



HARRODIAN

PRE-PREPARATORY  
CURRICULUM HANDBOOK  
2025 - 2026

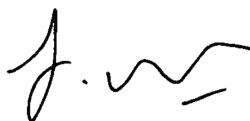
## WELCOME TO HARRODIAN PRE-PREP DEPARTMENT

A very warm welcome to you and your child from everybody in the Pre-Prep Department.

The Pre-Prep is a place where children grow up in an atmosphere which is informal, stimulating and friendly. We want your child to enjoy coming to school and to make every day a joyful, positive and creative experience.

Harrodian Pre-Prep is a place where everyone learns and works in surroundings where there is light, space and colour. Pupils take pride in their school and in what they do, and this is a spur to greater effort and concentration when they know that others appreciate the results of their hard work.

Children succeed in the Pre-Prep in an atmosphere of warmth, happiness and encouragement. It is a place where the whole school community, from the youngest child to the oldest member of staff, are all working together to ensure your child's success.

A handwritten signature in black ink, appearing to read 'F. Walker', with a stylized, flowing script.

Fiona Walker

Head of the Pre-Prep Department

## ORGANISATION

Each class teacher in PP1, PP2 and PP3 takes their class for:

Mathematics  
English  
Science  
History  
Geography  
Art and Design/Technology  
Religious Education  
Personal, Social, Health and Economic Education

Reception classes follow the EYFS curriculum.

Specialist subject teachers teach:

Sports  
Music  
French  
Computing

All pupils in the Pre-Prep are expected to read for approximately 10-15 minutes each night. Pupils will also receive homework during the week. A homework schedule is included in this booklet. Reception will bring home phonics support work and reading books as the sounds are introduced.

Pupils will be assessed at the end of each term. Full written reports will be uploaded onto Edulink once a year (Summer Term) and parents will also be invited to attend two Parents' Evenings (Autumn and Spring Terms) where pupil progress can be discussed with class and specialist teachers.

Should you require further information, please contact the relevant class teacher or Head of Pre-Prep, who will be glad to assist.

# HARRODIAN

## PRE-PREP HOMEWORK AND READING TIMETABLE

<b>Reception</b>	Reading (daily 10 minutes) Weekend revision
<b>PP1</b>	Reading (daily 10 minutes) Spellings (for a weekly test)
<b>PP2</b>	Reading (daily 15 minutes) English (weekly 20 minutes) Spellings (for a weekly test) Mathematics (weekly 20 minutes) from the Spring Term
<b>PP3</b>	Reading (daily 15 minutes) Spellings (for a weekly test) Times tables (for a weekly test) Mathematics (weekly 30 minutes) English/Topic work (weekly 30 minutes each)

# HARRODIAN PRE-PREP DEPARTMENT ASSESSMENT

Year	Term 1	Term 2	Term 3
Reception	<ul style="list-style-type: none"> <li>• All areas of learning</li> <li>• Dated Self Portrait</li> <li>• Dated Writing Sample</li> <li>• Dated Mathematics Sample</li> <li>• Reception Baseline Assessment</li> <li>• Phonics Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• All areas of learning</li> <li>• Dated Self Portrait</li> <li>• Dated Writing Sample</li> <li>• Dated Mathematics Sample</li> <li>• Phonics Assessment</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• All areas of learning</li> <li>• Dated Self Portrait</li> <li>• Dated Writing Sample</li> <li>• Dated Mathematics Sample</li> <li>• Phonics Assessment</li> <li>• Reading Assessment</li> <li>• Reading Benchmarking (if ready)</li> <li>• Art Assessment Grid</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• High Frequency Words (Reading)</li> <li>• Phonics Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• High Frequency Words (Reading)</li> <li>• Phonics Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• High Frequency Words (Reading)</li> <li>• Phonics Assessment</li> <li>• Art Assessment Grid</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• High Frequency Words (Reading)</li> <li>• Phonics Assessment</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• Phonics Assessment</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• Phonics Assessment</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Harroddian Assessment in Mathematics and English</li> <li>• Dated Self Portrait</li> <li>• Dated Handwriting Sample</li> <li>• Dated Mathematics Sample</li> <li>• Writing Sample</li> <li>• Reading Assessment</li> <li>• Art Assessment Grid</li> </ul>



HARRODIAN

PRE-PREP RECEPTION  
CURRICULUM HANDBOOK  
2025 - 2026

## CURRICULUM OVERVIEW FOR RECEPTION

The last year of the Early Years Foundation Stage is referred to as the Reception year. The Early Years Foundation Stage prepares children for learning in Key Stage 1 and is consistent with both the National and Harrodian Curricula.

Reception is hands on, purposeful and organised to help each child progress. Activities new to the children include one-to-one reading, daily phonics lessons, taking reading books home each day, and the recording of maths and literacy work.

