



*Growing the seeds
for lifelong learning*

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Dear Parents,

Curriculum Newsletter
Autumn 1

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your child.
Our Class Reading book is 'The Proudest Blue' by Ibtihaj Muhammad

| This term we will be concentrating on – Fiction and non-fiction including poetry and recognising the differences. | |
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| English – | Maths – |
| <p>Reading: Fiction/Non-Fiction and Poetry</p> <ul style="list-style-type: none"> Recognise and join in with predictable phrases in poems and to recite some by heart. Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently. Link what they read or hear to their own experiences Recognise simple recurring literary language in poetry Discuss and clarify word meanings, linked to those already known Discuss favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; Make inferences based on what is said and done. <p>Writing: Fiction/Non-Fiction and Poetry</p> <ul style="list-style-type: none"> Listen to, discuss and express views about books at a level beyond that which they can read independently Discuss the significance of the title and events Link what they hear or read to own experiences. Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally Write sentences or sentence-like structures, which can be clearly understood. Use new and familiar punctuation correctly; i.e. capital letter and full stop to show sentence boundaries; question marks and exclamation marks in the right places. Use sentences in different forms; Often use adjectives for description. And use features of Standard English e.g. I did. <p>Spelling and Handwriting:</p> <ul style="list-style-type: none"> Start to learn common exception words for Year 1. Spelling Rule 1: The sound /f/ and /s/, spelt 'ff' and 'ss'. Spelling Rule 2: The sound /l/, /k/ and /z/ spelt 'll', 'zz' and 'ck'. Spelling Rule 3: Adding the endings –ing, –ed, and –er to verbs where no change is needed to the root word. Spelling Rule 4: The sound spelt n before g 'ng'. Spelling Rule 5: The sound spelt n before k 'nk'. Spelling Rule 6: The sound /ch/ spelt –tch. | <p>Numbers to 100:</p> <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals. Count to and across 100, forwards and backwards, beginning with zero or one, or from any given number. Compare numbers of objects. Read and write numbers to 20 in numerals and in words Identify and represent numbers using objects and pictorial representations including number partitioning. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p>Addition and subtraction:</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation. <p>Word Problems</p> <ul style="list-style-type: none"> To be able to read word problems to find out what we need to do to find the answer. To understand how to write number problems to show our working out. To be able to find the information they have learnt to complete a variety of word problems. |

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| <ul style="list-style-type: none"> • Spelling Rule 7: The /v/ sound at the end of words spelt with 've'. • It is expected that all children practice joint cursive handwriting. Children are given an opportunity to practice this style of handwriting during handwriting sessions and in home learning every week. | |
| Science - | Computing - |
| <p>Plants-What is Growing in our gardens? This term in science, the children will develop their knowledge and understanding of plants. We will learn to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees <p>Working Scientifically children will:</p> <ul style="list-style-type: none"> • Ask simple questions and recognize that they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Identifying and classifying • Using observations and ideas to suggest answers to questions • Gather and record data to help in answering questions | <p>We are treasure hunters- Using programmable toys- In this module, children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, and then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm • Program the toy to follow their algorithm • Debug their programs • Predict how their programs will work. |
| RE | PSHE |
| <p>How does special food and fasting help people in their faith? In this, unit children have the chance to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.</p> <p>To find:</p> <ol style="list-style-type: none"> 1. What is fasting and why do people do it? 2. How would I feel if I had to go without food? 3. Why do Muslim people fast in Ramadan? 4. What special food do Muslim people share at Eid? 5. Why do Christian people fast in Lent? 6. What do Christian do before Lent starts? 7. Should we all fast? | <p>Being me in my world</p> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year. • To understand my rights and responsibilities for being a member of my class and school. • To listen to other people and contribute my own ideas about rewards and consequences. • To recognise the choices I make and understand the consequences. |
| Topic-History | |
| <p>This term for history, we will focus on the lives of significant individuals in the past who have contributed to national and international achievements. Our focus will be on Florence Nightingale and Mary Seacole. This will allow children to learn about the idea of historical sources, the concepts of old and new, and will encourage children to think about the life and times of a famous person.</p> <p>We will focus on the following:</p> <ul style="list-style-type: none"> • To find out how people become famous today and in the past • The find out about Florence Nightingale's life and work • To record what we have learnt about Florence Nightingale • To find out about Mary Seacole's life and work • To record what we have learnt about Mary Seacole | |

Important Information

Reading book

Books will be changed every Monday.

Homework

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

PE Days

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

By the end of the unit, it is hoped that your child would 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

Miss Shujae