



*Growing the seeds  
for lifelong learning*

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

Dear Parents,

**Curriculum Newsletter**  
**Spring 1**

Our class Literacy book this term will be – Beowulf  
Our class reading book this term will be – Charlie and the Chocolate Factory

**English –Fiction and Myths and Legends**

**Reading goals**

- 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
- 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
- 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
- Reading books that are structured in different ways and reading for a range of purposes

**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

### Multiplication and Division

To develop a range of strategies to multiply 2-digit by 2-digit numbers including the grid method, number bonds and the column method

To develop the column method as the key strategy to multiply

To use regrouping to multiply

To use number bonds and long division as the key methods to divide 4-digit numbers by 1-digit numbers

To divide up to 3-digit numbers that give rise to remainders using long division, short division and mental methods.

### Fractions, decimals and percentages

To divide whole numbers by whole numbers, giving rise to fractions

To write improper fractions and mixed numbers using pictures

To find equivalent fractions

To compare and order fractions and utilise the number bond strategy, known as number pairs

To add and subtract fractions with different denominators finding common denominators

To multiply fractions by whole numbers and multiply mixed numbers by whole numbers

To solve word problems that require multiple steps and bar model representations.

Finding percentages of quantities

To convert percentages to fractions and vice versa

To read and write decimals

To make comparisons and convert between fractions, decimals and percentages

To round, add and subtract decimals

### Science

#### Materials

This half term children will develop their knowledge and understanding of materials. Children will learn about the properties of materials and how they suit different purposes.

Objectives:

- To use scientific vocabulary to refer to materials and their properties.
- To explain and communicate the knowledge gained on materials.
- To apply the knowledge acquired on experiments.

### Computing

Introduction to Kodu and Stop Motion

This unit gives pupils the chance 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

This half term will continue to look at differences and similarities between religions and worldviews, and particularly focus on different views on life after death. We will study:

- The Hindu circle of life
- Islamic beliefs about life after death
- Christian beliefs about life after death
- Poems about life and death

### 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

This half term our topic will be Britain's Settlement by the Anglo-Saxons and the Scots. Year 5 will visit the Museum of London for a workshop on Settlers and Invaders.

**The unit will teach:**

- To investigate who the Anglo-Saxons were and why they settled in Britain/ To research where the Anglo-Saxons came from and where they settled
- To develop an understanding of Archaeology and archaeological evidence/ To investigate the archaeology of Sutton Hoo
- To investigate the archaeological finds of Sutton Hoo/ To use archaeological finds to suggest what can be learned about the person buried at Sutton Hoo
- To research and record information about the everyday life of Anglo-Saxons/ To present information about the everyday life of Anglo-Saxons

To investigate how Christianity spread in Anglo-Saxon Britain

**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.

**Spanish** – 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.

Thank you for your continued support.

Ms. Hernandez