



# HARRODIAN

PRE-PREP 2 (YEAR 2)  
CURRICULUM HANDBOOK  
2017 - 2018

## LITERACY

### **Topics to be covered this year:**

#### **Term One**

- Fiction and Poetry: stories with familiar settings; traditional tales; postcards and letters; traditional poems.
- Non-Fiction: information texts

#### **Term Two**

- Fiction and Poetry: different stories by the same author; fantasy stories; traditional tales from a variety of cultures; humorous poems; senses poems
- Non-Fiction: Instructions; Recount

#### **Term Three**

- Fiction and Poetry: quest stories; stories by significant children's authors; texts with language play, eg riddles, tongue-twisters, humorous verse and stories
- Non-Fiction: Information books including non-chronological reports

### **By the end of the year pupils should be able to:**

- spell key words and have a go at spelling more difficult ones
- use capital letters and full stops correctly
- write neatly
- write stories, lists, poems, letters, instructions and reports
- use question marks and exclamation marks
- begin to use commas in a list
- begin to use speech marks
- start sentences in different ways
- join sentences in different ways
- write stories with a beginning, middle and end

### **Assessment and Marking**

Marking will involve giving feedback to a pupil and advice about how the work could be improved. Formal assessments will be in the form of written assessments in Terms 1, 2 and 3. Class spelling tests take place each week. Target cards are placed in children's books.

# NUMERACY

## **Topics to be covered this year:**

- Counting, properties of numbers and number sequences
- Place value, ordering, estimating, rounding
- Understanding +, -, x and ÷
- Mental calculation strategies
- Money and “real life” problems; making decisions, checking results
- Measures, including problems and time
- Shape and space; reasoning about shapes
- Handling data
- Fractions

## **By the end of the year pupils should:**

- be able to read and write whole numbers beyond 100 in words and numerals
- know what each digit in a three-digit number represents
- be able to order whole numbers to at least 100
- be able to describe and extend simple number sequences
- be able to count on or back in steps of 2, 3, 5 and 10, starting from any two-digit number
- be able to state the subtraction corresponding to a given addition
- understand the operation of multiplication as: repeated addition and describing an array
- be able to use halving as the inverse of doubling
- know all coins, find totals and give change
- know 2, 3, 5 and 10 times tables

## **Assessment and Marking**

In Numeracy, assessment is oral and written and includes mental maths tests, oral recall activities, written numeracy sheets, revision papers and termly formal assessments. Marking will include giving feedback to a pupil about how the work could be improved and what they have done well.

## SCIENCE

### **Topics to be covered this year:**

- Animals including humans
- Plants
- Uses of everyday Materials
- Living things and their habitats

### **By the end of the year pupils should be able to:**

- discuss how animals have offspring that grow into adults and think about how children have changed since they were babies
- look at various life cycles and find out what animals need to survive
- study balanced diets and exercise which help keep humans fit and healthy
- observe the inside of seeds and bulbs and describe how they grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- find seeds in the local environment
- identify and compare the suitability of materials for particular use
- find out how the shapes of solid objects made from some materials can be changed
- think about new uses for materials
- investigate what living things need to stay alive and healthy
- identify and sort living and non-living things and discuss how some non-living things were alive once

### **Assessment and Marking**

Children are assessed termly on each topic area. Children are given feedback on both oral and written classwork.

# HISTORY

## **Topics to be covered this year:**

### **Term One**

- The Great Fire of London?

### **Term Two**

- Nurturing nurses

### **Term Three**

- Seaside holidays in the past

## **By the end of the year pupils should:**

- have developed their understanding of old and new and of different periods of time in the past
- be able to identify how people become famous
- have developed an awareness about the life of a famous person from what they did in the past
- be able to identify features of seaside holidays in the past

## **Assessment and Marking**

Children are assessed through group discussions and on the input that is made by each child. Children are also assessed through written work which is related to each learning outcome.

# GEOGRAPHY

## **Topics to be covered this year:**

### **Term One**

- Mexico

### **Term Two**

- An island home

### **Term Three**

- Going to the seaside

## **By the end of the year pupils should be able to:**

- name and locate the world's 7 continents and 5 oceans, and the 4 countries and capital cities of the United Kingdom and its surrounding seas
- be familiar with a contrasting environment from the UK
- know how to use a simple globe or map to find geographical features
- be able to make observations about where places are located
- be able to identify how an island is different from the mainland
- understand that the world extends outside their locality
- be able to identify features associated with seaside holidays

## **Assessment and Marking**

In Geography, assessment is based on class discussions and written work to show the children's understanding of each learning outcome in all units of study.

## RELIGIOUS EDUCATION

### **Topics to be covered this year:**

- Judaism
- Christianity
- Celebrations

### **By the end of the year pupils should:**

- know that the Jewish holy book is the Torah and explain how it is treated
- know that the Torah teaches Jewish people how to live
- be able to explore what or who guides them on how they should live
- be able to recognise that it is important to respect other people's special places and the things which are precious to them
- know that Jesus told stories as a way of teaching people about God
- understand the religious significance of a festival
- be able to identify the main ways in which the festival is celebrated
- understand the main beliefs and practices associated with worship and the specific parts of a religious building

### **Assessment and Marking**

In Religious Education children are not formally assessed. Their progress is marked by input delivered in class discussions and written work, where comments are received on their development and understanding.

## ART

### **By the end of the year pupils should have:**

- used a range of materials
- used drawing, painting and sculpture
- developed techniques of colour, pattern, texture, line, shape form and space
- learned about a range of artists, craftsmen and designers

### **Assessment**

Children will be taught the above techniques using a cross curricular approach. Therefore much of the artwork undertaken during the year will be linked to the different class topics.

