



*Growing the seeds
for lifelong learning*

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Dear Parents,

Curriculum Newsletter
Autumn 2

We have now reached the second half term of Autumn at Grange Primary School. We have lots of beneficial learning objectives and schemes of work prepared for your child.

Our Class Reading Book: Author Focus – Anthony Browne.

This term we will be concentrating on – Fiction and non-fiction including information texts and recognising the differences.	
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. 	<p>Numbers to 100:</p> <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. <p>Fractions</p> <p>To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p> <p>Measurement</p> <p>To compare, describe and solve practical problems for:</p> <ol style="list-style-type: none"> i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal] ii. mass / weight iii. capacity and volume

<ul style="list-style-type: none"> In addition, 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. 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. 	<ul style="list-style-type: none"> iv. time <p>To measure and begin to record the following:</p> <ul style="list-style-type: none"> i. lengths and heights ii. mass/weight iii. capacity and volume iv. time (hours, minutes, seconds) <p>To recognise and know the value of different denominations of coins and notes.</p> <p>To sequence events in chronological order using language.</p> <p>To recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
Science -	Computing -
<p>We will continue the following:</p> <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 will also begin:</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies. 	<p>We are TV chefs Filming the steps of a recipe In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts – an important idea from computer science.</p> <p>Objectives</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.
RE	PSHE

Why are different books special for different people?

In this unit, pupils will reflect on what books are special for themselves and why. They will then learn about the important place of books in religious traditions – Christianity, Islam, Hinduism, Sikhism and Judaism – and how people’s attitudes to these books are shown in how they treat them.

To find:

1. Why some books are more special than others are?
2. What holy books are special to us and why?
3. Why is the Bible Special and for whom?
4. What Is the Torah and why is it special?
5. Why is the Qu’ran a special book?
6. What the Shrimad Bhagwad an important book?
7. What makes the Guru Granth Sahib a special book?
8. What makes the Tipitaka a special book?
9. What makes me special?

Celebrating Difference (including anti-bullying)

- I can identify similarities between people in my class
- I can tell you some ways in which I am the same as my friends
- I can identify differences between people in my class I can tell you some ways I am different from my friends
- What is ‘bullying’? I can tell you what bullying is I understand how being bullied might feel
- What do I do about bullying? I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied
- Making new friends - I know how to make new friends I know how it feels to make a new friend
- Celebrating difference; celebrating me
- Assessment Opportunity –
- I can tell you some ways I am different from my friends
- I understand these differences make us all special and unique

Topic-History

This Geography focus for this term is ‘Where Do I Live?’:

The objectives are as follows:

- To be able to name the seven continents of the world and locate the UK on a world map
- To be able to identify the countries and capital cities of the UK.
- To be able to identify features and characteristics of the countries of the UK.
- To explore the town we live in.
- To be able to describe where you live.

. We will develop our skills in:

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
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Important Information

Reading book

Books will be changed every Monday. Library visits are on Thursdays.

Homework

Given out on a Tuesday and collected in on the following Monday. Please ensure that your child completes their homework.

PE Days

Tuesday and Wednesday. Please ensure your child has full, correct PE kit. Clothing items must have the child's name on the label.

By the end of the unit, it is hoped that your child would have achieved all of their learning targets. Please support your child in their learning at home in order to consolidate their learning. In regards to homework, guidance on how to complete the homework questions may be provided; however, the child must complete homework independently. Many thanks

Miss Ullah