



*Growing the seeds  
for lifelong learning*

Grange Primary School  
Suffolk Road, Plaistow  
London, E13 0HE  
Tel: 020 7476 5146  
Fax: 020 73451849  
[info@grange.newham.sch.uk](mailto:info@grange.newham.sch.uk)

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

Dear Parent/Carer,

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

Welcome to a New Year and Spring term 1, at Grange Primary School!  
We have lots of exciting learning ready for your children. Year 1 will be following a geographical unit of work on a theme that focuses on 'Our locality'.

English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> <li>• To listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>• To discuss the significance of the title and events</li> <li>• To link what they hear or read to own experiences</li> <li>• To explain understanding of what is read</li> <li>• To discuss the sequence of events in books and how items of information are related</li> <li>• To discuss favourite words and phrases</li> <li>• To answer and ask question</li> <li>• To predict what might happen on the basis of what has been read</li> <li>• To draw inferences on the basis of what is being said and done</li> <li>• To participate in discussion about what is read, taking turns and listening to others</li> <li>• To express views about reading</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</li> <li>• To sequence sentences to form short narratives;</li> <li>• To write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</li> <li>• To reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>• To read writing aloud with appropriate intonation to make the meaning clear;</li> <li>• To use new and familiar punctuation correctly;</li> <li>• To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>• To sequence sentences to form short narratives</li> <li>• To write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• To use the making 10 strategy to count numbers above 10; to represent numbers on a number line.</li> <li>• To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage</li> <li>• Multiple ways of counting, including counting by 2, 5 and 10.</li> <li>• To understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers.</li> <li>• To use place value to compare two or three numbers and determine which number is bigger/smaller; to arrange three numbers</li> <li>• In order of size.</li> </ul> <p><b>Number – Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• To compare numbers using number bonds, 100-squares and number lines to determine how much more/less.</li> <li>• To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality.</li> <li>• To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems.</li> <li>• To use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems.</li> <li>• To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question.</li> <li>• To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem.</li> <li>• To use visual representations and patterns to solve word problems; to develop precision in model drawing to recognize similarities and differences.</li> <li>• To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding.</li> </ul>

<ul style="list-style-type: none"> <li>• reread and evaluate writing to check it makes sense and make simple revisions</li> <li>• read writing aloud with appropriate intonation to make the meaning clear</li> <li>• use new and familiar punctuation correctly</li> <li>• use sentences in different forms</li> <li>• expand noun phrases to describe and specify use past and present tense correctly and consistently</li> <li>• use simple conjunctions to link subordinate and coordinating clauses</li> </ul>	<p>Statistics:</p> <ul style="list-style-type: none"> <li>• To be able to read a picture graph with confidence</li> <li>• To be able to read and interpret a picture graph with confidence.</li> <li>• To read and interpret a picture graph where the value of the picture can represent more than 1.</li> <li>• To read and interpret a picture graph where the value of the picture can represent more than 1.</li> <li>• To be able to read, interpret and create a picture graph where the value of the picture can represent more than 1.</li> </ul> <p>Word Problems:</p> <ul style="list-style-type: none"> <li>• To be able to decide when to add or subtract when problem solving; to improve the use of bar modelling and decision making based on visual representation.</li> <li>• To use a bar model to solve word problems looking at the difference between two amounts.</li> <li>• To use bar modelling to solve multi-step word problems involving unknown quantities.</li> </ul> <p>Money:</p> <ul style="list-style-type: none"> <li>• To identify standard UK coins and note and write their names.</li> <li>• To count notes in sequence of 5 and 10; to recognise the value of the notes by appearance.</li> <li>• To count coins in sequences of their value; to recognise the value of coins by appearance.</li> <li>• To represent amounts of money using coins and notes; to count coins and notes using their denominations.</li> <li>• To create equal amounts of money using different coins.</li> <li>• To exchange denominations of money for 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; to use the bar model approach to represent amounts of money.</li> <li>• To solve more complex word problems using bar modeling as a primary method.</li> </ul>
<p><b>Science – Everyday Materials</b></p>	<p><b>Computing – Simple Algorithms</b></p>
<ul style="list-style-type: none"> <li>• To name and identify three everyday materials</li> <li>• To identify four everyday materials</li> <li>• To name and identify wood, plastic, metal, glass, rock, brick, water and other materials</li> <li>• To understand that these materials can be made into many different objects,</li> <li>• To distinguish between an object and the material from which it is made,</li> <li>• To define an object as, for example by the material from which it is made.</li> <li>• To test materials such as paper and fabric to compare their properties. .</li> </ul>	<ul style="list-style-type: none"> <li>• To reintroduce algorithms but make the more complex.</li> <li>• To reintroduce the students to the repeat block in Scratch.</li> <li>• To debug algorithms which are missing certain steps.</li> <li>• To reinforce algorithms but make them more complex</li> </ul>
<p><b>RE – Sikhism</b></p>	<p><b>PSHE – Dreams and Goals</b></p>
<ul style="list-style-type: none"> <li>• How do religious people show they belong?</li> <li>• What is Sikhism?</li> <li>• How do children show they belong to Sikhism?</li> <li>• Why do Sikhs tell the story of Guru Nanak bathing in the river?</li> <li>• What did Guru Gobind Singh ask Sikhs to look like?</li> <li>• What is the Amrit ceremony?</li> </ul>	<ul style="list-style-type: none"> <li>• To stay motivated when doing something challenging</li> <li>• To keep trying even when something is difficult</li> <li>• To work well with a partner or in a group</li> <li>• To have a positive attitude</li> <li>• To help others to achieve their goals</li> <li>• To work hard to achieve my dreams and goals.</li> </ul>

## Topic –Our locality

### **Geography:**

- To explore the school locality
  - To know the school address
  - To confidently write their own address
  - To measure and compare the distance of the routes used by the children in class
  - To learn that travel to school is done in different ways
- To draw a simple graph and analyse findings

## Important Information

### **Homework and Reading Journals**

Given out on Tuesday and collected in the following Monday. Reading books changed every Monday.

### **Educational Visits**

A walk around the local area

### **PE Days**

PE will take place on ***Tuesdays and Thursdays.***

All children to have a named drawstring bag with their P.E kit in school every week.

**From January Ms. Timothy will also teach on Fridays.**

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 get in touch.

Many thanks,

Ms Timothy and Mrs Mohiuddin