



**MAYFIELD PREPARATORY SCHOOL**  
**SPRING TERM 2026 PROGRAMME OF STUDY FOR LOWER II**



<b>MATHEMATICS</b>	<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"><li>• 3, 6 7, 9, 11- and 12-times table</li><li>• Multiply and divide by 10 and 100</li><li>• Multiply 3 numbers</li><li>• Factor pairs</li><li>• Efficient multiplication</li><li>• Written methods</li><li>• Multiply up to 3-digits by 1-digit</li><li>• Divide up to 3-digits by 1-digit</li><li>• Problem solving</li></ul> <p><b>Measurement: Length and Perimeter</b></p> <ul style="list-style-type: none"><li>• Measure in kilometres, metres, centimetres and millimetres</li><li>• Equivalent lengths</li><li>• Compare lengths</li><li>• Add and subtract lengths</li><li>• What is Perimeter?</li><li>• Measure and calculate perimeter</li></ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"><li>• Compare and order unit fractions</li><li>• Understand the numerators of non-unit fractions</li><li>• Understand the whole</li><li>• Compare and order non-unit fractions</li><li>• Fractions on a number line</li><li>• Equivalent fractions on a number line/bar model</li><li>• Count beyond 1</li><li>• Partition a mixed number</li><li>• Equivalent fractions</li><li>• Add and subtract fractions</li><li>• Calculate quantities</li><li>• Fraction problem solving</li></ul> <p><b>Measurement: Mass and capacity</b></p> <ul style="list-style-type: none"><li>• Use scales</li><li>• Measure and compare mass in kg and g</li><li>• Add and subtract mass</li><li>• Measure capacity and volume in millilitres</li><li>• Compare capacity and volume</li><li>• Add and subtract capacity and volume</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>• Pounds and pence</li><li>• Convert pounds and pence</li><li>• Add and subtract money</li><li>• Find change</li></ul> <p><b>Consolidation</b></p> <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>
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<b>ENGLISH</b>	<p><b>Reading:</b> Class readers: The Iron Man and How to Train your Dragon: to gain information, expand vocabulary and for pleasure.</p> <p><b>Comprehension:</b> 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><b>Writing:</b> Newspaper reports, Speech and playscripts, wanted posters (character description) Non chronological reports, setting description, persuasive advert</p> <p><b>Grammar and Punctuation:</b> 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><b>Spelling:</b> weekly spelling exercises, word lists and tests.</p>
<b>SCIENCE</b>	<p><b>Forces and magnets</b> – 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><b>Rocks and soils</b> – 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>
<b>HISTORY</b>	<p><b>What did the Vikings want and how did Alfred help to stop them getting it?</b> Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.</p>



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	<p>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread</p> <p>Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed</p> <p>Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed</p> <p>Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision</p>
<b>GEOGRAPHY</b>	<p><b>Why are jungles so wet and deserts so dry?</b></p> <p>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</p> <p>Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p>
<b>FRENCH</b>	<p>School – transport, classroom, pencil case, food and drink, school subjects</p>



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	Sports and hobbies – name and express opinions, to discuss which musical instruments we play / would like to play.
<b>RELIGIOUS EDUCATION &amp; PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)</b>	<p><b>RE-Islam</b>-who and where it was founded, main beliefs, special places, special festivals, Holy book, symbols and meanings.</p> <p><b>Good Friday</b>-The Easter story, The last supper, prayer, the cross and resurrection, New life.</p> <p><b>PSED- Money matters</b>-where does money come from? Ways to pay, lending and borrowing, priorities, advertising, keeping track</p>
<b>COMPUTING</b>	Spreadsheets Touch Typing Email
<b>ART AND DESIGN</b>	To design and create a Viking Long Boat. To look at the artwork of William Morris, To create a design, inspired by the artist and use this to print with.
<b>PHYSICAL EDUCATION</b>  <b>GAMES</b>	<p><b>Gymnastics</b> 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><b>Cross Country/Orienteering</b> – 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><b>Games</b> – Netball skills. First step netball. Rugby</p>
<b>MUSIC</b>	<p><b>Pentatonic music:</b> 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.</p> <p><b>Time:</b> 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</p> <p><b>Continue with:</b> Understanding pitch, using pitch notation, Reading simple rhythm notation. Continue with learning to play the recorder.</p> <p>Look at songs and music related to Easter, for Friday assemblies and end of term. (As well as general songs for assemblies).</p>



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<b>STUDY SKILLS</b>	<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>
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