



*Growing the seeds
for lifelong learning*

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Dear Parent/Carer,

Curriculum Newsletter
Spring Term 1

Welcome to a New Year and spring term 1, at Grange Primary School! We have lots of exciting learning ready for your children.

Our Class Reading book this term is 'Slime' by David Walliams

English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> To listen to, discuss and express views about books at a level beyond that which they can read independently To discuss the significance of the title and events To link what they hear or read to own experiences To explain understanding of what is read To discuss the sequence of events in books and how items of information are related To discuss favourite words and phrases To answer and ask question To predict what might happen on the basis of what has been read To draw inferences on the basis of what is being said and done To express views about reading <p>Writing:</p> <ul style="list-style-type: none"> To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; To sequence sentences to form short narratives; To write for different purposes including about fictional personal experiences To reread and evaluate writing to check it makes sense and make simple revisions; To read writing aloud with appropriate intonation to make the meaning clear; To use new and familiar punctuation correctly; 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 <p>Spelling and Handwriting:</p> <ul style="list-style-type: none"> Continue to learn common exception words for Year 1 Spelling Rule 1: Spell words with the trigraphs 'igh' Spelling Rule 2: Spell words with vowel digraph 'ar' Spelling Rule 3: Spell words with the vowel digraph 'er' (unstressed) and 'er' (stressed) 	<p>Place Value</p> <ul style="list-style-type: none"> To use the making 10 strategy to count numbers above 10 To represent numbers on a number line. To understand that digits represent tens and ones. To use place value to compare two or three numbers and determine which number is bigger/smaller To arrange three numbers in order of size. <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. To observe and use number patterns. To decide whether addition or subtraction is the most appropriate operation to use To use and apply concepts of how many more and how many fewer/less. To develop number sentences based on word problems To improve the use of number bonds and one-to-one bar model representations to suit the question. To use pictorial representations to help solve word problems To use visual representations and patterns to solve word problems <p>Money:</p> <ul style="list-style-type: none"> To identify standard UK coins, note, and write their names. To count notes in sequence of 5 and 10, to recognise the value of the notes by appearance. To count coins in sequences of their value. To create equal amounts of money using different coins. To exchange denominations of money for different coins. To compare different amounts of money using coins. To add money together to determine the total amount. To calculate change

<ul style="list-style-type: none"> • Spelling Rule 4: Spell words with the vowel digraph 'ir' and 'ur' • Spelling Rule 5: Adding –er and –est to adjectives where no change is needed to the root word • Spelling Rule 6: Days of the week 	
Science – Everyday Materials	Computing
<p>This term in science, the children will develop their knowledge and understanding of Everyday Materials.</p> <p>We will learn to:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>We are painters- Illustrating an eBook</p> <p>This unit will particularly engage children who love the illustrations in the books they read. It is a great opportunity for the children to work creatively.</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Use the web safely to find ideas for an illustration • Select and use appropriate painting tools to create and change images on the computer • Understand how this use of ICT differs from using paint and paper • Create an illustration for a particular purpose • Know how to save, retrieve and change their work • Reflect on their work and act on feedback received.
RE – Sikhism	PSHE – Dreams and Goals
<p>How do you belong to Sikhism? Big Question: What does it mean to belong?</p> <p>In this unit, the pupils draw on their understanding of belonging and then relate it to how children are given a sense of belonging in Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.</p>	<ul style="list-style-type: none"> • To stay motivated when doing something challenging • To keep trying even when something is difficult • To work well with a partner or in a group • To have a positive attitude • To help others to achieve their goals • To work hard to achieve my dreams and goals.
Topic –How do we find out about homes in the past?	
<p>This term for history, we will focus on 'How do we find out about homes in the past?' This unit introduces the children to the idea of historical sources. It allows children to explore the concepts of old and new and encourages them to think about the changes in their own lives and those of their families or adults around them. It provides a wide range of opportunities for children to develop their spoken language.</p> <p>We will focus on the following:</p> <ul style="list-style-type: none"> • To explore what homes look like today • To identify different types of homes in our area • To identify differences between homes now and then • To identify how homes were different in the past • To discover what outside toilets were like in the past 	
Important Information	
<p><u>Homework and Reading Journals</u> Given out on Tuesday and collected in the following Monday. Reading books changed every Monday. <u>Educational Visits:</u> TBC</p>	<p><u>PE Days</u> PE will take place on <i>Tuesdays and Thursdays</i>. All children to have a named drawstring bag with their P.E kit in school every week.</p>

By the end of the unit, it is hoped that your child will have achieved all of their learning targets. If you have any comments or questions about your child's learning, please get in touch.

Many thanks,
Ms. Shujaee