



*Growing the seeds
for lifelong learning*

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Curriculum Newsletter
Summer Term 1

Dear Parents,

Welcome to summer term 1 at Grange Primary School.
We have lots of exciting learning ready for your children in Year 2.

English	Maths
<p>Non-chronological texts</p> <p>Reading:</p> <ul style="list-style-type: none"> To be able to ask and answer questions about a non-chronological text (information text). To be able to identify how the structure of a non-chronological text can help the reader to find information. To be able to organise notes and decide whether the information is useful to the reader. <p>Writing:</p> <ul style="list-style-type: none"> To be able to plan and write a well-structured section of a non-chronological report. To be able to use the features such as headings, subheadings and pictures to make it easy for the reader to find information. To be able to use technical vocabulary. To be able to include facts and not opinions in their writing. To be able to edit and redraft their writing. <p><u>Explanation texts</u></p> <p>Reading:</p> <ul style="list-style-type: none"> To be able to understand the purpose of reading an explanation text. To recognise how explanation texts are structured to make information clear. To be able to understand the key features such as an introduction, technical language and questions. To be able to understand how adverbs of time (e.g. first, then, next) order the information in the text and how this helps the reader to follow the text. To be able to understand why glossaries are useful and learn to organise information alphabetically. <p>Writing:</p> <ul style="list-style-type: none"> To be able to plan an explanation text. To be able to sequence their writing using adverbs of time to order information. To be able to write sentences that give clear information about the stages of a life cycle. To be able to include technical language. To be able to edit and redraft their writing. <p><u>Persuasive writing</u></p> <p>Reading:</p> <ul style="list-style-type: none"> To be able to identify persuasive words and phrases in a text. To be able to notice how adverts persuade us by looking eye-catching and including information that is important and appealing to a certain audience. 	<p>Geometry:</p> <ul style="list-style-type: none"> 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 'anticlockwise'. 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 their properties, including the number of faces, vertices and edges 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>TIME:</p> <ul style="list-style-type: none"> To be able to tell time to five minutes using 'quarter past'. To be able to tell time to five minutes using 'quarter to the hour' To be able to sequence daily events by time. To be able to draw hands on an analogue clock to show the correct time. To be able to find the end time given the start time and the duration in 30-minute and hourly intervals. To be able to find the duration of time to 5-minute intervals given the start time and the end time. To be able to find the end time given the start time and the duration in 30-minute and hourly intervals. To be able to find the end time to 5 minutes given the start time and the duration. To be able to find the start time, given the end time and the duration in 30-minute and hourly intervals. To be able to find the start time given the end time and the duration. To be able to compare time in hours and minutes.

<ul style="list-style-type: none"> Experiment with features of leaflet layout, including pictures, boxes, headings and shapes. <p>Writing:</p> <ul style="list-style-type: none"> To be able to use persuasive words and phrases in sentences. To be able to use catchy slogans to catch the reader's attention. To be able to use adjectives and nouns to make accurate and interesting descriptions. To be able to plan and create persuasive posters and adverts. 	<ul style="list-style-type: none"> To be able to use knowledge of time to solve problems. <p>Volume:</p> <ul style="list-style-type: none"> To be able to compare and order volume and record the results using >, < and =. To be able to compare the volume of water using non-standard units of measurement. To be able to measure volume in litres and determine whether an amount is more than, less than or equal to a litre. To be able to measure and compare volume in millilitres. To be able to solve word problems on volume of water in litres, involving addition and subtraction. To be able to solve word problems on volume. To be able to solve word problems on volume in litres, involving multiplication and division.
Science –	Computing –
<ul style="list-style-type: none"> Observe and describe seeds Compose questions to help us learn how to grow plants from seeds To plan and set up investigations on how to grow seeds To accurately record the changes that we observe happening to seeds as they grow To present data on a bar chart and use it to answer questions To decide how to improve the conditions of an unhealthy plant To describe and record the different stages of germination 	<ul style="list-style-type: none"> To use the skills they have acquired to create a simple maze game. To add some simple functionality to the maze game that the students have been making. To introduce a new game and add some simple functionality to some of the sprites. To introduce students to the concept of variables and add a variable to the Gobo game. To review variables from the previous lesson and to complete the Gobo game.
RE – Where did the world come from?	PSHE – Relationships
<ul style="list-style-type: none"> To understand what the word creation means To understand that people have different beliefs of how the world began. To explain how we try to look after the world To understand the Hindu creation story To express ideas about a god or goddess To reflect on where the world came from 	<ul style="list-style-type: none"> To know how to make friends. To try to solve friendship problems when they occur. To know how to help others to feel part of a group. To show respect in how they treat others. To know how to help themselves and others when they feel upset or hurt. To know and show what makes a good relationship.
Topic – Local History	
<ul style="list-style-type: none"> Our local area – To learn about the history of our local area To visit our local area To find out more about our local area To record what we have learnt about our local area 	
Important Information	
<p><u>Homework and Reading Journals</u> Given out on Tuesday and collected in the following Monday.</p> <p><u>Educational Visits</u> Walk around our local area</p>	<p><u>PE Days</u> Outdoor PE – Wednesday Indoor PE - Tuesday All children to have a named drawstring bag with their P.E kit 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