

MAYFIELD PREPARATORY SCHOOL
SUMMER TERM 2026 PROGRAMME OF STUDY FOR TRANSITION

MATHEMATICS	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Count in 2s • Count in 5s • Count in 10s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups – grouping • Make equal groups - sharing <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Recognise and find a half of an object or shape • Recognise and find a half of a quantity • Recognise and find a quarter of an object or shape. • Recognise and find a quarter of a quantity <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> • Describe turns • Describe positions - left/right, forwards/backwards, above/below • Ordinal numbers <p><u>Place Value</u></p> <ul style="list-style-type: none"> • Counting from 50 to 100 • Tens to 100 • Partition into tens and ones • The number line to 100 • One more, one less • Compare numbers with the same number of tens • Compare any two numbers <p><u>Measurement (Money and Time)</u></p> <ul style="list-style-type: none"> • Unitising • Recognising coins • Recognising notes • Count in coins • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour • Tell time to the half hour
ENGLISH	<p>To continue to develop reading, phonics and spelling with weekly spelling lists.</p> <p>To continue to consolidate Yr 1/2 High Frequency words.</p> <p>To continue Kinetic Letters handwriting practice, using basic punctuation, writing skills, comprehension and creative writing.</p> <p>To ensure basic sentence structure is in place using appropriate texts and opportunities to write for different genres. Consolidate use of adjectives, use conjunctions; and, but, because and so.</p> <p>Pluralising nouns</p> <p>Prefix -un</p> <p>To continue to develop speaking and listening skills.</p>

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	Reading appropriate books (daily) for fiction and non-fiction reading and developing comprehension skills
SCIENCE	To continue learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To look at, identify and describe the basic structure of a variety of common flowering plants, including trees. To compare and contrast different types of plants. To compare and identify weather patterns from Spring and Summer. To be able to describe the difference between all four seasons. To carry out some simple Scientific experiments / observations
HUMANITIES	Geography : <u>The UK</u> Children will 'move around' the four countries of the UK, looking at key geographical features, traditions and landmarks. History : <u>History Makers - Inspirational Women</u> Children will study the life and works of the following inspirational women and understand why they are key 'history makers' Rosa Parks Mary Seacole Mary Anning
RELIGIOUS EDUCATION	Religion and Rituals: Learning about rituals in different religions: <ul style="list-style-type: none"> • What is a Ritual? • Salat • Puja • Holy Communion • Comparing Rituals • Our own Rituals
PERSONAL & SOCIAL DEVELOPMENT	<u>It's My Body</u> The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. This will all be delivered in a sensitive and age-appropriate way. All children should be able to... <ul style="list-style-type: none"> • explain how much sleep they need • discuss why exercise is good for them • list healthy snacks • know to ask a trusted adult if uncertain about whether something is safe to eat or drink • demonstrate hygienic ways to look after their bodies
COMPUTING	Coding: Children will further their understanding of algorithms using Scratch Junior. Word Processing: Children will begin to explore some of the key features of Word.
ART & DESIGN	To learn about the English artist, Barbara Hepworth. To create a sculpture using clay.

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	<p>To create fossil prints.</p> <p>To investigate food hygiene and prepare some simple foods.</p>
PHYSICAL EDUCATION	<p>Athletics – Running, jogging, sprinting and standing start, focusing on control and fluency. Jumping activities for height and length. Throwing for distance and accuracy. Prepare for Sports Day races.</p> <p>Games skills – ball skills with particular emphasis on Cricket and Tennis , simple games with clear tactics and rules. Opportunities to use hoops, quoits, beanbags to improve hand to eye coordination.</p>
MUSIC	<p>Exploring Sounds</p> <p>Exploring Timbre, tempo and dynamics</p> <p>Explore ways to represent sound</p> <p>Exploring Instruments - Introduce children to the orchestra and begin to identify different groups of instruments, using the Carnival of Animals by Camiel Sain Saens</p> <p>Listen to music that has a celebratory theme</p>
FRENCH	<p>Name members of Camembear’s family</p> <p>To talk about pets in French</p> <p>To name some parts of the human body and play a game of ‘Jacques a dit...’</p> <p>To wish Camembear a happy birthday in French!</p> <p>To name some simple foods / drinks in French. To say which foods they like / don’t like.</p> <p>Summer related items in French</p>