



*Growing the seeds  
for lifelong learning*

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Dear Parents,

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

**Our class reading book this term will be – Kensuke’s Kingdom by Michael Morpurgo**

**English – Science Fiction and Poetry**

**Reading goals**

- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justifications for their views

**Writing goals (including Grammar)**

- Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Devices to build cohesion within a paragraph
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use of expanded noun phrases to convey complicated information concisely
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others’ writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**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.

**Science**

**Feel the force**

- To measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction
- To use evidence to explain how objects fall through the air
- To use arrows to represent forces that make objects move in different directions
- To use test results about air resistance as a starting point for further investigative work
- To measure the effects of water resistance
- To identify and explain the effect of upthrust on objects in water
- To explain why a larger mass stretches a rubberband or spring more than a smaller mass
- To demonstrate how levers work and how they reduce the force required to move objects

**Computing**

**Logo**

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.

Objectives:

- create a bitmap image, importing it into Logo and drawing on top of it
- create an interface with which they can draw simple lines
- Add a combo box to their interfaces that allows them to easily change the colour of the pen.

**RE**

**Religious Leaders**

In this unit children will explore the role of at least three different religious leaders in the local community. The children will then think and express what similarities and differences they can find out between the leaders.

This unit will ask:

- Why do we need leaders?
- What qualities do leaders possess?
- Who is an important religious leader in Newham?
- Who are important world religious leaders?
- Can I compare different religious leaders?
- What is the difference between a religious leader and a secular leader?

**PSHE**

**Being Me in My World**

This half term the PSHE foci will be:

- New beginnings
- The purpose of giving
- Developing a Growth Mindset
- British Values
- Respect and Tolerance
- Always trying your best
- Gratitude
- Empathy

Topic

In our study of the Mayans, we ask:

- Why do we study the Mayan civilisation in school?
- Why did the Mayan empire grow to be so powerful?
- How different was life for the rich and poor at the height of the Mayan civilisation?
- How did the Mayan number system work?
- What was Mayan religion like?
- How can we solve the riddle of why the Mayan empire fell so suddenly?

Important Information

**PE** – Monday and Friday are PE days. Please ensure your child has their full kit each week.

**Guitar** – Weekly guitar lessons are available **after school on a Monday**; your child **needs to bring their instrument** with them.

**French** – Your child is learning Spanish in weekly Spanish lessons (every Tuesday)

PLEASE NOTE:

- Homework is given out on Tuesdays and due in the following Monday.
- Weekly spellings are handed out Tuesdays and tested on the following Monday
- Does your child know their times tables? Rehearse them.

Please listen to your child read daily to help improve their fluency and accuracy.