



*Growing the seeds
for lifelong learning*

Grange Primary School
Suffolk Road, Plaistow
London, E13 0HE
Tel: 020 7476 5146
Fax: 020 73451849
info@grange.newham.sch.uk

Mrs D Smith
Headteacher
B.Ed (Hons), NPQH

Dear Parents,

Curriculum Newsletter
Spring Term 2

Welcome to a new year and Spring term 1, at Grange Primary School. We have lots of exciting learning ready for your children! Year 2 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 –	
English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already known <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participating in discussion about what is read to them, taking turns and listening to what others say • explaining clearly their understanding of what is read to them <p>Writing:</p>	<p>Money:</p> <ul style="list-style-type: none"> • To create equal amounts of money using different coins. • To exchange denominations of money for different coins. • To compare different amounts of money using coins. • To add money together to determine the total amount. • To calculate change from £100 or less; to use the bar model approach to represent amounts of money. • To solve more complex word problems using bar modeling as a primary method. <p>Geometry:</p> <ul style="list-style-type: none"> • To be able to identify the number of sides on basic 2-D shapes • To be able to identify and count the vertices in regular polygons. • To be able to identify lines of symmetry in 2-D shapes. • To be able to identify lines of symmetry in 2-D figures. • To be able to sort 2-D shapes based on their properties. • To be able to draw basic shapes on a grid. • To be able to recognise repeated patterns by shape, size or colour. • To be able to describe the terms in a pattern. • To be able to describe direction and movement using vocabulary, such as 'left', 'right', 'up' and 'down'. • To be able to describe rotation using vocabulary, such as 'quarter turn', 'half turn' and 'three-quarter turn'; to be able to describe direction using vocabulary, such as 'clockwise' and 'anti-clockwise'. • To be able to apply knowledge of shapes to solve problems • To be able to recognise 3-D shapes by identifying their properties. • To be able to describe 3-D shapes based on

<ul style="list-style-type: none"> • compose a sentence orally before writing it • sequence sentences to form short narratives • re-read what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher • 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 	<p>their properties, including the number of faces, vertices and edges</p> <ul style="list-style-type: none"> • To be able to describe the 2-D shapes that form a 3-D shape. • To be able to group 3-D shapes by similar properties. • To be able to form 3-D structures using multiple 3-D shapes. • To be able to make and recognise patterns using 3-D shapes. • To be able to apply knowledge of 3-D shapes to solve problems. <p>Fractions:</p> <ul style="list-style-type: none"> • To be able to recognise that fractions are made up of equal parts of a whole. • To be able to recognise, find, name and write $\frac{1}{2}$ and $\frac{1}{4}$. • To be able to recognise, find, name and write quarters. • To be able to recognise, find, name and write thirds. • To be able to deepen understanding of fraction notation. • To be able to recognise equivalent fractions in quarters, thirds and halves. • To be able to compare and order fractions with the same denominator. • To be able to compare and order unit fractions. • To be able to recognise and write mixed numbers. • To be able to find a fraction of a set.
Science –	Computing –
<ul style="list-style-type: none"> • To explore how I can make different shapes. • To understand how I can change the shape of an object. • To understand the properties that allow a material to be changed • To be able to choose materials based on their properties. • To explore different elastics and decide which will be suitable for a catapult. • To understand what 	<ul style="list-style-type: none"> • To introduce students to Word Processing Software and functions shared by all word processors. • To examine how spell checkers can be used to correct spelling in a word processor. • To introduce folder structure and data organisation to students. • To get students to understand that you should group by shared characteristics.
RE – Christianity	PSHE – Healthy Me
<ul style="list-style-type: none"> • To be able to talk about the groups I belong to. • To know how Christians show they belong to a group. • To know what it means to belong to a Christian family. • To know how some children belong to Christianity. • To know what is special about belonging to a group. 	<ul style="list-style-type: none"> • To know what I need to keep my body healthy. • To tell or show what relaxed means. • To understand how medicines work in my body and how important it is to use them safely. • To sort foods into the correct food group. • To decide which foods to eat to give my body energy.
Topic	

Geography:

- 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
- The capital cities of the uk
- To identify characteristics of the four countries and capitals
- To locate places at home and abroad
- To understand other places may be different than their own locality
- To make simple observations and recording of the weather
- The difference between climate and weather
- The sequence of weather through the year

Important Information**Homework and Reading Journals**

Given out on Tuesday and collected in on the following Monday.

Educational Visits

A trip around the local area

PE Days

Outdoor PE – Wednesday

Indoor PE - Tuesday

All children to have a named drawstring bag with their P.E kit in school every week.

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

Miss Loades