



MAYFIELD PREPARATORY SCHOOL

SPRING TERM 2026 PROGRAMME OF STUDY FOR FORM II



MATHEMATICS	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Multiply up to 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 <p>Number: Fractions</p> <ul style="list-style-type: none">• 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 <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none">• Tenths and hundredths as fractions and decimals• Decimals up to 2 decimal places• Equivalent fractions and decimals (tenths and hundredths)• Equivalent fractions and decimals• 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 as fractions and decimals• Equivalent F.D.P <p>Measurement: Perimeter and area</p> <ul style="list-style-type: none">• Perimeter of rectangles• Perimeter of rectilinear shapes• Perimeter of polygons, rectangles and compound shapes• Area of rectangles and compound shapes• Estimate area <p>Statistics</p> <ul style="list-style-type: none">• Draw line graphs• Read and interpret line graphs & tables• Two-way tables• Read an interpret timetables <p>Consolidation</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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ENGLISH	<p>Reading and Comprehension Over the course of the term, children will develop the following reading skills: Understanding plot, characters, themes, and settings, and discussing deeper meanings. Vocabulary: Encountering and explaining words in context, using dictionaries to support learning. Fluency & Performance: Reading challenging texts accurately and expressing understanding through intonation, pace and volume. Critical Thinking: Evaluating texts, identifying conventions, and making connections between stories, the world and personal experiences. Broadening Horizons: Exploring diverse genres (reports, poems) to learn about different cultures, ideas, and places. Independence & Confidence: Choosing books for personal interest and reading independently, building self-reliance and reading for pleasure. Imagination & Empathy: Developing creativity and understanding others' feelings and experiences.</p> <p>Children will be reading the class text, 'The Lion, the Witch and the Wardrobe'.</p> <p>Writing: The first half term will focus on exploring the different elements that make for effective fiction writing: this will include looking at the components that define a detailed setting description. Children will continue to look at the way in which character descriptions are constructed and use the features that were taught last term to develop their ideas further. Non-fiction writing will focus on the construction of a non-chronological report, using fantasy characters from the class reader as a stimulus. Cross-curricular links will also provide opportunities for children to write an explanation text in Science, based on the topic States of Matter, and 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. Prefixes and suffixes. Statutory word list. Looking at common letter strings and application of specific spelling rules (and exceptions to those rules). 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.</p>
SCIENCE	<p>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.</p> <p>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.</p>



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HISTORY	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p> <p>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'.</p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.</p> <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.</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>
GEOGRAPHY	<p>Why are jungles so wet and deserts so dry?</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 judgement..</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>
FRENCH	<p>Countries and cities</p> <p>Travel around the world</p> <p>Nationality and languages</p> <p>French speaking Countries</p>
RELIGIOUS EDUCATION & PSHE	<p>Respecting rights</p> <p>Rights - to recognise there are human rights, that are there to protect everyone</p>



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	<p>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.</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>To recognise there are human rights, that are there to protect everyone.</p> <p>Rules - to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>Rights without Responsibilities? - to recognise there are human rights, that are there to protect everyone.</p> <p>Respect - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Faith today</p> <p>Which Faiths Are in the UK Today? To compare different beliefs by exploring some of the different faiths in the UK today.</p> <p>Humanism - To describe the key teachings and beliefs of Humanism by exploring the values of Humanism.</p> <p>Christianity - To know about the religious festivals of Christianity by exploring Christian festivals throughout the year.</p> <p>Islam - To know about the importance of Islamic artefacts by exploring artefacts that are important to Muslims.</p> <p>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.</p> <p>Taoism - To know the meaning of the Taoist creation story by exploring the story through drama and art.</p> <p>Buddhism - To begin to understand why the Buddha acted the way he did by exploring the life story of Buddha.</p>
COMPUTING	Spreadsheets Touch Typing Email
PHYSICAL EDUCATION	Gymnastics Develop the basic gymnastic shapes and include them in small sequences and motifs. Linking movements, use of apparatus to create a fluent routine
GAMES	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 to 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 20 th century music: - Orchestral Music of Mahler, Stravinsky, Gustav Holst, Benjamin Britten, Kadoya, Aron 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.



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	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 William Morris and recreate work in the style of the Artist.