



HARRODIAN

PRE-PREP 3(YEAR 3)  
CURRICULUM HANDBOOK  
2017 - 2018

## LITERACY

The teaching and learning for Literacy is based on the National Literacy Strategy.

### Topics to be covered this year:

#### Term One

- **Fiction and poetry:** stories by the same author; stories from other cultures; oral and performance poetry from different cultures: poems based on observation and the senses; shape poems
- **Non-Fiction:** information books on topics of interest, non-chronological reports, thesauruses, dictionaries

#### Term Two

- **Fiction and poetry:** Greek myths and legends; imaginary worlds; riddles and rhyming couplets
- **Non-Fiction:** instructions and recounts

#### Term Three

- **Fiction and poetry:** adventure and mystery stories; humorous poetry, poetry that plays with language, plays, puns, riddles
- **Non-Fiction:** letters written for a range of purposes: to recount, explain, enquire, congratulate, complain; alphabetic texts, information books, encyclopedias, indexes.

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

- be able to read and write with confidence, fluency and understanding
- be able to use a range of reading cues to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell simple words accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and a growing vocabulary
- have an understanding of how to use a dictionary and thesaurus
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- be able to plan, draft, and begin to revise and edit their own writing
- begin to have a suitable technical vocabulary through which to understand and discuss their reading and writing
- be interested in books, read with enjoyment and discuss their preferences
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness

### Trips

Relevant educational visits may take place during the year. The children will also have opportunities to be involved in a variety of literacy based activities, including Literacy week.

### Assessment and Marking

Children will be given oral and written feedback and their progress monitored. Formal assessments will take place each term. The children will have weekly spelling tests. Each child will have a Literacy target.

# NUMERACY

## Units to be covered this year:

### Number and place value

Number and place value to 1000, ordering and rounding

Addition and subtraction

Multiplication and division

Estimating and rounding

Fractions

Money and real life problems

Problem solving

Developing mental calculation strategies

Making decisions and checking results

### Measurement

Length, mass, volume and time

Reading numbers from scales

### Geometry

Properties of shape

Statements about 2-D and 3-D shapes

Symmetry

### Statistics

Interpret and present data using bar charts, pictograms and tables

## By the end of the year pupils should:

- be able to read, write and order whole numbers to at least 1000; know what each digit represents
- be able to count on or back in tens or hundreds from any two- or three-digit number
- be able to recognise unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ , and use them to find fractions of shapes and numbers
- know by heart all addition and subtraction facts for each number to 20
- be able to add and subtract mentally a 'near multiple of 10' to or from a two-digit number
- know by heart facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables
- understand division and recognise that division is the inverse of multiplication
- be able to use units of time and know the relationships between them (second, minute, hour, day, week, month, year)
- understand and use £.p notation
- be able to choose and use appropriate operations (including multiplication and division) to solve one and two step word problems, explaining methods and reasoning
- be able to identify right angles
- be able to identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry
- be able to solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs

## Activities

Children will have the opportunity to be involved in building a Viking ship, which supports work on shape, space and measure.

**Assessment and Marking**

Work will be marked by the teacher. A formal maths assessment will take place termly. Children will be tested weekly on their times tables.

**Textbooks**

*Collins Busy Ant Maths Rapid Recall (mental maths)*

## SCIENCE

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

- Animals including humans
- Rocks
- Forces and magnets
- Light
- Plants

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

- know the importance of diet with respect to health and be able to recognise a range of different foods
- identify that humans and some other animals have skeletons and muscles and their uses
- know how plants grow and the necessary conditions for this process
- identify the functions of different plants
- compare how things move on different surfaces
- know how to classify materials as magnetic or non-magnetic
- know that light is needed in order to see and that there are many light sources
- know how shadows are formed
- know how to test an idea and how to make the test fair
- know how to draw conclusions from the results gained from an experiment
- compare different types of rock
- describe how fossils are formed

### **Assessment and Marking**

Continual informal assessment through discussions and work produced within each topic.

# HISTORY

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

### **Term One**

- Why have people invaded and settled in Britain in the past? A Viking case study.

### **Term Two**

- Life in Tudor times
- What were the differences between the lives of rich and poor people in Tudor times?

### **Term Three**

- What was it like for children in the Second World War?

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

- understand the reasons for the Viking invasion of Britain
- have looked at evidence of how the Vikings lived, once settled in Britain
- be aware of the lives of rich and poor people in Tudor times
- understand key facts about the Second World War
- understand the impact that the Second World War had on children

### **Trips and Activities**

A variety of trips and workshops to support and develop the children's understanding of these topics will be arranged throughout the year.

