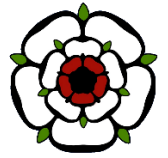




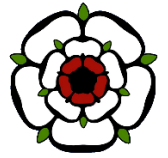
MAYFIELD PREPARATORY SCHOOL
AUTUMN TERM PROGRAMMES OF STUDY FOR LOWER II



MATHEMATICS	<p>Number – Place Value</p> <ul style="list-style-type: none">• Roman numerals• Count in 25s, 50s, and in 1000s• Numbers to 1000• 1000s, 100s, 10s, 1s• Partitioning• Number line to 10,000• 10, 100, 1000 more or less• Round to the nearest 10, 100 and 1000• Compare and order numbers• Negative numbers <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none">• Add and subtract 1s, 10s, 100s, 1000s• Add and subtract 3-digit and 4-digit numbers (crossing 10 and 100)• Add and subtract two-4-digit numbers (with/without exchanges)• Efficient subtraction• Estimate answers• Checking strategies <p>Number – Multiplication and Division</p> <ul style="list-style-type: none">• Multiply and divide by 2, 3, 4, 5, 6, 7, 8, 9, 11 and 12• Multiply and divide by 10 and 100• Multiply and divide by 1 and 0• Divide by 1• Related calculations• Multiply 3 numbers• Factor pairs <p>Work will be differentiated to meet the needs of the children. Children will be expected to complete end of unit tests.</p>
ENGLISH	<p>Writing: Based on the Roald Dahl book 'Charlie and the Chocolate Factory.' Children will be looking at character descriptions, setting descriptions around a room in the factory, instructions for designing a chocolate bar and non-chronological reports linked to their History topic Stone Age. They will also write a myth, explanatory texts, discursive writing, advertisements, and leaflets in Humanities.</p> <p>Comprehension tasks: Charlie and the Chocolate Factory and a variety of text types: fiction, non-fiction, and poetry.</p> <p>Reading: Class reader Charlie and the Chocolate Factory for main text. Oxford Reading Tree or free reader.</p> <p>Grammar and punctuation: recap capital letters, full stops, exclamation marks, question marks for sentence types, learn speech marks, adverbials, prepositional phrases, expanded noun phrases, subordinate clauses, coordinating and subordinating conjunctions, adjectives, nouns and verbs and the use of determiners: a/an. They will also learn how to proofread and edit. Spelling lists and tests. Handwriting daily following Kinetic Letters Scheme: writing positions, revise letter families, pencil hold and joining programme.</p>
SCIENCE	<p>Animals, including humans</p> <ul style="list-style-type: none">- The children will learn to explain how living things obtain food. -The children will learn why animals including humans need the right type of nutrients. - They will learn to compare and group animals by their diet.- They will learn to sort animals based on their skeletons.- They will learn to identify and name bones.-They will learn to identify and explain the three main functions of a skeleton.-They will learn to know why we need muscles to move. <p>Light</p>



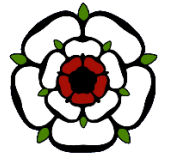
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	- The children will learn to recognise that they need light in order to see things and that dark is the absence of light. - They will learn to notice that light is reflected from surfaces. - They will learn to recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - They will learn to recognise that shadows are formed when the light from a light source is blocked by an opaque object. - They will learn to find patterns in the way that the size of shadows change.
HISTORY	Key Question: How did the lives of ancient Britons change during the StoneAge? The primary aim of the investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence. In addition, this investigation also supports pupils to appreciate that, without written evidence of how people lived in the Stone Age, so much of what archaeologists think occurred is little more than supposition based on the subjective interpretation of artefacts.
GEOGRAPHY	Key Question: Beyond the Magic Kingdom: what is the <i>Sunshine State</i> really like? This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the <i>Magic Kingdom</i> . The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.
FRENCH	Getting to know you- Learning words, songs and phrases and asking questions in French for: hello, what's your name, how are you, goodbye, numbers 0-10 (for ages) and how old are you. All About Me- Learning words and phrases and asking questions in French for: classroom instructions, my body, actions, colours, clothes and Christmas.
RELIGIOUS EDUCATION AND P.S.E.D (Personal, social, health and economic Education)	RE-Judaism -founder, beliefs, place of worship, Holy book, festivals, and symbols. RE- The Nativity Story- Mary and Joseph, the journey, a baby is born, the shepherds, a new star appears, King Herod. PSED-TEAM- A new start, transitions, good and not good feelings, working together, collaboration, shared goals, being considerate, disputes and strategies to resolve them, responsibilities. PSED - Britain- Living in Britain, democracy, rules, laws and responsibilities, liberty, tolerance and respect, and what does it mean to be British?
Computing	Online safety Coding Spreadsheets
ART AND DESIGN	Looking at the colour wheel. Prehistoric Art – Cave paintings. Create a sunset watercolour background for Stonehenge.
PHYSICAL EDUCATION GAMES	Games skills –Tag type games, ball skills, small-sided invasion games. Orienteering skills. -outdoor following a map. Gymnastics – Theme-Balance - floor work and apparatus tasks related to theme. Gymnastic award 6 work. Dance – compose dance actions through different themes Circus/rock and roll/line dancing Hockey skills/football skills



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MUSIC

To work together as a class, to sing, produce, improve, and perform musical items in the class or in front of a select audience. To be able to take part in call and response using simple rhythmic and melodic patterns. Recognise the melodic line of a melody with the rise and fall of notes. To be able to take part and maintain their part in 2- /3- part singing. Play melodic and rhythmic accompaniment to a song and produce their own short composition. Build on skills to play the recorder. Look at music that was inspired between 1950 – 1980. (Festivals focus – Harvest, Remembrance Day, and Christmas)