### **Necessary Resources**

Most equipment will be provided in the classroom. Any extra materials for specific projects may be requested throughout the year.



## DESIGN AND TECHNOLOGY

### **By the end of the year pupils should have:**

- designed purposeful, functional and appealing products
- Generated, modelled and communicated their ideas
- Used a range of tools and materials to complete practical tasks
- Evaluated existing products and own ideas
- Built and improved structures and mechanisms
- Understood where food comes from

### **Assessment and Marking**

Learning outcomes show how children can demonstrate what they have learned. Assessment is based on practical abilities as well as written plans, designs and ideas given in class discussion. Children are encouraged to carry out self-assessment and suggest ways of improving and adapting their own work

### **Necessary Resources**

Necessary equipment will be provided in the classroom. Any extra materials for specific projects may be requested throughout the year.

## FRENCH

### **Topics to be covered this year:**

- Personal details and greetings
- Family members and animals
- Classroom instructions
- House, home and garden
- Transport
- Numbers, months, birthdays, seasons
- Clothes and colours
- Body parts
- Foods, drinks and shops
- Stories: Goldilocks and the Three Bears, The Three Little Pigs
- Toys
- Weather
- Christmas project

### **By the end of the year pupils should be able to:**

- introduce themselves and ask other people's details
- use orally, recognise in the written form, understand and write key vocabulary related to the topics covered
- describe people briefly
- develop an awareness of the use of key verbs and key question words
- participate in story telling
- take part in simple role-plays on the topic covered

### **Assessment and Marking**

Pupils are not assessed formally at this stage but there is ongoing oral evaluation during each French lesson. The focus for this year group is on retaining key vocabulary and developing a good pronunciation in French.

### **Textbook**

*Les Aventures de Minou et Trottine* book 1

## COMPUTING

### **Topics to be covered this year:**

- Multimedia and word processing. Amend, save open and print work. Use copy and paste. Combine text and graphics in layout
- Digital media, to include graphics, music and sound. Take and acquire images from camera
- Communicate online safely and respectfully
- Understand and use algorithms
- Write and debug simple programs
- Organise store, retrieve and manipulate data
- Use logical reasoning to make predictions

# MUSIC

## **Topics to be covered this year:**

Over the three terms, pupils will do the following:

- listen to a wide variety of music in different styles
- investigate different note lengths and rhythms, as well as beat and pulse
- sing a variety of songs, including rounds, popular songs, and songs from around the world
- be introduced to music notation, through the study of traditional music theory
- compose pieces using tuned percussion
- sing, play and compose using expressive effects on voices and instruments
- take part in group and class projects to compose pieces
- take part in group and class performances of various pieces
- participate in recorder lessons with the class

## **By the end of the year pupils should:**

- be familiar with basic music notation
- be able to play simple tunes on tuned percussion
- have a basic understanding of simple rhythms, beat, and pulse
- be familiar with a large number of songs
- have gained confidence in performing with, and in front of, their peers
- have a basic understanding of recorder technique and be able to play the notes B, A, G and E.

## SPORTS

### **Topics to be covered this year:**

#### **Term One**

- Swimming, Ball skills, Health Related Fitness and small sided Netball and Football games

#### **Term Two**

- Health Related Fitness, Unihoc, Tag Rugby, Dance and Gymnastics

#### **Term Three**

- Swimming, Strike and Field activities (Rounders/Cricket), Athletics and Tennis

Physical development in this year is about continuing the refinement of basic skills, developing their interrelation and implementation within structured game situations.

#### **By the end of the year pupils should:**

- be able to demonstrate the basic skills necessary to take part in a variety of challenges and games (balance, co-ordination, timing, control, passing, shooting, dribbling, tackling etc.)
- be able to demonstrate other techniques such as stopping balls, throwing, catching, and kicking through a variety of game based activities
- be able to start to link skills together in game situations
- begin to develop tactics for small-sided competitive situations (e.g. 1v1, 2v2, 3v3)
- begin to develop the ability to make correct decisions about what skill to perform (where, when and why?)
- start to think about team play, communication, positioning, movement and how to create/deny space in invasion games
- continue to develop confidence through positive feedback, practice and reinforcement and to feel the positive benefits of being healthy and active

#### **Extra-Curricular Activities**

The Summer Term culminates with the Pre-Prep Swimming Gala and Sports Day. Each child participates in as many events as possible in line with the Harroddian ethos of maximum opportunity for all.

The Pre-Prep Dance show is held in the Spring Term. Pre-Prep Playball Club is held after school once a week for those pupils wanting extra practice and coaching to help improve their fundamental and game playing skills ([www.playballuk.com](http://www.playballuk.com)).

Running Club is held 8:00-8:30am once a week all through the year.

One lunchtime a week a voluntary sports club is offered to children who would like to attend.

#### **Assessment and Marking**

Pupils are continually assessed in terms of their practical ability, theoretical understanding and general interaction.

#### **Necessary Equipment**

Full P.E. Kit as listed in the sportswear list in the Parent Handbook.

A waterproof coat, hat and gloves are recommended during the winter months.

## CITIZENSHIP

### **Topics to be covered this year:**

- new beginnings
- getting on and falling out
- going for goals
- good to be me
- relationships
- changes

### **By the end of the year pupils should be able to:**

- offer ideas or opinions and real school or class issues, to include Anti-Bullying Week
- understand the value of recycling and saving energy
- appreciate the value of medicines and know that some substances are dangerous
- know why we have money and how it is used
- know about different foods and where some come from (Fair Trade)
- talk about different kinds of families and know that we all have special people in our lives
- understand how our body changes as we get older