Children deepen their understanding by being immersed in play and experimentation. At Harrodian we follow the Early Years Foundation Stage curriculum which is organised into seven areas:

- Personal, social and emotional development (PSED)
- Communication and language (C&L)
- Physical development (PD)
- Literacy
- Mathematics
- Understanding of the world (UTW)
- Expressive arts and design (EAD)

There are three prime areas of learning in the EYFS framework; Communication and Language, Personal Social and Emotional Development and Physical Development. Being secure in these three areas enables children to access the secondary areas.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Successful personal, social and emotional development is critical for Reception children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

**By the end of the year children should be able to:**

- show an understanding of their feelings and those of others,
- begin to regulate their behaviour,
- set and work towards simple goals,
- wait for what they want and control their immediate impulses when appropriate,
- give focused attention to what the teacher says, responding appropriately even when engaged in activity,
- show an ability to follow instructions involving several ideas or actions,
- be confident to try new activities,
- show independence, resilience, and perseverance in the face of challenge,
- explain the reasons for rules, know right from wrong and try to behave accordingly,
- manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices,
- work and play cooperatively and take turns with others,
- form positive attachments to adults and friendships with peers.

As a Pre-Prep Department we follow Jigsaw - The Mindful Approach to PSHE.

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year. The topics covered are; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

## COMMUNICATION AND LANGUAGE

This area of the curriculum includes listening and attention, understanding and speaking in different situations for a variety of different purposes.

**By the end of the year children should be able to:**

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions,
- comment about what they have heard and ask questions to clarify their understanding,
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers,
- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary,
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,
- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## LITERACY

This area focuses on comprehension, phonics, reading and writing. We have a fidelity to Anima Phonics reading scheme which continues throughout our Pre-Prep.

**By the end of the year children should be able to:**

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary,
- anticipate key events in stories,
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play,
- say a sound for each letter in the alphabet and at least 10 digraphs,



- read words consistent with their phonic knowledge by sound-blending,
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words,
- write recognisable letters, most of which are correctly formed,
- spell words by identifying sounds in them and representing the sounds with a letter or letters,
- write simple phrases and sentences that can be read by others,
- work towards reading and writing the first 100 high frequency words,
- make predictions when being read to.

## MATHEMATICS

In Reception, we follow the White Rose Maths curriculum which involves hands on learning, deepening the understanding of the foundations of Mathematics. This scheme helps children develop their conceptual understanding of Mathematics by using concrete objects, pictorial representations and abstract thinking.

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

- have a deep understanding of numbers to 10, including the composition of each number,
- subitise (recognise quantities without counting) up to 5,
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts,
- verbally count beyond 20, recognising the pattern of the counting system,
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally,
- recognise 2D and 3D shapes and discuss their properties,
- compare size, mass and capacity,
- begin to learn to tell the time and sequence the days of the week.

## UNDERSTANDING THE WORLD

The children develop the crucial knowledge, skills and understanding that help them to make sense of the world around them. This area of learning lays the foundation for later work in science, design and technology, history, geography, and computing.

**By the end of the year children should be able to:**

- talk about the lives of the people around them and their roles in society,
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class,
- understand the past through settings, characters and events encountered in books read in class and storytelling,
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps,
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class,
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps,
- explore the natural world around them, making observations and drawing pictures of animals and plants,
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class,
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## EXPRESSIVE ARTS AND DESIGN

This area of learning includes art, music, dance, role play and imaginative play. Fostering creativity enables children to make connections between one area of learning and another and so extend their understanding.

**By the end of the year children should be able to:**

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function,
- share their creations, explaining the process they have used,
- make use of props and materials when role playing characters in narratives and stories,
- invent, adapt and recount narratives and stories with peers and their teacher,
- sing a range of well-known nursery rhymes and songs,
- perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.

# SPORTS

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

### **Term One**

- Individual Manipulation Skills (catching, throwing, bouncing), Team Games and Agility, Gymnastics

### **Term Two**

- Dance, Individual Manipulation Skills and Health Related Fitness

### **Term Three**

- Swimming, Athletics (running, jumping and throwing), Striking and Fielding Games, Net Games

Physical development in the Reception year is about improving the skills of co-ordination, manipulation and movement through practice.

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

- negotiate space and obstacles safely, with consideration for themselves and others,
- demonstrate strength, balance and coordination when playing,
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **Extra-Curricular Activities**

One lunchtime club per week is offered to children who would like to attend. This is an opportunity for the children to access a variety of multisport and team games.

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

In the Summer Term Reception pupils can join Pre-Prep Playball Club. It 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.playballkids.com](http://www.playballkids.com)).

## **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.

Swimming kit for the Summer Term.

# MUSIC

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

Over the three terms, children will do the following:

- learn action songs and use body percussion, moving onto learning to play percussion instruments
- learn songs that tell stories and describe things, leading to simple class compositions
- learn to keep a steady beat through action games and songs
- learn about dynamics through singing and playing instruments
- explore simple rhythmic and ostinato patterns
- begin to explore tempo and timbre in instrumental work
- learn all about healthy singing through singing a wide range of rounds and songs

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

- have a basic understanding of dynamics, timbre, beat, and tempo
- have experience of playing various classroom instruments
- know many new songs
- have begun to learn to compose their own pieces

# COMPUTING

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

- To understand how the school iPads work and the login process
- To learn basic keyboard skills
- To develop the use of various tools using drawing packages
- To use cross-curricular apps, making links between Computing and Numeracy and Literacy
- To take pictures and short videos using iPad, using basic editing tools
- To build simple programs by sequencing instructions



HARRODIAN

PRE-PREP 1 (YEAR 1)  
CURRICULUM HANDBOOK  
2025 - 2026

# ENGLISH

## Topics to be covered this year:

### Term One

**Fiction and Poetry:** stories with familiar settings; stories and rhymes with predictable and repetitive patterns.

**Non-Fiction:** signs, labels, captions, lists, instructions.

### Term Two

**Fiction and Poetry:** traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.

**Non-Fiction:** information books, including non-chronological reports, simple dictionaries.

### Term Three

**Fiction and Poetry:** stories about fantasy worlds; poems with patterned and predictable structures; a variety of poems on similar themes.

