



*Growing the seeds
for lifelong learning*

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Dear Parents,

Curriculum Newsletter
Autumn 1

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term! Year 2 will be following a unit of work on a theme that focuses on 'India' During this unit we will focus on:

This term we will be concentrating on – Fiction and non-fiction and recognizing the differences.	
English –	Maths –
<p>Reading:</p> <p>Poetry</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences • Recognise and join in with predictable phrases in poems and to recite some by heart • Recognise simple recurring literary language in poetry • Discuss and clarify word meanings, linked to those already known • Discuss favourite words and phrases • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; • Make inferences on the basis of what is said and done. <p>Fiction</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about books at a level beyond that which they can read independently • Discuss the significance of the title and events • Link what they hear or read to own experiences • Explain understanding of what is read • Discuss the sequence of events in books and how items of information are related • Discuss favourite words and phrases • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done; • Participate in discussion about what is read, taking turns and listening to others; • Express views about reading <p>Writing:</p> <p>Poetry</p> <ul style="list-style-type: none"> • Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally • Write for different purposes including poetry • Reread and evaluate writing to check it makes sense and make simple revisions • Read writing aloud with appropriate intonation to 	<p>Numbers to 100</p> <ul style="list-style-type: none"> • To count numbers up to 100 using concrete objects: counting up by ones and tens. • To understand each digit in a number has its own value. • To be able to compare numbers using place-value • To use the number bond strategy to deepen understanding of place value. • To count in ones and tens; to introduce boundary crossing using tens and ones. • To recognise and describe patterns with more complex numbers, in particular 3 and 5. <p>Addition and subtraction</p> <ul style="list-style-type: none"> • To add a 1-digit number to a 2-digit number without regrouping the ones. • To add tens by recognising its relationship to adding ones. • To add 2-digit numbers where one is a multiple of 10. • To add with tens and ones where the ones are both more than zero. • To add 1-digit numbers to a 2-digit number resulting in renaming of ones. • To add two 2-digit numbers where renaming is expected. • To subtract ones from a 2-digit number. • To subtract 2-digit multiples of 10 from 2-digit multiples of 10. • To subtract tens from a 2-digit number with the ones being more than zero. • To subtract a 2-digit number by another 2-digit number. • To subtract a 2-digit number by a 1-digit number with renaming. • To subtract a 2-digit number by another 2-digit number where renaming has to occur. • To add three 1-digit numbers. <p>Multiplication of 2,5 and 10</p> <ul style="list-style-type: none"> • To realise that multiplication is the same as repeated addition with equal groups. • To focus on understanding and learning the 2 times table. • To use concrete materials and pictorial representations • To cover the basics of the 5 times table and to highlight multiplication visually as equal groups.

<p>make the meaning clear</p> <ul style="list-style-type: none"> • Use new and familiar punctuation correctly • Use sentences in different forms • Expand noun phrases to describe and specify. <p>Fiction</p> <ul style="list-style-type: none"> • Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally • Sequence sentences to form short narratives • Write for different purposes including about fictional personal Experiences, poetry, non-fiction and real events • Reread and evaluate writing to check it makes sense and make simple revisions • Read writing aloud with appropriate intonation to make the meaning clear; • Use new and familiar punctuation correctly; • Use sentences in different forms; • Expand noun phrases to describe and specify; • Use past and present tense correctly and consistently • Use simple conjunctions to link subordinate and co-ordinating clauses. 	<ul style="list-style-type: none"> • To recall and use the 5 times table. • To introduce the 10 times table by focusing on the numbers found in the 10 times table. • Table To look at the 10 times table in more detail by • 10 To investigate links between the 2, 5 and 10 times tables. To understand commutative law. • To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law. • To use the 2, 5 and 10 times tables to solve word problems.
<p style="text-align: center;">Science -</p>	<p style="text-align: center;">Computing -</p>
<p>Learning objectives:</p> <ul style="list-style-type: none"> • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working scientifically skills:</p> <ul style="list-style-type: none"> • To observe closely. • To perform simple tests. • To identify and classify. • To use observations and ideas to suggest answers to questions. • To gather and record data in answering questions. 	<p>Animations</p> <ul style="list-style-type: none"> • To add visual effects to sprites. • To explore the sound making capabilities of Scratch. • To create a dance animation. • To know how to change backdrops and music loops.
<p style="text-align: center;">RE</p>	<p style="text-align: center;">PSHE</p>
<ul style="list-style-type: none"> • How can belonging help us through the journey of life? • What is karma? • Who is Brahman? • Who was Krishna? • How can puja help a Hindu lead a good life? • What does the Aum (Om) symbol mean? 	<p>Being me in my world</p> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year. • To understand my rights and responsibilities for being a member of my class and school. • To listen to other people and contribute my own ideas about rewards and consequences. • To recognise the choices I make and understand the consequences.
<p style="text-align: center;">Topic</p>	
<p>History</p> <ul style="list-style-type: none"> • To research the life of a famous person in Indian history. <p>Geography</p> <ul style="list-style-type: none"> • To name the world's oceans and the continents. • To explore the geography of India and its surrounding area. • To compare the similarities and differences between a school in India and the UK. 	
<p style="text-align: center;">Important Information</p>	
<p><u>Homework</u> Given out on a Monday and collected in on Friday</p> <p><u>PE Days</u> PE Tuesday and Wednesday</p> <p><u>Educational Visits</u> TBC</p>	

By the end of the unit, it is hoped that your child would have achieved all of their learning targets. If you have any comments or questions about your child's learning, please do not hesitate to get in touch.

Many thanks

Ms Loades