



*Growing the seeds  
for lifelong learning*

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Headteacher  
B.Ed (Hons), NPQH

Dear Parents,

**Curriculum Newsletter**  
**Autumn 1**

**Our class reading book this term will be –Dancing in the Rain by John Lyons**

**English – Poetry and Historical Fiction**

**Reading goals**

- Experience poetry as pleasurable and meaningful way
- Compare how a common theme is presented in poetry
- Explore the language and style of poetry through talk, performance, visual art, reading and writing
- Learn how to bring out the meaning of a poem through performance
- Increase familiarity with a range of books;
- Identify themes and conventions;
- Show understanding through intonation, tone, volume and action;
- Discuss words and phrases that capture readers' interest and imagination;
- Draw inferences about characters' feelings, thoughts, emotions and actions.

**Writing goals (including Grammar)**

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar;
- Draft and write by composing and rehearsing sentences orally;
- In narrative create settings, characters and plot;
- Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. a range of roles

**Spelling goals**

- Plurals (adding '-s', '-es' and '-ies'); Apostrophe for contraction and possession
- Words with 'silent' letters; Word endings
- Words with the letter string '-ough'; Words ending in '-able' and '-ible'
- Homophones: isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed

**Maths**

**Number and Place Value: Numbers to 1 000 000**

- To read and represent numbers to 100 000
- To read and represent numbers to 1 000 000
- To read and represent numbers to 1 000 000 using number discs
- To compare numbers to 1 000 000 using place value
- To compare numbers to 1 000 000 using place value
- To compare numbers to 1 000 000 using pictorial representations and proportionality.
- To compare numbers to 1 000 000 from pictorial representations, using lists and number lines.
- To make and identify patterns in numbers using knowledge of place value.
- To make number patterns that decrease in multiples of 10 000 or 100 000.
- To round numbers to the nearest 10 000 using number lines and bar graphs.
- To round numbers to the nearest 100 000 using number lines and bar graphs.
- To round numbers to the nearest 10, 100, 1000, 10 000 and 100 000 using number lines.

**Calculations: Addition and Subtraction**

- To add using the 'counting on' strategy with concrete materials and number lines.
- To subtract using the 'counting backwards' strategy with concrete materials.
- To add numbers within 1 000 000 using rounding and concrete materials.
- To use addition and subtraction to solve comparison problems with numbers to 1 000 000.
- To add numbers within 1 000 000 using the column method of addition.
- To subtract using the column method, number bonds and number discs using numbers to 1 000 000.
- To add and subtract using number bonds as a key strategy using numbers within 1 000 000.
- To consolidate and refine addition skills and place-value knowledge to solve addition problems.
- To subtract numbers to 1 000 000 using concrete materials, the column method and number bonds.
- To consolidate and refine subtraction skills and place-value knowledge to solve subtraction problems.

<u>Science</u>	<u>Computing</u>
<p><u>Out of this world</u></p> <ul style="list-style-type: none"> <li>• Explain what the Solar System is.</li> <li>• Name and describe the eight planets, in order of their distance from the Sun.</li> <li>• Create a graph to show the distance of each planet from the Sun.</li> <li>• Use secondary sources to explain how theories of the Solar System have changed over time</li> <li>• Use simple models to explain how the Earth's movement causes night and day.</li> <li>• Explain how the Moon orbits the Earth to cause a month.</li> </ul>	<p><u>Logo</u></p> <p>This unit gives pupils the chance to learn about controlling tools in software. They will also be able to draw simple shapes and use basic ideas like filling a shape with colour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• create a bitmap image, importing it into Logo and drawing on top of it</li> <li>• create an interface with which they can draw simple lines</li> <li>• Add a combo box to their interfaces that allows them to easily change the colour of the pen.</li> </ul>
<u>RE</u>	<u>PSHE</u>
<p><u>Thankfulness</u></p> <p>This unit gives pupils the chance to learn about religious and non-religious thoughts about the power of thankfulness in human life.</p> <p>This unit will ask:</p> <ul style="list-style-type: none"> <li>• Can we appreciate working with others?</li> <li>• What messages can we learn from stories?</li> <li>• How can we find meaning and links between stories?</li> <li>• What do different religions teach about thankfulness?</li> <li>• What do we want to say about thankfulness?</li> <li>• Can we make a thankful mobile, showing our thoughts to others?</li> </ul>	<p><u>Being Me in My World</u></p> <p>This half term the PSHE foci will be:</p> <ul style="list-style-type: none"> <li>• New beginnings</li> <li>• The purpose of giving</li> <li>• Developing a Growth Mindset</li> <li>• British Values</li> <li>• Respect and Tolerance</li> <li>• Always trying your best</li> <li>• Gratitude</li> <li>• Empathy</li> </ul>
<u>Topic</u>	
<p>In our study of Baghdad, we will:</p> <ul style="list-style-type: none"> <li>• Research Baghdad's role in the early Islamic civilization.</li> <li>• Research the House of Wisdom and how it became a centre of learning.</li> <li>• Explain significant discoveries and studies led by early Islamic scholars and evaluate the impact made to the wider world.</li> <li>• Describe who Muhammad is, how the first caliphate came to be formed and explain the role of a caliph.</li> <li>• Identify and talk about different forms of Islamic Art and create my own geometric pattern based on tradition techniques.</li> <li>• Identify reasons why the early Islamic civilisation became a major power.</li> <li>• Learn about the Silk Road trade route and the items offered for trade.</li> </ul>	
<u>Important Information</u>	
<p><b>PE</b> – Monday and Thursday are PE days. Please ensure your child has their full kit each week.</p> <p><b>Guitar</b> – Weekly guitar lessons are available <b>after school on a Monday</b>; your child <b>needs to bring their instrument</b> with them.</p> <p><b>French</b> – Your child is learning French in weekly French lessons (every Monday).</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> <li>• Homework is given out on Mondays and due in the following Monday. There will be a playtime detention each Tuesday if homework is not completed.</li> <li>• Weekly spellings are handed out Mondays and tested on the following Monday</li> <li>• Does your child know their times tables? Rehearse them using their multiplication chart.</li> </ul> <p>Please listen to your child read daily to help improve their fluency and accuracy and ensure that they complete their reading journal (the yellow booklet).</p>	