**Non-Fiction:** information texts including recounts of observations, visits and events.

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

- practise the ability to rhyme and relate this to spelling patterns
- practise and secure alphabetic letter knowledge and alphabetic order
- spell key words
- read on sight, familiar words, e.g. children's names, equipment labels, classroom captions
- read on sight, approximately 100 high frequency words
- recognise the critical features of words, e.g. length, common spelling patterns and words within words
- investigate and learn spellings of words with 's' for plurals
- spell common irregular words from the list of high frequency words
- practise handwriting in conjunction with spelling and independent writing
- investigate and learn spellings of verbs with 'ed' (past tense) and 'ing' (present tense) endings
- understand the terms *vowel* and *consonant*

## Assessment and Marking

Assessments are ongoing and target the knowledge and understanding of each learning objective.

## Textbooks

There are no set textbooks for English but a wide range of books, worksheets and practical activities are used throughout the year, covering the various topics.

## Trips

There are no trips particularly targeted at English, however trips organised for other areas of the curriculum may also include an element of English.



# MATHEMATICS

## Topics to be covered this year:

- Numbers and the number system
- Number bonds
- Addition and subtraction
- Position and direction
- Comparing and ordering numbers
- Patterns and shape
- Place value
- Problem solving
- Multiplication (as repeated addition)
- Division (as sharing equally)
- Doubling and halving
- Fractions (halves and quarters)
- Counting in tens
- Time
- Money
- Volume, Capacity and Mass
- Position

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

- use visual objects to represent numbers
- write numbers using both numerals and words
- count forwards and backwards from any given number
- compare numbers using the correct mathematical vocabulary
- explore the building blocks of numbers and recognise number bonds to 10
- use a variety of strategies for addition and subtraction
- understand positional language, as well as directional language for left and right
- count, write, compare and order numbers to 20
- recognise common 2D and 3D shapes and state their properties
- continue a pattern
- compare lengths using appropriate mathematical vocabulary
- accurately measure items for comparison using non-standard and standard units of measure
- recognise the value of each digit in a two-digit number
- apply their mathematical knowledge to written word problems
- understand multiplication as repeated addition
- understand division as sharing equally
- recognise double as the inverse of half
- find a fraction of a shape and a fraction of an amount
- count backwards and forwards in tens and ones to a hundred
- tell the time to the hour and half hour
- estimate lengths of time and compare measures of time
- recognise coins and notes
- compare volume and capacity using appropriate mathematical language
- compare mass using mathematical terms and non-standard units
- describe the position of objects and recognise half and quarter turns

## Assessment and Marking

In Mathematics, assessment includes mental maths tests and reviews at the end of each chapter. Marking includes 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
- Everyday materials
- Seasonal changes

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

- name human body parts and senses and compare them with those of common animals
- draw pictograms using data about differences between children
- be able to discuss the needs of pets
- collect, draw, label and identify minibeads
- explore commonly found materials and describe some of their properties, including whether they are natural or man-made
- relate property of materials to their uses
- know why some objects float or sink
- be able to identify a variety of common wild and garden plants including trees
- name and draw the main parts of a range of plants
- grow their own flowers and vegetables from seed and harvest the food to eat
- study plant changes through the seasons
- know some facts about the sun and observe its apparent movement across the sky
- investigate how shadows change throughout the day
- discuss the four seasons and how day length varies
- describe the weather associated with each season and the changes this brings

## **Assessment and Marking**

Continuous formal assessment takes place through discussion and feedback between pupil and teacher. Teachers will elicit at the start of a topic pupil knowledge.

# HISTORY

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

### **Term One**

- Homes and lives in the past

### **Term Two**

- Toys - How are our toys different from those in the past?

### **Term Three**

- Famous people

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

- be able to identify features of homes today and at a time before living memory; recognise household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them; use appropriate language when talking, writing and role-playing
- know about the way of life of people in the more distant past who lived locally and elsewhere in Britain
- identify different sources we can use to find out about the past
- compare toys from different time periods, identifying similarities and differences
- know about the lives of significant men, women and children, drawn from the history of Britain and the wider world
- know some past events from the history of Britain and the wider world

### **Assessment and Marking**

Marking - Appropriate but encouraging comments to ensure that (a) the pupil understands the work and (b) is stimulated to find out more.

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

### **Necessary Resources**

Books on all relevant areas, Photographs, Artefacts

Pictures of Paintings/Portraits/Prints/Cartoons

# GEOGRAPHY

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

### **Term One**

- Our local area

### **Term Two**

- Around the world

### **Term Three**

- Improving our local area

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

- be aware that there are a variety of features that make up their local area
- be able to compare, contrast and identify a variety of places around the world
- understand that other places are different from their own locality
- be able to make simple maps and plans and know points of a compass
- be able to suggest ways their local area could be improved

## **Assessment and Marking**

In Geography, assessment is based on class discussions and written work that demonstrate pupils' understanding of each learning outcome in all units of study.

