



*Growing the seeds
for lifelong learning*

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Dear Parents,

Curriculum Newsletter
Autumn 2

Our class reading book this term will be – The Sleeping Sword by Michael Morpurgo

English – Classic fiction and Information text.

Reading goals

- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justifications for their views

Writing goals (including Grammar)

- Devices to build cohesion within a paragraph
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices
- Brackets, dashes or commas to indicate parenthesis
- Use of expanded noun phrases to convey complicated information concisely
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Spelling goals

- Homophones: their/there/they're past/passed
- Words with 'silent' letters; Word endings
- Words ending in 'cial'
- Words ending in 'tial'

Maths

<p><u>Calculations: Multiplication and division</u></p> <ul style="list-style-type: none"> To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers To multiply and divide numbers mentally, drawing upon known facts To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p><u>Fraction</u></p> <ul style="list-style-type: none"> To compare and order fractions whose denominators are all multiples of the same number To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] To add and subtract fractions with the same denominator and denominators that are multiples of the same number
	<p><u>Time and measures</u></p> <ul style="list-style-type: none"> To solve problems involving converting between units of time convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
	<p><u>Shapes and angles</u></p> <ul style="list-style-type: none"> To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles To calculate and compare the area and perimeter of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes use the properties of rectangles to deduce related facts and find missing lengths and angles identify angles at a point and one whole turn (total 360o) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) other multiples of 90o
<u>Science</u>	<u>Computing</u>
<p><u>Life Explorers</u></p> <p>During this unit, children will:</p> <ul style="list-style-type: none"> Complete online research to find out the gestation periods of a range of animals (including humans). Explore the key stages of human foetal development. Explore baby growth through statistics. Explore the physical and mental changes to the human body as it ages. Create a visual timeline of key events in a human life. 	<p><u>We are game developers.</u></p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> Create original artwork and sound for a game Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables Detect and correct errors in their computer game Use iterative development techniques (making and testing a series of small changes) to improve their game.
<u>RE</u>	<u>PSHE</u>
<p><u>Celebration</u></p> <p>During this unit, the children will be learning:</p> <ul style="list-style-type: none"> Why do we have celebrations? What is special about celebrations in Islam? What is special about celebrations in Christianity? Can I compare and contrast a Muslim celebration with a Christian celebration? Is it okay to take part in the celebrations of other religions? How can we make a celebration inclusive to everyone? 	<p><u>Celebrating Differences</u></p> <p>This half term the PSHE foci will be:</p> <ul style="list-style-type: none"> Embracing our differences Respect Tolerance Gratitude Empathy Developing a Growth Mindset British Values
<u>Topic</u>	

In our study of 'The Water Cycle', children will:

- Obtain information about water and weather patterns from maps and atlases.
- Investigate water supply at local and world scales.
- Learn how water is used and how access can be varied in different parts of the world.
- Collect and analyse evidence, and to know what is meant by usable water.
- Learn about aid agencies' work on water provision in less economically developed countries.

Important Information

PE – Tuesday and Friday are PE days. Please ensure your child has their full kit each of those days.

Music – Weekly lessons on a Monday.

Spanish – Your child is learning Spanish in weekly Spanish lessons (every Tuesday)

PLEASE NOTE:

- Homework is given out on Tuesdays and due in the following Monday.
- Weekly spellings are handed out Tuesdays and tested on the following Monday
- Does your child know their times tables and division facts? Rehearse them using:
-Mathletics

Please listen to your child read daily to help improve their fluency and accuracy.