



MAYFIELD PREPARATORY SCHOOL
SPRING TERM 2025 PROGRAMME OF STUDY FOR LOWER II



MATHEMATICS

Number: Multiplication and Division

- 7, 8, 11- and 12-times table
- Multiply and divide by 10 and 100
- Multiply 3 numbers
- Factor pairs
- Efficient multiplication
- Written methods
- Multiply 2-digits and 3-digits by 1-digit
- Divide 2-digits and 3-digits by 1-digit
- Problem solving

Measurement: Length and Perimeter

- Measure in metres, centimetres and millimetres
- Equivalent lengths
- Compare lengths
- Add and subtract lengths
- What is Perimeter?
- Measure and calculate perimeter

Number: Fractions

- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions on a number line
- Equivalent fractions on a number line/bar model
- Count beyond 1
- Partition a mixed number
- Equivalent fractions
- Add and subtract fractions
- Calculate quantities
- Fraction problem solving

Measurement: Mass and capacity

- Use scales
- Measure and compare mass in kg and g
- Add and subtract mass
- Measure capacity and volume in millilitres
- Compare capacity and volume
- Add and subtract capacity and volume

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>ENGLISH</p>	<p>Reading: Class readers: The Iron Man and How to Train your Dragon: to gain information, expand vocabulary and for pleasure.</p> <p>Comprehension: factual and fiction texts: Speech and playscripts, Letters, Reports and notes, the meaning of words in context, retrieval of facts, making predictions, making inferences and noting detail and summarising.</p> <p>Writing: Newspaper reports, Speech and playscripts, wanted posters (character description) Non chronological reports, setting description, persuasive advert, Diamonte poems</p> <p>Grammar and Punctuation: Nouns-collective, common, abstract. Prepositional phrases of time, place and cause. Punctuating speech, adverbs, adverbs of time, place and cause. Assessment week SPaG test. Subordinating conjunctions of time, place and cause. Verbs-future and present perfect tense. Word families-root words, prefixes and suffixes. Dictionary/thesaurus work ongoing. <i>*Please note SPaG is planned in time with the writing focus and therefore may change depending on pupils' progress in the writing cycle.</i></p> <p>Spelling: weekly spelling exercises, word lists and tests.</p>
<p>SCIENCE</p>	<p>Forces and magnets – This unit will teach children about forces, friction and magnetic attraction. Children will learn about forces in the context of pushing and pulling and will identify different actions as pushed or pulls. Children will work scientifically and collaboratively to investigate friction.</p> <p>Rocks and soils – pupils will be learning about the three main types of rocks: igneous, metamorphic and sedimentary. They will be classifying and sorting rocks into their different types based on appearance and simple properties. Children will learn how fossils are formed and will investigate the various properties, which these rocks have. (This may change to Scientists and Inventors)</p>
<p>HISTORY</p>	<p>How do artefacts help us understand the lives of people in Iron Age Britain? Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today. Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included.</p>



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	<p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them.</p> <p>Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence.</p> <p>Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time.</p> <p>Recognise and describe the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago.</p> <p>Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the river Witham and synthesise these reasons into an explanation.</p> <p>Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.</p> <p>Trip to a place about Iron Age Britain.</p>
GEOGRAPHY	<p>Why do some earthquakes cause more damage than others?</p> <p>Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources.</p> <p>Observe and record the distribution of earthquakes in New Zealand over the past two hundred years.</p> <p>Identify, describe and explain the causes of earthquakes.</p> <p>Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.</p> <p>Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction.</p> <p>Identify, describe and explain the causes of volcanoes.</p> <p>Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand.</p> <p>Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire</p>
FRENCH	<p>Food and drink, preferences, colour, ordering food, asking questions and answering and adjectives to describe. Family and friends, pets, alphabet, spelling, my home and what's his name?</p>
RELIGIOUS EDUCATION & PERSONAL AND SOCIAL DEVELOPMENT	<p>RE-Islam-who and where it was founded, main beliefs, special places, special festivals, Holy book, symbols and meanings.</p> <p>Good Friday-The Easter story, The last supper, prayer, the cross and resurrection, New life.</p> <p>PSED- Money matters-where does money come from? Ways to pay, lending and borrowing, priorities, advertising, keeping track</p>



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COMPUTING	Spreadsheets Touch Typing Email
ART AND DESIGN	To learn about the life and artwork of Henri Matisse and recreate work in the style of the Artist.
PHYSICAL EDUCATION GAMES	<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> <p>Cross Country/Orienteering – sustained run over 1200 metres. Timed runs, improve fitness. Work towards house and inter school competitions. Develop basic map reading skills when locating checkpoints</p> <p>Games – Netball skills. First step netball. Rugby</p>
MUSIC	<p>Pentatonic music: To explore the music of China and develop glockenspiel playing technique. Introduce the use of 5 notes 'pentatonic scale' to create a melody or ostinato effect. Time: Identifying the metre in a piece of music does this music feel like a march in 4,4 time or a waltz in 3,4 time? What time or count might you give to this piece of music? What sort of emotion is suggested by the instruments or timbre Continue with: Understanding pitch, using pitch notation, Reading simple rhythm notation. Continue with learning to play the recorder. Look at songs and music related to Easter, for Friday assemblies and end of term. (As well as general songs for assemblies).</p>
STUDY SKILLS	<p>VR-Increase knowledge of letter patterns and vocabulary to make and recognise new words, including anagrams, analogies, compound words, letter shifts, hidden words missing letters, rhyming words, synonyms and homonyms.</p> <p>NVR-Movement of shapes-reflection, rotation, superimposition and transposition.</p> <p>Maths-Fractions, division, data, time, units, angles, symmetry, coordinates and 2D and 3D shapes.</p> <p>English-Plurals, homophones, prefixes and suffixes, speech marks, awkward vowels and consonants, mixed spelling questions, alliteration and onomatopoeia, synonyms and creative writing. A range of reading comprehension skills.</p>