# RELIGIOUS EDUCATION

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

### **Term One**

- Celebrations: Rosh Hashanah, Diwali, St Andrew's Day, Christmas (including gift giving/receiving)
- Belonging

### **Term Two**

- Celebrations: Chinese New Year, St David's Day, St Patrick's Day, Lent, Mother's Day, Easter
- Places of worship

### **Term Three**

- Celebrations: St George's Day, Father's Day, Eid
- Friendships
- Caring for others

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

- know about a variety of festivals and explain how these are celebrated
- write about the religion they belong to, if any
- identify ways in which belonging can be shown
- draw on their experiences of belonging to a family
- identify aspects of their own experiences and feelings when giving and receiving presents
- know about a variety of places of worship and know why these places are important
- suggest ways to be a good friend
- retell some religious stories of friendship
- suggest ways to be kind to others and ways to look after others
- understand that different religions have different ways of showing they care for other people

### **Trips**

Visit to a local church for the Carol Service.

### **Assessment and Marking**

Appropriate but directed comments to ensure that (a) the pupil understands the work, can improve upon the work and (b) is stimulated to find out more. Pupils are also given oral feedback on class work and written work.

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

### **Necessary Resources:**

Religious artefacts (provided by the School)

## ART AND DESIGN

### **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 and Marking**

Pupils will be taught the above techniques using a cross-curricular approach with an emphasis on pupils' progression of their Art skills. 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.

### **Workshops and Visiting Artists**

Workshops and visiting artists will be organised during the year for pupils to learn about a range of artists and skills.

# FRENCH

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

- Personal details, greetings and expressing feeling
- Numbers, days of the week and seasons
- Going shopping and harvesting food (fruits and vegetables)
- Building a snowman (face and body parts)
- Going on a picnic (food)
- Expressing feelings, likes and dislikes
- Warm clothes and colours
- Rooms in the house
- Animals
- Going to bed
- On the beach
- Christmas project
- The weather

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

- introduce themselves and others
- count and name days and seasons
- express one's preferences on topics covered
- use orally and understand key vocabulary related to each topic studied
- respond to instructions in French
- understand, ask and answer key questions such as "Où est ...? / Qu'est-ce que c'est?"
- pronounce familiar words correctly
- take part in singing and role plays

## **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 good pronunciation in French.

## **Textbook**

*Les aventures de Minou et Trottine et les jouets*

# COMPUTING

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

- To experiment with a range of devices to create and record sound
- To create an app by sequencing instructions
- To understand the idea of an algorithm as a series of clear steps to complete a task
- To learn about different devices that require algorithms
- To learn how to stay safe online
- To take pictures and short videos using iPad, using intermediate editing tools
- To create a slideshow presentation, starting to think about audience



# MUSIC

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

Over the three terms, pupils will:

- explore how sounds can be used expressively using voices, body percussion and instruments
- explore different sounds made by wood and metal instruments and experiment with these instruments
- begin to understand the concept of beat and pulse, and the difference between these
- sing a variety of songs, including rounds, popular songs and songs from around the world
- explore the concept of high and low pitches through songs and compositions
- learn about the various classroom instruments and how they are played
- explore how music can be changed by varying its speed, volume and tone colour
- take part in group and class performances of various pieces

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

- be able to play simple tunes on tuned percussion
- have a basic understanding of simple rhythm, beat and pulse
- be familiar with a large number of songs
- have gained confidence in performing with, and in front of, their peers

# SPORTS

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

### **Term One**

- Gymnastics, Invasion Games (basketball, netball, football) and Health Related Fitness

### **Term Two**

- Dance, Gymnastics, Invasion Games (unihoc, tag rugby), Orienteering and Health Related Fitness

### **Term Three**

- Swimming, Athletics (running, jumping, throwing), Net Games (tennis), Striking and Fielding Games (cricket)

Physical development in this year is about improving the skills of co-ordination, manipulation and movement through further practice and the gradual linking of these.

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

- be able to demonstrate the basic skills necessary to develop movements
- be able to demonstrate other techniques such as stopping balls, throwing, catching and kicking through a variety of game based activities
- be able to move around different environments in a variety of ways with confidence and displaying new ideas
- be able to display relevant techniques for the different activities covered
- begin to develop the ability to link basic skills together
- continue to develop confidence through positive feedback, practice and reinforcement and to feel the positive benefits of being healthy and active
- learn to work as a team and have fun

### **Extra-Curricular Activities**

One lunchtime a week a voluntary sports club is offered to children who would like to attend. This is an opportunity for the children to access a variety of multisport and team games.

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.playballkids.com](http://www.playballkids.com)).

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.

### **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.

Swimming kit for the Summer Term.

## PSHE

In the Pre-Prep we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) starting at the beginning of the school year change each half term and incorporate key developmental themes.

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

- BM (Being Me in My World) 'Who am I and how do I fit?'
- CD (Celebrating Difference) Respect for similarity and difference, anti-bullying and being unique
- DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this
- HM (Healthy Me) Being and keeping safe and healthy
- RL (Relationships) Building positive, healthy relationships
- CM (Changing Me) Coping positively with change

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

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- know how to cope with feelings and change

We include the statutory Relationships and Health Education within our whole-school PSHE programme.



