MAYFIELD PREPARATORY SCHOOL

SPRING TERM 2025 PROGRAMME OF STUDY FOR FORM II

MATHEMATICS	**Number: Multiplication and Division** • 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 **Number: Fractions** • Add and subtract fractions with different denominators • 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 **Number: Decimals and Percentages** • 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 a s fractions and decimals • Equivalent F.D.P **Measurement: Perimeter and area** • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons, rrectangles & compound shapes • Estimate area **Statistics** • Draw line graphs • Read and interpret line graphs & tables • Two-way tables • Read an interpret timetables **Consolidation** Children will be assessed prior to teaching each of the units above. Work will be differentiated to meet the needs of the children.

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ENGLISH	**Reading**: to gain information, for pleasure, to increase vocabulary and understanding. Reading focus: intonation and fluency. We will be reading the text 'The Lion, the Witch and the Wardrobe'. **Writing**: The first half term we will focus on exploring the different elements that make good fiction writing-first a setting description then building atmosphere with characters and their emotions. We shall also look at character descriptions within our writing and use of dialogue. We will hopefully finish with some poetry at the end of term. For non-fiction, we shall be writing a non-chronological report with a fiction base using fantasy characters from our class reader and then an explanation text linked to Science States of Matter. We will also write recounts as a speech in a diary format linked to the class text and a newspaper report in History. **Grammar and punctuation**: Continuing work on clauses particularly identifying how to use a comma in a clause. Correctly using the apostrophe for contraction and possession both singular and plural. Identifying and using possessive pronouns, recap different nouns and verb tenses and inverted commas and punctuation for speech; including speech verbs for different effects. Examining cohesive devices when writing to-avoid repetition. Use of adverbs, adjectives and conjunctions to expand sentences. Similes and metaphors in poetry. **Spelling**: weekly word lists and tests. Plurals, prefixes and suffixes. Statutory word list. Homophones and near homophones. **Comprehension**: continued development of inferential skills and learning to 'read between the lines', summarising, building vocabulary and word meanings, author's use of words and layout and presentation of texts, including fiction, non-fiction and poetry. **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.
SCIENCE	**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. **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.
HISTORY	**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. Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them. Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence. Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time.

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	Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago. 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. Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age. **Trip to a place about Iron Age Britain.**
GEOGRAPHY	**Why do some earthquakes cause more damage than others?** Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources. Observe and record the distribution of earthquakes in New Zealand over the past two hundred years. Identify, describe and explain the causes of earthquakes. Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world. Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. Identify, describe and explain the causes of volcanoes. Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand. Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire
FRENCH	Countries and cities Travel around the world Nationality and languages French speaking Countries
RELIGIOUS EDUCATION & PSED	**Respecting rights** Rights - to recognise there are human rights, that are there to protect everyone 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. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. To recognise there are human rights, that are there to protect everyone. Rules - to recognise reasons for rules and laws; consequences of not adhering to rules and laws. Rights without Responsibilities? - to recognise there are human rights, that are there to protect everyone. Respect - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. **Faith today** Which Faiths Are in the UK Today? To compare different beliefs by exploring some of the different faiths in the UK today. Humanism - To describe the key teachings and beliefs of Humanism by exploring the values of Humanism. Christianity - To know about the religious festivals of Christianity by exploring Christian festivals throughout the year. Islam - To know about the importance of some Islamic artefacts by exploring artefacts that are important to Muslims. 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.

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	Taoism - To know the meaning of the Taoist creation story by exploring the story through drama and art. Buddhism - To begin to understand why the Buddha acted the way he did by exploring the life story of Buddha.
COMPUTNG	Spreadsheets Touch Typing Email
PHYSICAL EDUCATION **GAMES**	**Gymnastics** Develop the basic gymnastic shapes and include them in small sequences and motifs. Linking movements, use of apparatus to create a fluent routine **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 **Games skills** - Ball skills challenged in practices and small games. To include running, chasing, dodging, throwing and catching.
	Games – Develop ball and movement skills. Learn the footwork rule Learn playing positions and areas of play Rugby skills how to hold the ball, how the pass the ball. Looking for and exploiting gaps in defence
MUSIC	**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. **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
ART AND DESIGN	To learn about the life and artwork of Henri Matisse and recreate work in the style of the Artist.
STUDY SKILLS	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