



*Growing the seeds  
for lifelong learning*

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Dear Parents,

**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! Year 2 will be following a Historical unit of work on a theme that focuses on Guy Fawkes and the Gunpowder Plot.

<b>The English books this term: A great big Cuddle/Tadpole's Promise</b> <b>Our class reading books are based on the following famous people:</b> (Beatrix Potter, Guy Fawkes & Queen Elizabeth II)	
English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• Being encouraged to link what they read or hear read to their own experiences (Y1)</li> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Understand both the books they can already read accurately and fluently and those they listen</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>○ Writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ Writing for different purposes</li> </ul> </li> <li>• Consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ Planning or saying out loud what they are going to write about</li> <li>○ Encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• Make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>○ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> </li> </ul> <p>Spoken Language:</p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</li> </ul>	<p>Number and Place Value,</p> <ul style="list-style-type: none"> <li>• To count to 100 through different steps, including counting up in tens.</li> <li>• To look at comparing numbers using their place-value knowledge</li> <li>• To apply knowledge of number bonds when adding and subtracting.</li> <li>• To use number bond diagrams as well as the standard column method.</li> <li>• To look at different ways of sharing, including sharing and grouping before covering division by 2, 5 and 10.</li> <li>• Pupils will also investigate links between multiplication and division and odd and even numbers.</li> </ul> <p>Money:</p> <ul style="list-style-type: none"> <li>• To identify standard UK coins, note, and write their names.</li> <li>• To count notes in sequence of 5 and 10 and to recognise the value of the notes by appearance.</li> <li>• To count coins in sequences of their value and to recognise the value of coins by appearance.</li> <li>• To represent amounts of money using coins and notes; to count coins and notes using their denominations.</li> <li>• To create equal amounts of money using different coins.</li> <li>• To exchange denominations of money for different coins.</li> <li>• To compare different amounts of money using coins.</li> <li>• To add money together to determine the total amount.</li> <li>• To calculate change from £100 or less to use the bar model approach to represent amounts of money.</li> <li>• To solve more complex word problems using bar modeling as a primary method.</li> </ul> <p>Geometry :</p> <ul style="list-style-type: none"> <li>• To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• To 2-D shapes on the surface of 3-D shapes</li> </ul>

<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>To compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
<b>Science – Everyday materials</b>	<b>Computing – Exploring how computer games work</b>
<ul style="list-style-type: none"> <li>To understand how everyday materials can be used for more than one thing.</li> <li>To understand how different everyday materials can be used for the same thing.</li> <li>To understand why the properties of materials make them suitable or unsuitable for particular purposes.</li> <li>To recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>This unit will enable the children to:</li> <li>Describe carefully what happens in computer games</li> <li>Use logical reasoning to make predictions of what a program will do</li> <li>Test predictions and think critically about computer games and their use</li> <li>Be aware of how to use games safely and in balance with other activities.</li> </ul>
<b>RE – Kwanzaa</b>	<b>PSHE – Dreams and Goals</b>
<ul style="list-style-type: none"> <li>What does it mean to celebrate?</li> <li>Why do some people celebrate Kwanzaa?</li> <li>What can we learn from the Kwanzaa story?</li> <li>What do other people think about important values?</li> <li>How can I express what values are important to me?</li> </ul>	<ul style="list-style-type: none"> <li>To stay motivated when doing something challenging</li> <li>To keep trying even when something is difficult</li> <li>To work well with a partner or in a group</li> <li>To have a positive attitude</li> <li>To help others to achieve their goals</li> <li>To work hard to achieve my dreams and goals.</li> </ul>
<b>Topic – Guy Fawkes and the Gunpowder Plot</b>	
<b>History:</b> <ul style="list-style-type: none"> <li>To explain what Bonfire Night is.</li> <li>To find out about King James I of England</li> <li>To find out who Guy Fawkes was.</li> <li>To find out what happened next in the Gunpowder Plot.</li> <li>To think about why fireworks are lit on November 5.</li> </ul>	
<b>Important Information</b>	
<u><b>Homework and Reading Journals</b></u> Given out on Tuesday and collected in on the following Monday.	<u><b>PE Days</b></u> Indoor PE - Monday Outdoor PE – Tuesday All children to have a named drawstring bag with their P.E kit on the day.
<u><b>Educational Visits</b></u> TBA	

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 do not hesitate to get in touch.

Many thanks,

Mrs. C Greenidge