HARRODIAN

PRE-PREP 2 (YEAR 2)  
CURRICULUM HANDBOOK  
2025 - 2026

# ENGLISH

## Topics to be covered this year:

### Term One

- Fiction and Poetry: stories with familiar settings, traditional tales, postcards and letters, script writing and poems
- Non-Fiction: information texts, newspaper articles

### Term Two

- Fiction and Poetry: fantasy stories, traditional tales from a variety of cultures, a range of poetry
- Non-Fiction: instructions, biographies, persuasive writing

### Term Three

- Fiction and Poetry: different stories by the same author, quest stories
- Non-Fiction: information books including non-chronological reports

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

- spell high frequency words
- spell KS1 common exception words
- use capital letters, finger spaces and full stops correctly
- write neatly using cursive handwriting
- 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
- use a variation of sentence starters
- use a variety of connectives in sentences
- write stories with a beginning, middle and end
- begin to create settings, characters and plots in narratives
- edit their writing independently
- use past and present tense correctly and consistently

## Assessment and Marking

Pupils will be given oral and written feedback and their progress monitored.

Formal assessments will be in the form of written assessments in Terms 1, 2 and 3.

Class spelling tests take place each week. Each child is aware of their individual writing targets.

Reading is formally assessed termly. The pupils will have weekly spelling tests which consolidate key spelling patterns and phonics learning.

# MATHEMATICS

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

- Numbers to 100 and Place Value
- Addition and Subtraction
- Multiplication and Division of 2, 5 and 10
- Length
- Mass
- Temperature
- Picture Graphs
- Word Problems
- Money
- Two-Dimensional Shapes
- Three-Dimensional Shapes
- Fractions
- Time
- Volume

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

- compare numbers using place-value knowledge
- add and subtract using number bond diagrams as well as the standard column method
- understand the meaning of multiplication and division, the 2, 5 and 10 times table, and the commutative law
- solve multiplication and division calculations using the appropriate method
- understand what a metre is and centimetres are and use them in real-life contexts
- read a scale, compare the weight of different objects and solve word problems relating to mass
- read thermometers using Celsius
- read, interpret, analyse and construct picture graphs with confidence
- solve problems using the bar method
- calculate the total amount of money spent and work out how much change is required from amounts below £100
- draw, sort, turn and make patterns with 2D shapes and identify lines of symmetry
- recognise, describe and group 3D shapes, form structures and make patterns with them
- find fractions of whole numbers/quantities, compare and order fractions and count in quarters and thirds
- read the time to 5-minute intervals and compare lengths of time
- compare volume, measuring in litres and millilitres; and solve problems associated with volume

## **Assessment and Marking**

At the end of each topic children will complete an independent review to assess their learning. Teacher assessments during lessons are ongoing.

Marking includes giving personalised feedback to each pupil and discussing any misconceptions.

## SCIENCE

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

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

### **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 living things 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**

At the start of each topic, teachers will elicit current pupil knowledge. Pupils 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**

- Famous queens

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

- have developed their understanding of old and new, and of significant events 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
- recognise why people did things, why events happened, and what happened as a result
- identify differences between ways of life at different times
- compare and contrast two versions of a past event
- compare pictures or photographs of people or events in the past
- discuss reliability of photos/accounts/stories
- use a source – observe or handle sources to answer questions about the past based on simple observations
- sequence artefacts closer together in time - check with reference book
- sequence photographs etc. from different periods of their life
- describe memories of key events in lives

## **Assessment and Marking**

Pupils are assessed through group discussions and written work which is related to each learning outcome.

Children are given feedback on both oral and written classwork.



# GEOGRAPHY

## Topics to be covered this year:

### Term One

- What a wonderful world *Continents and Oceans*

### Term Two

- Mexico *Compare and Contrast UK and Mexico*

### Term Three

- Investigating our local area Barnes

## 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
- describe which of these continents have significant hot and/or cold areas
- describe specific human and physical landmarks of some of these continents
- use specific place knowledge to describe and explain the habitat of significant animals
- use world maps, atlases and globes to identify countries, continents and oceans
- use simple fieldwork and observational skills
- extend their knowledge and understanding beyond the local area to include the United Kingdom. Name and locate (some) counties and cities of the United Kingdom.
- learn about key topographical features (including coasts and rivers) to understand how some of these aspects have changed over time
- understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain)
- describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.
- use maps to spot familiar places and give directions to and from local points of interest
- use geographical skills to examine services in the local area and create a survey of jobs and travel

## Assessment and Marking

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

Children are given feedback on both oral and written classwork.

# RELIGIOUS EDUCATION

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

- Christianity *The Stories that Jesus Told*
- Religious celebrations
- Judaism
- Community and values
- Art in religion

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

- describe the main beliefs of a religion
- describe the main festivals of a religion
- identify things that are important in their lives
- ask questions about the puzzling aspects of life
- understand that there are similarities and differences between people
- retell religious stories and suggest meanings in the story
- recognise, name and describe religious artefacts, places and practices
- explain religious rituals and ceremonies and the meaning of them, including their own experiences of them
- observe when practices and rituals are featured in more than one religion or lifestyle
- name religious symbols and the meaning of them
- look at how values affect a community and individuals
- explain how actions can affect other people
- understand that they have their own choices to make and begin to understand the concept of morals

## **Assessment and Marking**

In Religious Education pupils 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.

