



*Growing the seeds
for lifelong learning*

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Dear Parents,

Curriculum Newsletter
Spring Term 1

Welcome to a new year and Spring term 1, at Grange Primary School. We have lots of exciting learning ready for your children! Year 1 will be following a geographical unit of work on a theme that focuses on 'The world we live in'.

This term we will be concentrating on – Poetry and Fictional Texts

English	Maths
<p>Poetry</p> <ul style="list-style-type: none"> • Discriminating environmental sounds; • Onomatopoeia; • Exploring voice sounds; • Exploring instrumental sounds; • Keeping and following a rhythm; • Identifying rhyming words; • Onset and rime; • Syllabification <p>Reading</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 question • 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> <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 	<p>Place Value</p> <ul style="list-style-type: none"> • To use the making 10 strategy to count numbers above 10; to represent numbers on a number line. • To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage • multiple ways of counting, including counting by 2, 5 and 10. • To understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers. • To use place value to compare two or three numbers and determine which number is bigger/smaller; to arrange three numbers • in order of size. <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> • To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. • To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality. • To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems. • To use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems. • To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question. • To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem. • To use visual representations and patterns to solve word problems; to develop precision in model drawing to recognize similarities and differences. • To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding.

<ul style="list-style-type: none"> • expand noun phrases to describe and specify • use past and present tense correctly and consistently • use simple conjunction <p>Grammar</p> <ul style="list-style-type: none"> • To use statements, exclamations and question marks, • To use capital letters for proper nouns, at the start of sentences and for personal pronoun I • To use simple sentences e.g.I went to the park • To use compound sentences using coordinating conjunctions (and/so/but/or) 	
Science – Animals	Computing – Simple Algorithms
<ul style="list-style-type: none"> • Children will be exploring and investigating real animals wherever possible, • Grouping and classifying, and using secondary sources of information to answer questions. • Children will be working scientifically by making careful observations, • Gathering and recording data to help them to answer questions. • They will learn to communicate outcomes of their enquiries in different ways, including orally, through physical movement and role play, by creating clay models, producing drawings and simple sentence writing. 	<ul style="list-style-type: none"> • To build simple instructional algorithms and develop ideas • To debug algorithms which are missing certain steps • To build simple algorithms and develop ideas • To build simple instructional algorithms • To develop the ability to debug a problem algorithm
RE – Sikhism	PSHE – Dreams and Goals
<ul style="list-style-type: none"> • To identify a religious symbol and say what it means • To know a Sikh story and what it means • To know how Sikh children belong to their religion • To understand why Guru Nanak is an important person • To identify the 5k's • To consider what makes someone a good person 	<ul style="list-style-type: none"> • To stay motivated when doing something challenging • Keep trying even when it is difficult • Work well with a partner or group • Help others to achieve their goals • To work hard to achieve their own goals and dreams
Topic	
<p>Geography:</p> <ul style="list-style-type: none"> • To make simple observations and recording of the weather • To understand the difference between climate and weather • To develop understanding of the sequence of weather through the year • The names of the continents • The names of the oceans • Countries of the UK 	
Important Information	
<p><u>Homework and Reading Journals</u> Given out on Tuesday and collected in on the following Monday.</p> <p><u>Educational Visits</u> A trip around the local area</p>	<p><u>PE Days</u> Outdoor PE – Wednesday Indoor PE - Tuesday All children to have a named drawstring bag with their P.E kit in school every week.</p>

By the end of the unit, it is hoped that your child will 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 Greenidge