



*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 Parents/Carers,

**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 and the World around us'.

Our Class Novel for this term is 'George's Marvellous Medicine by Roald Dahl'.

This term we will be concentrating on –

English	Maths
<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>• Becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases, discussing word meanings, linking new meanings to those already known</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing the significance of the title and events</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> </ul>	<p>Money:</p> <ul style="list-style-type: none"> <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 from £100 or less; 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>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 identify lines of symmetry in 2-D figures.</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> <li>• 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 'anti-clockwise'.</li> <li>• To be able to apply knowledge of shapes to solve problems</li> <li>• To be able to recognise 3-D shapes by identifying their properties.</li> <li>• To be able to describe 3-D shapes based on their properties, including the number of faces, vertices and edges</li> <li>• To be able to describe the 2-D shapes that form a 3-D shape.</li> <li>• To be able to group 3-D shapes by similar properties.</li> </ul>

- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally
- Sequence sentences to form short narratives
- Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events
- Reread and evaluate writing to check it makes sense and make simple revisions
- Read writing aloud with appropriate intonation to make the meaning clear

Spelling and Handwriting:

- Continue to learn Year 2 Common Exception words
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Spelling Rule 1: The // sound spelt with /e/
- Spelling Rule 2: The // sound spelt with /el/
- Spelling Rule 3: The // sound spelt with /il/ and /al/
- Spelling Rule 4: The /igh/ sound spelt with /y/
- Spelling Rule 5: Adding /es/ to nouns and verbs ending in /y/
- It is expected that all children practice joint cursive handwriting. Children are given an opportunity to practice this style of handwriting in home learning every week.

- 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.

Fractions:

- To be able to recognise that fractions are made up of equal parts of a whole.
- To be able to recognise, find, name and write  $\frac{1}{2}$  and  $\frac{1}{4}$ .
- To be able to recognise, find, name and write quarters.
- To be able to recognise, find, name and write thirds.
- To be able to deepen understanding of fraction notation.
- To be able to recognise equivalent fractions in quarters, thirds and halves.
- To be able to compare and order fractions with the same denominator.
- To be able to compare and order unit fractions.
- To be able to recognise and write mixed numbers.
- To be able to find a fraction of a set.

**Science –**

In science this term, we will focus on Animals including Humans. In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy.

Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care.

Focusing on their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.

- I can describe how animals change as they grow and I can match animals and their babies.
- I can describe how humans change as they grow and I can set up a test to find out if children are faster when they are older.
- I can describe the basic needs of humans and animals and I can ask and answer questions about a pet.
- I can identify healthy and unhealthy food, and say how much of them I should eat.
- I can suggest ways to improve my diet.
- I can give reasons why humans need to exercise.
- I can gather information and use it to answer a question.

**Computing –**

We are Researchers-

The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation. This unit will enable the children to:

- Develop collaboration skills through working as part of a group
- Develop research skills through searching for information on the internet
- Improve note-taking skills through the use of mind mapping
- Develop presentation skills through creating and delivering a short multimedia presentation.

RE – Christianity	PSHE – Healthy Me
<ul style="list-style-type: none"> <li>• To be able to talk about the groups I belong to.</li> <li>• To know how Christians show they belong to a group.</li> <li>• To know what it means to belong to a Christian family.</li> <li>• To know how some children belong to Christianity.</li> <li>• To know what is special about belonging to a group.</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>

**Topic**

**Geography:**

In Topic this term, the children will continue to learn about the world we live in and the world around us. We will look at the 7 continents of the world and focus on specific countries and what they are famous for.

- To be able to locate Europe on a world map and identify some of its countries and features
- To be able to locate Asia on a world map and explore the features and characteristics of China
- To be able to locate Australia on a world map and identify some of its features and characteristics
- To be able to locate Africa on a world map and explore the features and characteristics of Kenya
- To be able to identify North America on a world map and explore the characteristics and features of the USA
- To be able to locate Antarctica on a world map and identify some its features and characteristics

**Important Information**

**Reading book**

Books will be changed every Monday.

Library books will be changed every Friday.

**Homework**

Given out on a Tuesday and collected in on the following Monday.

**PE Days**

PE Tuesday and Thursday. Please ensure your child has full, correct PE kit.

**Educational Visits**

Thursday 5<sup>th</sup> March 2020- Museum of London docklands

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 Shujae