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

## ART

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

- learned to use safely and explore a variety of media and materials, tools, and techniques, experimenting with colour, design, texture, form, and function
- used their imaginations and be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represented their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
- learned about a range of artists and designers describing the differences and similarities between different practices and disciplines and making links to their own work
- used drawing, painting and sculpture to develop and share their ideas, experiences and imagination

### **Assessment**

Pupils will be taught the above techniques using a cross-curricular approach with an emphasis on pupils' progression of their Art skills. Therefore, much of the artwork undertaken during the year will be linked to the different class topics. The children will also be encouraged to evaluate their own work and will be able to plot their own skills' progression.

### **Necessary Resources**

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

### **Trips and Visiting Speakers**

Galleries, visiting speakers and workshops throughout the year.

# FRENCH

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

- Personal details and greetings
- Shopping for food and presents and expressing feelings
- Going places and getting lost
- The weather
- Dressing up (clothes and sizes)
- Numbers, days of the week, seasons and colours
- Body parts
- Animals and insects
- Furniture and rooms in the house
- Saying what you like and do not like
- 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
- understand and answer basic questions using key question words
- participate in story telling
- take part in simple role plays and singing on the topics covered
- pronounce familiar words correctly

## **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 Trotline et leurs amis*

# COMPUTING

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

- Learn to use text, photos, sound and animation more effectively in multimedia presentations.
- Learn to plan and implement basic algorithms to solve problems.
- Learn to create and debug simple games using block coding.
- Use photos and videos to create slideshows and collages.
- Start to use search engines effectively.
- To learn how to stay safe online.

# 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
- 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

## **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 and ostinati
- be familiar with a large number of songs
- have gained confidence in performing with, and in front of, their peers

# SPORTS

## Topics to be covered this year:

### Term One

- Gymnastics, Swimming, Invasion Games (basketball, netball, football) and Health Related Fitness

### Term Two

- Dance, Gymnastics, Invasion Games (unihoc, tag rugby), Orienteering and Fitness

### Term Three

- Swimming, Athletics (running, jumping, throwing), Net Games (tennis), Striking and Fielding Games (cricket)

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

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.playballkids.com](http://www.playballkids.com)).

Running Club is held 8.00-8.30am twice a week throughout the year.

Tennis Club is offered once a week after school during the Summer Term.

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 Harrodian ethos of maximum opportunity for all.

### 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.

Swimming kit for the first half of the Autumn Term and Summer Term.

## PSHE

In the Pre-Prep we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) starting at the beginning of the school year change each half term and incorporate key developmental themes.

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

- BM (Being Me in My World) 'Who am I and how do I fit?'
- CD (Celebrating Difference) Respect for similarity and difference, anti-bullying and being unique
- DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this
- HM (Healthy Me) Being and keeping safe and healthy
- RL (Relationships) Building positive, healthy relationships
- CM (Changing Me) Coping positively with change

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

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- know how to cope with feelings and change

We include the statutory Relationships and Health Education within our whole-school PSHE programme.





HARRODIAN

PRE-PREP 3(YEAR 3)  
CURRICULUM HANDBOOK  
2025 - 2026

# ENGLISH

The teaching and learning for English 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
- **Non-Fiction:** information books on topics of interest, non-chronological reports, thesauruses, dictionaries, persuasive letter writing

### Term Two

- **Fiction and poetry:** Greek myths and legends, imaginary worlds, riddles and rhyming couplets, shape poems/calligrams, diaries
- **Non-Fiction:** newspaper articles, wanted posters, 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

## Enrichment

Throughout the year, children will take part in various assemblies and productions. Pupils will also have opportunities to be involved in a variety of literacy-based activities, including Literacy Week.

## Assessment and Marking

Pupils will be given oral and written feedback and their progress monitored. Children are expected to respond to teachers' marking and make improvements or corrections where asked. Formal assessments will take place each term. Each pupil will have a writing target which will be reviewed and updated each half term. Children read with an adult at least once a week. Reading is formally assessed termly. Pupils will have weekly spelling tests which consolidate key spelling patterns.

# MATHEMATICS

## Topics to be covered this year:

- Numbers to 1000
- Addition and subtraction
- Multiplication and division
- Further multiplication and division
- Length
- Mass
- Volume
- Money
- Time
- Picture graphs and bar graphs
- Fractions
- Angles
- Lines and shapes
- Perimeter of figures

