



# **MAYFIELD PREPARATORY SCHOOL**

## **SPRING TERM 2026 PROGRAMME OF STUDY FOR LOWER III**



<b>MATHEMATICS</b>	<p><u>Arithmetic</u></p> <ul style="list-style-type: none"><li>• Revision of all areas through real world projects, investigations, arithmetic and reasoning exercises and the enterprise project<ul style="list-style-type: none"><li>○ Number and calculation</li><li>○ Place value</li><li>○ The four operations</li><li>○ Fractions</li><li>○ Decimals</li><li>○ Percentages</li><li>○ Order of operations</li></ul></li></ul>
<b>ENGLISH</b>	<p><u>Class Text: Hound of the Baskervilles</u></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"><li>• Selecting and retrieving information</li><li>• Using the text to support answers</li><li>• Deduce/infer/interpret information</li><li>• Considering an author's intentions and the effect of a text on the reader</li><li>• Comment on the purpose and viewpoint of a text</li><li>• Examination techniques – answering different question types related to the National Curriculum contents domains.</li></ul> <p><u>Grammar and Punctuation: Re-cap and consolidation</u></p> <ul style="list-style-type: none"><li>• Complex sentences – Co-ordinating connectives/subordinate connectives</li><li>• Nouns/Noun phrases</li><li>• Use of adverbials</li><li>• Types of sentence for effect and impact</li><li>• Layout devices</li><li>• Hyphens and dashes</li><li>• Semi-colon and colon use</li><li>• Punctuation for direct speech</li><li>• Brackets</li><li>• Conditional conjunctions and clauses</li><li>• Prefixes/Suffixes</li><li>• Grammar revision</li></ul> <p><u>Writing</u></p> <p><b>Fiction:</b> Creative writing – extending and continuing narrative using key characters from the whole class text.</p> <p>Writing from a character's viewpoint in the form of a diary recount.</p> <p>Persuasive writing - generating ideas and then creating a product themed around <i>The Hound of the Baskervilles</i>. Macbeth-how Lady Macbeth uses persuasive techniques.</p> <p><b>Non-fiction:</b> Non-chronological report. Explanation text linked to class reader. Cross-curricular writing related to this term's Geography topic.</p>
<b>SCIENCE</b>	<p><b>Electricity</b></p> <p>Pupils begin with revision of simple circuits, hands on experience with symbols, diagrams &amp; incomplete circuits. Pupils investigate the variables that can impact on a circuit, comparing series and parallel circuits. Pupils then face some challenges!</p> <p><b>Light</b> – Pupils will be exploring how light travels onto objects and seen by human eyes. They will be looking at the structure and function of a real eye. They will also be investigating how light travels.</p>



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<b>HUMANITIES</b>	History: Medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain? Looking at life expectancy and how this has changed over a period of time. Studying the work of specific individuals and how their contributions have changed medical history.  Geography: Volcanic Environments. Looking into specific volcanic locations, around the world. The benefits/drawbacks linked to living in a volcanic region.
<b>Computing</b>	All about me A presentation project that teaches students the fundamentals of presenting to an audience. Kodu programming (making 3D worlds) Enterprise-greenscreen and advertising using filmmaking. Web page creation.
<b>PHYSICAL EDUCATION</b>	<b>Gymnastics</b> - Develop routines with a partner using ideas of matching and mirroring, canon and unison. Develop more complex skills such as dive forward roll and head stands <b>Cross Country</b> - Timed run over 2000m. Emphasis on effects of exercise on the body, warming up, cooling down. Develop basic map reading skills when locating checkpoints
<b>GAMES</b>	Further develop netball skills. Seven-a-side. Further develop knowledge of the rules by umpiring games Rugby – further development of passing and catching ball skills, evasive running in space and tackling. Tag rugby and age-appropriate mini-rugby.
<b>MUSIC</b>	<b>Listening – Interpreting – Describing Skills</b> For Children to listen and respond to music that is programmatic, music that represents images or ideas eg. The planet suite, Gustave Holst. 'Harold in Italy', by Hector Berlioz; Vltava by Smetana. Kodaly. To use and developed vocabulary for describing music heard with some musical vocabulary. To develop a greater understanding of the sounds of instrument in a modern-day Orchestra. Continue to develop singing in harmony. Learn songs for memory. Prepare songs for Friday assemblies. Explore the types of instruments used to create a Chinese flavour of music for its New Year. Learn songs and learn instrumental drum accompaniment for spring assemblies, Easter, and some Friday assemblies.
<b>CURRENT AFFAIRS</b>	Discussion and debate on topics which occur in the news in the United Kingdom around the world. Learn about 'Individual Liberty', one of the British core values.
<b>RELIGIOUS EDUCATION</b>	Humanism: In this unit of study, children will examine the difference between religious and non-religious worldviews. They will focus on Humanism: its origins, core beliefs and the meaning behind the Happy Human symbol.
<b>PSHE</b>	One World: This topic is based on the concept that we all have the responsibility to live as global citizens. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming.
<b>ART AND DESIGN</b>	To learn about the life and artwork of Frida Kahlo, to create observation work inspired by the Artist. To look at Portraits and proportions of the face.



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<b>CLASSICAL STUDIES</b>	Investigating the rise and fall of the Kings of Rome and the beginning of the Republic. Introduction to Latin: verbs, tenses, nouns, cases and simple translation work; and its influence on Modern English.
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