




# Corsham Primary School






## Parent/Carer Curriculum Newsletter




Year: 1/2      Class Teachers: Mrs Taylor, Ms Ozanne, Mrs Mason and Miss Gardner

### Autumn Term 2023 (5/9/23 – 20/12/23)

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Count to and across twenty, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 20 in numerals and words (Year 1) to 100 (Year 2)</li> <li>Given a number, identify one more and one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>Use money to add and subtract to 20p (Year 1) and £1 (Year 2)</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within <b>10</b></li> <li>Add and subtract one-digit and two-digit numbers to 20 (Year 1) to 100 (Year 2)</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Identify and name 2D and 3D shapes</li> <li>Identify the properties of 2D and 3D shapes</li> <li>Create patterns with shapes</li> <li>Begin to draw 2D shapes and find lines of symmetry</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>Demarcate sentences using capital letters</li> <li>Demarcate sentences using full stops</li> <li>Use spacing between words</li> <li>Form lower-case letters, capital letters and digits correctly</li> <li>Use capital letters for the pronoun 'I'</li> <li>Use the conjunction 'and' to join words</li> <li>Use expanded noun phrases</li> <li>Use suffixes to extend words (ed, ing, ful, ly, ness)</li> <li>Write for different purposes</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>Make predictions using the title and front cover</li> <li>Discuss the layout of a storybook</li> <li>Retell familiar stories with intonation and actions</li> <li>Identify basic story elements and discuss characters</li> <li>Sound out words when reading</li> <li>Segment and blend to read unfamiliar words</li> <li>Re-enact stories through role-play</li> <li>Use clues to infer</li> </ul>

<p><b>Being a Scientist</b></p> 	<p><b>What is home?</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Identifying and classifying using their observations and ideas to suggest answers to questions</li> <li>• Explore and compare the differences between things that are living and dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats including micro-habitats</li> <li>• Notice that animals, including humans, have offspring which grow into adults</li> </ul> <p><b>What is my classroom made of?</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment, performing simple tests</li> <li>• Identifying and classifying using their observations and ideas to suggest answers to questions</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
<p><b>Being an Engineer (DT)</b></p> 	<p><b>What could my classroom be made of?</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing]</li> </ul> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to characteristics.</p>
<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Listen to music, finding rhythm and pitch</li> <li>• Play accompanying parts</li> <li>• Creating and composing</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>How can we help?</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, whilst also making links to their own learning</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Master basic passing and dribbling a ball/movements</li> <li>• Know how to stop the ball with your foot</li> <li>• Play in a small team</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Gymnastics</b></li> <li>• Master basic movements including balances, shapes and presenting a sequence</li> <li>• Perform a sequence using different shapes and balances.</li> </ul>
<b>Being a Philosopher (Religious Education)</b> 	<ul style="list-style-type: none"> <li>• Learning about different faiths</li> <li>• Parables</li> <li>• Christians and Christmas</li> </ul>
<b>Being a Philosopher (PSHE)</b> 	<ul style="list-style-type: none"> <li>• Being Me in My World (Jigsaw)</li> <li>• Celebrating Difference (Jigsaw)</li> </ul>
<b>Being a Linguist</b> 	<b>Spanish</b> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Numbers to 20</li> <li>• Simple greetings</li> <li>• Ask a question and give a simple answer</li> </ul>

### Other Information:

We greatly appreciate the continued support you provide when reading with your child. Reading books will be changed daily if required and it would be appreciated if your child's reading book and reading record can be placed inside the reading box in the morning if they need changing. Please add a short comment or sign the reading log to indicate the book has been read.

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games.

After the children have settled in, Learning Logs will be sent home on a Friday and your child can choose from a selection of tasks to be completed over the following fortnight.

Children can bring daily tuck of plain biscuits or fruit. Children must bring in a named water bottle to use throughout the day.

Please ensure all clothing etc. is clearly labelled with their name.

Thank you,

Year 1/2 Team