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

- know how to compose and decompose numbers, compare, order up to 1000 and look for patterns
- master addition and subtraction, looking at problem solving questions and practise using bar models
- know by heart all multiplication and division facts (up to 12 X) for all tables
- understand multiplication and division of 3, 4 and 8 and solve related word problems
- multiply a 1-digit number by a 2-digit number. They will learn to master multiplication and division and focus on solving problems using the multiplication and division methods
- apply their new knowledge of all four operations to solve word problems using bar modelling as a key strategy
- measure different items using centimetres, metres and kilometres. They will convert different units of measurement as well as compare different lengths
- understand different units to measure mass, using grams and kilograms. They will become well versed in reading weighing scales that have different values for each marking
- measure volume using millilitres and litres, solving problems on volume and capacity
- recognise different denominations (both notes and coins) and complete simple addition and subtraction of money
- tell the time using 'a.m.' and 'p.m.'. They will consolidate learning on using analogue and digital time and learn to tell the time by using both the minute and hour hands. They will use the 24-hour clock and clocks using roman numerals
- create and interpret picture graphs and bar graphs
- explore equivalent fractions and look at simplifying fractions before comparing fractions with different denominators. Children will find fractions of whole numbers as part of a set
- make and find angles in shapes, naming certain angles, specifically right angles, acute angles and obtuse angles
- identify perpendicular and parallel lines, horizontal and vertical lines. They will learn to describe 2-dimensional and 3-dimensional shapes
- measure the total length around a shape and calculate the perimeter

## Assessment and Marking

At the end of each topic children will complete an independent review to assess their learning. Teacher assessments during lessons are ongoing. Children will be tested weekly on their times tables and division.

# SCIENCE

## Topics to be covered this year:

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

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

- identify that animals, including humans, need the right type and amount of nutrition and that they can't make their own food; they get nutrition from what they eat
- identify that human and some animals have skeletons and muscles for support, protection and movement
- explore different kinds of rocks and their properties
- explore different types of rock families
- recognise that soil comes from rock
- find out how fossils are formed
- know that light is needed in order to see and that there are many light sources
- name some sources of light and sort materials into those which are good and bad reflectors of light
- sort materials into opaque, translucent and transparent
- observe the forces that magnets produce
- name some materials that magnets can attract and some they cannot
- list at least ten uses of magnets in everyday life
- explain what a magnetic pole is and what it can do
- predict whether two magnets will attract or repel each other
- identify and describe the functions of the different parts of flowering plants – roots, stem, leaves and flowers
- investigate how water is transported within plants
- know how plants grow and the necessary conditions for this process
- identify the functions of different plants

## Scientific Skills

The principal focus of science teaching in Year 3 is to enable pupils to broaden their scientific view of the world around them by:

- exploring, talking about, testing, and developing ideas about everyday phenomena and the relationships between living things and familiar environments and by beginning to develop their ideas about functions, relationships, and interactions
- asking their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping, and classifying things
- carrying out simple comparative and fair tests and finding things out using secondary sources of information

## Assessment and Marking

At the beginning of each topic teachers will elicit children's current knowledge. Each lesson children will identify the working scientific skills associated with that lesson. Continual informal assessment through discussions and work produced within each topic. In addition, children will self-assess key knowledge learnt at the end of each topic.

# HISTORY

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

### **Term One - The Vikings who invaded Britain**

Children will investigate Vikings who invaded and settled in Britain. They cover why their invasion was so successful, what their beliefs were and how life changed in Britain as a result of them settling.

### **Term Two - Henry the VIII and his six wives**

Children will explore one of the most significant British monarchs in history, Henry VIII, and focus particularly on his six wives.

### **Term Three - Stone Age**

Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments.

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

- understand the reasons for the Viking invasion of Britain
- articulate what happened during Viking raids and invasion and explain the reasons behind their success
- gain a coherent knowledge and understanding of Britain's past and that of the wider world by knowing about the Viking's invasion and its impact on Britain
- explain who Henry VIII was and when he was King of England and name his six wives
- explain what the differences between the lives of rich and poor people were during Tudor Times
- demonstrate an understanding of the chronology of various significant British kings and queens
- understand changes in Britain from the Stone Age to the Iron Age
- know and understand the history of these islands (the UK) as a coherent, chronological narrative, from the earliest times to the present day

## **Historical Skills**

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key skills: Chronological Understanding; Historical Enquiry; Knowledge and Interpretation. Throughout the year children will be expected to:

- compare and contrast different themes, periods, and perspectives
- understand historical concepts such as continuity and change
- understand the methods of historical enquiry
- understand how knowledge of the past is constructed from a range of sources
- ask historically valid questions

## **Trips and Activities**

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

## **Assessment and Marking**

At the beginning of each topic teachers will elicit children's current knowledge and children will complete a KWL chart, which they will return to at the end of the topic. Continual informal assessment through discussions and work produced within each topic. In addition, children will self-assess key knowledge learnt at the end of each topic. Informal assessment will be undertaken, through extended writing, within the context of each topic.

# GEOGRAPHY

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

### **Term One - Polar Regions: Antarctica and the Arctic**

Children will learn about the history, landscape, climate, people, plants and animals of Antarctica. They will identify how animals are adapted to the hostile environment, recall Antarctic food chains and begin to understand how the continent is affected by climate change.

### **Term Two - Extreme Earth**

Children will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur and the ways in which they affect people and the environment.

### **Term Three - Rainforests**

Children will discover where the rainforests of the world are and locate them on a map. The concept of tropical biomes and climate will be explored. They will learn about the rich biodiversity of the world's rainforests and why they are so important to the global community.

