



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

Dear Parents/Carers,

Curriculum Newsletter

Autumn 1

Welcome to a new term at Grange Primary School. This newsletter is to provide you with information about what your child will be doing in class during the coming term. We have lots of exciting learning ready for your children this term! If you have any questions or concerns, please do not hesitate to contact your child's class teacher.

This term we will be concentrating on – Choral and Performance Poems and Autobiographies & Biographies	
English	Maths
<p>Poetry</p> <ul style="list-style-type: none"> • Compose their own narrative poetry in the style of the author, including relevant language features. • identifying how language and structure contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • using other similar writing as models for their own • drafting and selecting appropriate grammar and vocabulary • articulating and justifying opinions • participate actively in collaborative conversations • use spoken language to develop understanding • recognise the structure and language, organisational and presentational features of different forms of biography • develop questions for research and research appropriate information. • prepare a reasoned account of a particular life. • present an oral account of a particular life. • recognise the structure and language, organisational and presentational features of different forms of biography and autobiography <p>Reading goals</p> <ul style="list-style-type: none"> • Discuss understanding and explore meaning of words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Participate in discussions about books, building on their own and others' ideas and challenging views • Predict what might happen from details stated or implied • Read writing aloud with appropriate intonation to make the meaning clear. • Use new and familiar punctuation correctly. 	<p>Throughout the term children will learn the following:</p> <p>Place Value: To</p> <ul style="list-style-type: none"> • Create, construct and record numbers to 10 000 000 • Write numbers to 10 000 000 in numerals and words • Recognise the value of digits in numbers to 10 000 000 • Compare numbers to 10 000 000 • Round numbers to 10 000 000 to the nearest million, hundred thousand and ten thousand <p>Negative Numbers:</p> <ul style="list-style-type: none"> • Add and subtract negative numbers using a number line • Create number stories using negative numbers <p>Four Operations with Whole Numbers: To</p> <ul style="list-style-type: none"> • Use the order of operations to solve expressions • Multiply numbers by multiples of 10 • Multiply 2- and 3-digit numbers without regrouping or renaming • Divide 3-digit numbers by 2-digit numbers using a variety of strategies • Divide 4-digit numbers by 2-digit numbers using number bonds and long division • Solve word problems involving multiple operations, including multiplication and division • Use common multiples to solve problems • Find the largest common factors of 3-digit numbers • Explore prime numbers above 100 • Identify prime numbers using multiplication or division

<ul style="list-style-type: none"> Use sentences in different forms; 	
Science	Computing
<p>Classification Connoisseurs</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals ii. give reasons for classifying plants and animals based on specific characteristics planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions. identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Internet Safety and adventure games</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> Understand why it is important to stay safe on the internet. Learn some of the syntax of a text-based programming language. Use commands to display text on screen, accept typed user input, store, and retrieve data using variables and select from a list. Plan a text-based adventure with multiple 'rooms' and user interaction. Thoroughly debug the program.
RE	PSHE
<p>Big Question: How important are the similarities and difference between religions and world views?</p> <p>Year 6 pupils will be taught to:</p> <ul style="list-style-type: none"> Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities Appraise different religious practices and evaluate reasons for them 	<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>UKS2 Topic: Early Islamic Civilisation Block A: Introduction to an Early Islamic Civilisation</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Undertake an in-depth study of a non-European society that provides contrasts with British history - early Islamic civilisation. Create a comparative timeline of events and developments in Western Europe and the Islamic world. 	
Important Information	
<p><u>Homework:</u> Given out on Monday and collected in the following Tuesday PE days are Tuesday and Wednesday</p>	

Many thanks: Mrs. P Farrell