



*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](mailto:info@grange.newham.sch.uk)

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

Dear Parent/Carer,

**Curriculum Newsletter**  
**Spring Term 2**

Welcome Spring Term 2 at Grange Primary School. We have lots of exciting learning ready for your children. Year 2 will be following a geographical unit of work on a theme that focuses on 'Around the World'.

English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• discussing their understanding and exploring the meaning of words in context</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas,</li> <li>• drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about;</li> <li>• Compose a sentence orally before writing</li> </ul> <p>Grammar</p> <p>To punctuate sentences using a capital letter and a full stop</p>	<p>Statistics:</p> <ul style="list-style-type: none"> <li>• To be able to read a picture graph with confidence</li> <li>• To be able to read and interpret a picture graph with confidence.</li> <li>• To read and interpret a picture graph where the value of the picture can represent more than one.</li> <li>• To read and interpret a picture graph where the value of the picture can represent more than one.</li> <li>• To be able to read, interpret and create a picture graph where the value of the picture can represent more than one.</li> </ul> <p>Word Problems:</p> <ul style="list-style-type: none"> <li>• To be able to decide when to add or subtract when problem solving, to improve the use of bar modelling and decision making based on visual representation.</li> <li>• To use a bar model to solve word problems looking at the difference between two amounts.</li> <li>• To solve multi-step word problems using bar modelling, to use more than one bar model in a problem to work out the answer.</li> <li>• To use bar modelling to solve multi-step word problems involving unknown quantities.</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>• To be able to make equal parts:</li> <li>• To make halves, quarters and thirds.</li> <li>• To name fractions of the same denominations.</li> <li>• To learn about equal fractions, primarily looking at halves and quarters.</li> <li>• To compare and order fractions and counting wholes and parts.</li> <li>• To count in quarters and thirds,</li> <li>• To find parts of a set and part of a quantity.</li> </ul> <p>Measure:</p> <ul style="list-style-type: none"> <li>• To recognise time to 5 minutes</li> <li>• Pupils will be able to tell time, sequence it and manipulate an analogue clock.</li> <li>• Pupils will then be learning how to find the duration of time, the end of a length of time, the beginning of a length of time</li> <li>• To compare lengths of time.</li> </ul>

<p align="center"><b>Science – Animals incl Humans</b></p>	<p align="center"><b>Computing – Simple Algorithms</b></p>
<ul style="list-style-type: none"> <li>• Understand the development of a chick in an egg and then how a chick grows into a hen</li> <li>• Understand that babies can be similar or different to the adults and that humans are animals that produce offspring</li> <li>• Understand what they need to survive and what else they might need to be comfortable and happy</li> <li>• Understand that exercise makes the heart work and that warming up before exercise is important</li> <li>• Begin to explore different lunch box foods and understand which food category they may go in</li> </ul>	<ul style="list-style-type: none"> <li>• To reintroduce algorithms but make the more complex.</li> <li>• To reintroduce the students to the repeat block in Scratch.</li> <li>• To debug algorithms which are missing certain steps.</li> <li>• To reinforce algorithms but make them more complex</li> </ul>
<p align="center"><b>RE – Easter</b></p>	<p align="center"><b>PSHE – Dreams and Goals</b></p>
<ul style="list-style-type: none"> <li>• What is Easter and why is it important?</li> <li>• What does the Bible tell us about Easter?</li> <li>• What happens on Ash Wednesday?</li> <li>• What are the events that happen on Maundy Thursday and Good Friday?</li> <li>• How do we feel when we hear what happened to Jesus?</li> <li>• What other symbols are associated with Easter?</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>
<p align="center"><b>Topic Geography – Around the World</b></p>	
<ol style="list-style-type: none"> <li>1. To locate Europe on a world map and identify countries and features</li> <li>2. To locate Asia on a world map and explore the</li> <li>3. To locate Australia on a world map and identify countries and features</li> <li>4. To locate Africa on a world map and identify countries and features</li> <li>5. To locate North America on a world map and identify features of the USA</li> </ol>	
<p align="center"><b>Important Information</b></p>	
<p><b><u>Homework and Reading Journals</u></b> Given out on Tuesday and collected in the following Monday.</p> <p><b><u>Educational Visits</u></b> TBA</p>	<p><b><u>PE Days</u></b> Outdoor PE – Tuesday Indoor PE - Monday All children to bring 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. Greenidge