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to:  
collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- communicate geographical information in a variety of ways, including through maps

## **Geographical Skills**

The children's understanding and knowledge of geographical facts will be broadened through the teaching of the following key skills: locational knowledge; place knowledge; human and physical geography; geographical skills and fieldwork. Throughout the year children will be expected to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Pupils are competent in the geographical skills needed to:  
collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- communicate geographical information in a variety of ways, including through maps

**Trips**

Appropriate visits within the local area may be arranged to support pupils' understanding.

**Assessment and Marking**

At the beginning of each topic, teachers will elicit children's current knowledge and children will complete a KWL chart, which they will return to at the end of the topic. Continual informal assessment through discussions and work produced within each topic. In addition, children will self-assess key knowledge learnt. Informal assessment will be undertaken, through extended writing, within the context of each topic.

# RELIGIOUS EDUCATION

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

### **Term One**

- Diwali
- The Christmas Story

### **Term Two**

- Stories from the Old Testament
- Easter

### **Term Three**

- Tudor Christianity
- Israelites in Ancient Egypt

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

- describe the key teachings and beliefs of a religion
- begin to compare the main festivals of world religions
- explain religious ceremonies and rituals and their importance for people's lives and sense of belonging
- discuss and give opinions on morals and values, including their own
- ask questions that have no agreed answers
- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs
- understand that personal experiences and feelings can influence their attitudes and actions
- understand the importance of a religious leader
- make informed choices and understand the consequences of choices
- refer to religious figures and holy books; identify religious artefacts and how they are involved in daily practices and rituals; look at holy texts and stories, explain meaning in a story
- describe how shared values in a community can affect behaviour and outcomes
- offer suggestions about why religious and non-religious leaders and followers have acted the way they have

## **Assessment and Marking**

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



## ART

Art is taught organically throughout the year by linking artistic skills to themes that children are exploring in different subjects as well as significant yearly events e.g. seasonal crafts.

Throughout the year, children will:

- investigate patterns from different times and cultures
- use ideas as a starting point for developing their own designs
- investigate print-making techniques and explore ways of combining and organising shapes, colours and patterns
- investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships

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

- explore ideas and collect visual and other information to help them develop their work
- develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- use their knowledge and understanding of materials and processes to communicate ideas and meanings and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions
- compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made
- adapt and improve their work to realise their own intentions
- use sketchbooks to collect, record and evaluate ideas
- improve mastery of techniques such as drawing, painting and sculpture with varied materials
- recognise some of the works of the great artists, architects, and designers

### **Assessment and Marking**

Pupils 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.

### **Trips and Visiting Speakers**

Galleries, visiting speakers and workshops throughout the year.

# FRENCH

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

- Numbers, days of the week and months of the year
- Colours
- Transport
- Family and personal details
- Alphabet
- My house and garden
- Different landscapes
- Animals and insects
- Body parts
- Weather
- Shops and shopping transactions
- Food and drink / likes and dislikes
- At the table
- Clothes and accessories
- Sports
- Christmas project

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

- pronounce familiar words correctly
- take part in singing and role plays
- use orally, recognise in the written form, understand and write key vocabulary related to the topics covered
- understand, ask and answer basic questions using key question words
- build simple sentences
- develop an awareness of French grammar, specifically: gender, possessive pronouns, adjectives and negatives

## **Assessment and Marking**

There is ongoing oral evaluation and assessment of classwork during the lessons.

## **Necessary Equipment**

Pen, pencil, rubber, ruler and coloured pencils

## **Textbook**

*Salut Céline et Antoine!*

# COMPUTING

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

- Learn to create an “eBook” using sound, animation, photos and text
- Learn to plan and implement simple algorithms to create games using block coding
- Edit photos and videos, preparing them for an audience
- Learn to use search engines more effectively
- Understand different ways to communicate online, focussing on interacting safely and kindly

# 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 a range of sources
- 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, Gymnastics, Invasion Games (netball, football, basketball), Agility and Health Related Fitness
  - boys: football focus for fixture preparation
  - girls: football focus until half term then netball for fixture preparation

### Term Two

- Dance, Gymnastics, Invasion Games (hockey, tag rugby), Orienteering and Health Related Fitness
  - boys: tag rugby focus for fixtures
  - girls: hockey focus for fixtures

### Term Three

- Swimming, Athletics (running, jumping, throwing), Net Games (tennis), Striking and Fielding Games (cricket)

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

PP3 pupils will have at least one sports fixture during the Autumn and Spring Terms. They will have the opportunity to compete in an inter-school and external cross-country event during the Autumn or Spring Term. 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 Harrodian ethos of maximum opportunity for all.

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.playballkids.com](http://www.playballkids.com)).

Swimming Club takes place after school in the Autumn Term up to half term and all through the Summer Term. Running Club is held 8:00-8:30am twice a week all through the year.

### 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.

Swimming kit for first half of Autumn Term and Summer Term.

## PSHE

In the Pre-Prep we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) starting at the beginning of the school year change each half term and incorporate key developmental themes.

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

- BM (Being Me in My World) 'Who am I and how do I fit?'
- CD (Celebrating Difference) Respect for similarity and difference, anti-bullying and being unique
- DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this
- HM (Healthy Me) Being and keeping safe and healthy
- RL (Relationships) Building positive, healthy relationships
- CM (Changing Me) Coping positively with change

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

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- know how to cope with feelings and change

We include the statutory Relationships and Health Education within our whole-school PSHE programme.