### **Assessment and Marking**

Informal Assessment will be undertaken, through the writing of diaries, within the context of each topic.

# GEOGRAPHY

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

### **Term One**

- Weather around the world

### **Term Two**

- Antarctica

### **Term Three**

- Investigating our local area

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

- have developed geographical skills
- understand how weather conditions around the world are linked to geographical location
- have developed knowledge of the world around us

## **Trips**

Appropriate visits within the local area may be arranged to support the children's understanding of the local area.

## **Assessment and Marking**

Informal assessment will be undertaken and the children will research a country.

# RELIGIOUS EDUCATION

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

### **Term One**

- Water of Life
- Festivals of Light

### **Term Two**

- What do we know about Jesus?
- People of Faith

### **Term Three**

- Sacred Books
- Saints

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

- know why Divali is important to Hindus
- understand the significance of Christmas for Christians
- understand that the Bible is a source of guidance for Christians
- understand that the knowledge of Jesus comes predominantly from the New Testament
- understand key religious beliefs and ideas
- understand that faith motivates people

## **Trips**

Some staff may choose to take their class to visit a religious building.

## **Assessment and Marking**

Assessment will be undertaken on an informal basis. Pupils' work will be marked by the teacher and informally discussed.

## **Textbooks**

Bible, Resource books and artefacts.



## ART

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

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects and designers

### **Assessment and Marking**

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 TECHNOLOGY

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

- use research and criteria to develop products which are fit for purpose
- use annotated sketches and prototypes to explain ideas
- evaluate existing products and improve own work
- use mechanical systems in own work
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

### **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:**

- European countries
- Transport
- Family and personal details
- Alphabet
- Sports and leisure activities
- Description of clothes (size and colour)
- Stories
- Christmas project
- House and garden
- Weather
- Shops
- Food and Drink
- Consolidation of topics covered in previous years

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

- talk about and ask where one lives
- use orally, recognise in the written form, understand and write key vocabulary related to the topics covered
- build simple sentences using a noun and an adjective
- develop an awareness of French grammar, specifically: gender, possessive pronouns, adjectives and negatives
- ask basic questions using key question words

## **Assessment and Marking**

There is ongoing assessment throughout the academic year during the lessons and pupils also take some small vocabulary tests in the Summer Term.

## **Necessary Equipment**

Pen, pencil, rubber, ruler and coloured pencils

## **Textbook**

*Salut Céline et Antoine*

## COMPUTING

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

- design and write programs to achieve specific goals, including solving problems
- understand computer networks
- play logic games to develop logical reasoning
- use the internet safely and appropriately
- collect and present data appropriately
- use video and still cameras independently
- use search technologies effectively

# MUSIC

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

Over the three terms, pupils will do the following:

- learn how music can be used descriptively
- investigate rhythmic patterns and compose pieces using repeated rhythms
- be introduced to the instruments of the orchestra
- sing a variety of songs, including rounds, popular songs, and songs from around the world
- continue studies in traditional music theory
- compose music that explores tone colour
- take part in a variety of singing games that will encourage harmony and part-singing
- 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 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 strong understanding of basic recorder technique and be able to play ten notes

## SPORTS

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

#### **Term One**

- Swimming, Health Related Fitness, Football and Netball

#### **Term Two**

- Dance, Gymnastics, Hockey and Tag Rugby

#### **Term Three**

- Swimming, Rounders, Cricket, Athletics and Tennis

Physical development in this year is about continuing the refinement of skills, developing their interrelation and implementation within structured game situations. The focus is on the principles of team play and full rules in preparation for competitive fixtures next year.

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

- be comfortable with all the 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 with confidence and consistency
- begin to develop tactics for competitive situations (e.g. 5v5, 7v7)
- continue to develop the ability to make correct decisions about what skill to perform (where, when and why?)
- consolidate on 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**

Each term a House and Intra-school tournament is held. There will be a few fixtures against other schools in a variety of sports. 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 during 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)).

Swimming Club takes place in the Autumn Term up to half term and all through the Summer Term. Running Club is held 8:00-8:30am once a week all through the year. There will be one sport specific morning club each term for the girls and boys.

#### **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:**

- identify gifts and talents in their peers and know how to create a happy environment for all
- find solutions when they fall out with their friends, to include Anti-Bullying Week
- understand how they can keep happy and healthy
- know when to show feelings and when to hide them
- understand how to make wise choices and to know what taking responsibility means
- recognise that individuals can influence what happens in school and in the community