops, quoits and beanbags. Skipping skills</p> <p><b>Gymnastics:</b> Working towards Gymnastic Award 8. Floor work, challenging, balance, co-ordination and strength</p> <p><b>Dance:</b> Themes – Spies, different pathways and dynamics of movement.</p>   |
| <b>COMPUTING</b>          | <p><b>Online Safety:</b><br/>         Searching and Sharing<br/>         Email Using 2Respond<br/>         Digital Footprint</p> <p><b>Effective Searching</b><br/>         Understanding the Internet and Searching<br/>         Searching the Internet<br/>         Sharing Knowledge of the Internet and Effective Searching</p>   |
| <b>MUSIC</b>              | <p>To be able to sing in unison with increasing confidence, to be able to continue with recognising instruments and their sounds, pitch high or low. Accompany a song or music keeping time and if and where possible create their own rhythm. (Festivals focus – Harvest, Remembrance Day and Christmas) pitch given notes and sounds. To repeat given rhythms and simple melodic lines. To develop skills to play a recorder. Through singing well-known songs and newly introduced songs have a sense of duple or triple time.</p> |
| <b>FRENCH</b>             | <p>France and it's culture<br/>         Greetings and names<br/>         Classroom Instructions<br/>         Numbers to 20<br/>         Age and birthday<br/>         Christmas in France</p>   |