



HARRODIAN

PRE-PREP 1 (YEAR 1)  
CURRICULUM HANDBOOK  
2017 - 2018

# LITERACY

## 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 Literacy but a wide range of books, worksheets and practical activities are used throughout the year, covering the various topics.

## NUMERACY

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

- Numbers
- Money
- Time
- Measures
- Shape

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

- count reliably at least 20 objects
- count on and back in ones from any small number, and in tens from and back to zero
- read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers
- within the range 0 to 30, say the number that is 1 or 10 more or less than any given number
- understand the operations of addition, subtraction ('take away' or 'difference'), and use the related vocabulary
- know the value of each digit in a two digit number
- use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally
- compare two lengths, masses or capacities by direct comparison
- suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity
- use everyday language to describe features of familiar 2-D and 3-D shapes

### **Trips**

There are no trips particularly targeted at maths, however trips organised for other areas of the curriculum may also include an element of maths. A Maths Day will be organised during the year.

### **Assessment and Marking**

Assessments are ongoing and target the knowledge and understanding of each learning objective. A formal maths assessment will take place termly.

## 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 minibests
- explore commonly found materials and describe some of their properties, including whether they are natural or manmade
- 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. Formal assessments take place each term.

# HISTORY

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

### **Term One**

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

### **Necessary Resources**

Books on all relevant areas, Photographs, Artefacts,  
Pictures of Paintings/Portraits/Prints/Cartoons.

# GEOGRAPHY

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

### **Term One**

- Homes and buildings of the local area

### **Term Two**

- Where in the world is Barnaby Bear?

### **Term Three**

- How can we make our local area safer?

## **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

## **Assessment and Marking**

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

# RELIGIOUS EDUCATION

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

### **Term One**

- What does it mean to belong?
- Celebrations: Why do Christians give gifts at Christmas?

### **Term Two**

- What does it mean to belong to Christianity?
- What can we learn from visiting a church?

### **Term Three**

- Beliefs and Practices
- How do Jewish people express their beliefs in practice

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

- 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
- give a simple explanation about why water is used in baptism
- communicate through talking and writing what they have learnt about Jewish beliefs and practices
- know about the basic beliefs and practices of a religion and retell the events of the main festivals
- name certain artefacts and understand how and when they are used
- know that a church is a special place for many Christians and consider the reasons why

### **Trips**

Visit to a local church during the Spring Term.

### **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. Children are also given oral feedback on class work and written work.

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

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

### **Necessary Resources**

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



## DESIGN AND TECHNOLOGY

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

- designed purposeful, functional and appealing products
- generated, modelled and communicated their ideas
- used a range of tools and materials to complete practical tasks
- evaluated existing products and own ideas
- built and improved structures and mechanisms
- understood where food comes from

### **Assessment and Marking**

Learning outcomes in each unit show how children can demonstrate what they have learned in each unit. Assessment is based on practical abilities as well as written plans, designs and ideas given in class discussion.

Children are encouraged to carry out self-assessment and suggest ways of improving and adapting their own work

### **Necessary Resources**

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

## FRENCH

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

- Personal details and greetings
- Numbers 0 - 100
- Classroom language and school equipment
- Days of the week, months, seasons and weather
- Clothes and colours
- House and home (rooms and furniture)
- Food and drinks
- Christmas project

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

- introduce themselves and others
- count and name days, months 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
- ask key questions such as "Où est ...? / Qu'est-ce que c'est?"

### **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**

No set textbook is used with PP1 pupils as the teaching method revolves mostly around oral work such as songs, role-plays and games. However, pupils are given hand-outs regularly to reinforce topics being taught. These are collated to create a personal French book.

## COMPUTING

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

- use a range of simple tools in a paint package to create or modify a picture.
- use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions
- control simple everyday devices to make them produce different outcomes.
- compose music from icons. Produce a simple presentation incorporating sounds the children have captured or created
- understand and use algorithms

# 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 compose pieces 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 compose their own songs
- 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**

- Ball Skills, Swimming, Team Games, Health Related Fitness and basic motor skills: throw, catch, aim, jump, hop and skip

#### **Term Two**

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

#### **Term Three**

- Swimming, Athletics, Rounders/Cricket, Tennis skills, Small Ball skills and basic motor skills

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**

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

The Pre-Prep Dance show is held during the Spring Term.

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

#### **Assessment and Marking**

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

#### **Necessary Equipment**

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

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

## CITIZENSHIP

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

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

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

- understand how to solve problems and look after each other, to include Anti-Bullying Week
- know some hazards around the home, both inside and out such as fire safety and crossing roads
- know how they change as they grow older and how they can keep their bodies healthy
- celebrate what makes them special
- talk about their feelings and know who they can ask for help when they need it
- explain the differences between right and wrong choices