



*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

Mrs. Dellis Smith
Headteacher
B.Ed. (Hons), NPQH

Dear Parents,

Curriculum Newsletter
Autumn 1

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term! Year 2 will be following a unit of work on a theme that focuses on Sports People
Our class reader at the end of the day is Dancing in the Wings by Debbie Allen
During this unit, we will focus on:

| This term we will be concentrating on – Fiction and non-fiction and recognizing the differences. | |
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| English | Maths |
| <p>Poetry</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • 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 read to their own experiences • Recognise and join in with predictable phrases in poems and to recite some by heart • 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>Fiction</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 • Explain understanding of what is read • Discuss the sequence of events in books and how items of information are related • Discuss favourite words and phrases • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done; • Participate in discussion about what is read, taking turns and listening to others; • Express views about reading <p>Writing: Poetry</p> <ul style="list-style-type: none"> • Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally • Write for different purposes including poetry • Reread and evaluate writing to check it makes sense and make simple revisions • Read writing aloud with appropriate intonation to make the meaning clear • Use new and familiar punctuation correctly • Expand noun phrases to describe and specify. | <p>Numbers to 100</p> <ul style="list-style-type: none"> • To count numbers up to 100 using concrete objects: counting by ones and tens. • To understand each digit in a number has its own value. • To be able to compare numbers using place-value • To use the number bond strategy to deepen understanding of place value. • To count in ones and tens, to introduce boundary crossing using tens and ones. • To recognise and describe patterns with more complex numbers, in particular 3 and 5. <p>Addition and subtraction</p> <ul style="list-style-type: none"> • To add a 1-digit number to a 2-digit number without regrouping the ones. • To add tens by recognising its relationship to adding ones. • To add 2-digit numbers where one is a multiple of 10. • To add with tens and ones where the ones are both more than zero. • To add 1-digit numbers to a 2-digit number resulting in renaming of ones. • To add two 2-digit numbers where renaming is expected. • To subtract ones from a 2-digit number. • To subtract 2-digit multiples of 10 from 2-digit multiples of 10. • To subtract tens from a 2-digit number with the ones being more than zero. • To subtract a 2-digit number by another 2-digit number. • To subtract a 2-digit number by a 1-digit number with renaming. • To subtract a 2-digit number by another 2-digit number where renaming has to occur. • To add three 1-digit numbers. <p>Multiplication of 2,5 and 10</p> <ul style="list-style-type: none"> • To realise that multiplication is the same as repeated addition with equal groups. • To focus on understanding and learning the 2 times table. • To use concrete materials and pictorial representations • To cover the basics of the 5 times table and to highlight multiplication visually as equal groups. • To recall and use the 5 times table. • To introduce the 10 times table by focusing on the numbers found in the 10 times table. |

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| <p>Fiction</p> <ul style="list-style-type: none"> • 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; • Use new and familiar punctuation correctly; • Use sentences in different forms; • Expand noun phrases to describe and specify; • Use past and present tense correctly and consistently • Use simple conjunctions to link subordinate and coordinating clauses. | <ul style="list-style-type: none"> • Table To look at the 10 times table in more detail by • 10 To investigate links between the 2, 5 and 10 times tables. To understand commutative law. • To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law. • To use the 2, 5 and 10 times tables to solve word problems. |
| <p style="text-align: center;">Science</p> | <p style="text-align: center;">Computing</p> |
| <p>Living things and their Habitats</p> <ul style="list-style-type: none"> • Recognise whether things are alive, dead or have never lived. • Identify different plants and animals and recognize that they are suited to their different habitats, including microhabitats. • Recognise how different habitats provide for the basic needs of animals and plants. • Understand that animals get their food from other animals and/or from plants. • Recognise that a food chain is made of a series of plants and animals that eat each other and shows how energy is transferred from one organism to another via food. | <p>Programming on-screen</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • have a clear understanding of algorithms as sequences of instructions • convert simple algorithms to programs • predict what a simple program will do • Spot and fix (debug) errors in their programs. |
| <p style="text-align: center;">RE</p> | <p style="text-align: center;">PSHE</p> |
| <ul style="list-style-type: none"> • 1. What is the meaning of Creation? • 2. What stories do Jews, Christians and Muslims tell about how the world began? • 3. What stories do Jews and Christians tell about how the world began? (Adam and Eve) • 4. How do Christians try to look after the world? • 5. What stories do Hindu's tell about how the world began? • 6. How can you represent a creation story creatively? • 7. How do you think the world began? | <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. |
| <p style="text-align: center;">Topic – History</p> | |
| <p>Sports people</p> <ul style="list-style-type: none"> •Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. •Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. •Be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content. •Be taught to participate in discussions, presentations, performances, role-play, improvisations and debates. | |
| <p style="text-align: center;">Important Information</p> | |
| <p><u>Homework</u> Given out on a Monday and collected in on Friday</p> <p><u>PE Days</u> PE Tuesday and Thursday</p> <p><u>Educational Visits</u> TBA</p> | |

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
Ms. Greenidge