



*Growing the seeds  
for lifelong learning*

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Dear Parents,

**Curriculum Newsletter**  
**Spring Term 2**

Welcome to spring term 2 at Grange Primary School! We have lots of exciting learning ready for your children. Year 2 will continue to follow our geographical unit of work on 'Our Locality'.

<b>In English we will be:-</b>	<b>In Maths:-</b>
<p>Reading:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participating in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explaining clearly their understanding of what is read to them</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• compose a sentence orally before writing it</li> <li>• sequence sentences to form short narratives</li> <li>• re-read what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>• draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>• sequence sentences to form short narratives</li> </ul>	<p>Money:</p> <ul style="list-style-type: none"> <li>• To create equal amounts of money using different coins.</li> <li>• To compare different amounts of money using coins.</li> <li>• To add money together to determine the total amount.</li> <li>• To calculate change from £100 or less and use the bar model approach to represent amounts of money.</li> <li>• To solve word problems using bar modeling as a primary method.</li> </ul> <p>Geometry:</p> <ul style="list-style-type: none"> <li>• To be able to identify the number of sides on basic 2-D shapes</li> <li>• To be able to identify and count the vertices in regular polygons.</li> <li>• To be able to identify lines of symmetry in 2-D shapes.</li> <li>• To be able to sort 2-D shapes based on their properties.</li> <li>• To be able to draw basic shapes on a grid.</li> <li>• To be able to recognise repeated patterns by shape, size or colour.</li> <li>• To be able to describe the terms in a pattern.</li> <li>• To be able to describe direction and movement using vocabulary, such as 'left', 'right', 'up' and 'down'.</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>• To be able to recognise that fractions are made up of equal parts of a whole.</li> <li>• To be able to recognise, find, name and write <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• To be able to recognise, find, name and write quarters and thirds.</li> <li>• To be able to deepen understanding of fraction notation.</li> <li>• To be able to recognise equivalent fractions in quarters, thirds and halves.</li> <li>• To be able to compare and order fractions with the same denominator.</li> <li>• To be able to compare and order unit fractions.</li> <li>• To be able to recognise and write mixed numbers.</li> <li>• To be able to find a fraction of a set.</li> </ul>

<p style="text-align: center;"><b>Science – Growing up</b></p>	<p style="text-align: center;"><b>Computing – Simple Games (Conquer Computing)</b></p>
<ul style="list-style-type: none"> <li>• To consider the basic needs of humans for survival (food, water, air)</li> <li>• To identify simple differences between living and non-living things</li> <li>• To be introduced to the sequence of the human life cycle</li> <li>• To then research further changes that happen as a human baby grows and develops into and through adulthood.</li> <li>• To compare different stages of human life from growth, changes in physical appearance, movement, feeding and diet, self-care, the move from dependency to independence and parenthood (although briefly).</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce students to Word Processing Software and functions shared by all word processors.</li> <li>• To examine how spell checkers can be used to correct spelling in a word processor.</li> </ul>
<p style="text-align: center;"><b>RE – Christianity</b></p>	<p style="text-align: center;"><b>PSHE – Healthy Me</b></p>
<ul style="list-style-type: none"> <li>• What is Easter and why is it important?</li> <li>• What does the Bible tell us about Easter?</li> <li>• What happens on Ash Wednesday?</li> <li>• What are the events that happen on Maundy Thursday and Good Friday?</li> <li>• What can we learn about Jesus' death? What other Symbols are associated with Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• To know what I need to keep my body healthy.</li> <li>• To tell or show what relaxed means.</li> <li>• To understand how medicines work in my body and how important it is to use them safely.</li> <li>• To sort foods into the correct food group.</li> <li>• To decide which foods to eat to give my body energy.</li> </ul>
<p style="text-align: center;"><b>Topic – Our Locality</b></p>	
<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• To describe geographical features on route to school</li> <li>• To recognize and classify physical and human features in own locality</li> <li>• To identify different buildings</li> <li>• To make a table top map of the local area</li> <li>• To express views on local area</li> </ul>	
<p style="text-align: center;"><b>Important Information</b></p>	
<p><b><u>Homework and Reading Journals</u></b> Given out on Tuesday and collected in on the following Monday.</p> <p><b><u>Educational Visits</u></b> A walk around the local area A trip to the museum of London – 5<sup>th</sup> March 2019</p>	<p><b><u>PE Days</u></b> Indoor PE – Tuesdays Outdoor PE - Thursdays All children to have a named drawstring bag with their P.E kit and left 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