



**Growing the seeds
for lifelong learning**

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Dear Parents,

Curriculum Newsletter
Autumn 2

Our class reading book this term will be – Anne Frank's Story

English –Fiction

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

- Homophones: their/there/they're past/passed
- 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'

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: Multiplication and division

- To identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- To establish whether a number up to 100 is prime and recall prime numbers up to 19
- To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- To multiply and divide numbers mentally, drawing upon known facts
- To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Science

Earth and space

- To describe the movement of the Earth and other planets relative to the sun in the solar system
- To describe the movement of the moon relative to the Earth
- To describe the sun, Earth and moon as approximately spherical bodies
- To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Computing

Introduction to Kodu and Stop Motion

This unit gives pupils the change to learn about controlling tools in software. They will also be able to use stop motion animation

Objectives:

- To use stop motion animation
- To learn key programming skills

RE

Celebration

- To understand the importance of celebration.
- To share our own celebrations to our peers.
- To understand how different religions celebrate their own festivals.
- To look at how celebration is similar/ different around the world.

PSHE

Celebrating Differences

This half term the PSHE foci will be:

- Embracing our differences
- Respect
- Tolerance
- Gratitude
- Empathy
- Developing a Growth Mindset
- British Values

Topic

From Rio to Rainforest

We will be:

- Learning what is it like to live in Rio.
- Learning the different layers of the rainforest
- Learning what has happened to rainforests over time
- Exploring the habitats that live in the rainforest

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 and division facts? Rehearse them using:
 - <https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>
 - YouTube- times tables
 - Mathletics
 - J2blast

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