

Corsham Primary School



Parent/Carer Curriculum Newsletter




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





Spring Term 2024




(04/01/24 – 28/03/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful

<p>Being a Mathematician</p> 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recognise and add equal groups Make arrays and link to repeated addition Count in multiples of twos, fives and tens. Calculate mentally 2x, 5x and 10x facts Double numbers Share and group numbers into equal groups Use arrays to divide numbers equally <p>Measure – Length and Height</p> <ul style="list-style-type: none"> Measure and begin to record lengths and heights Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short]. Use non-standard units to measure length and height <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name half and quarter of a shape or quantity Recognise $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of shapes and quantities. Recognise equivalent of $\frac{1}{2}$ and $\frac{3}{4}$ <p>Statistics (Year 2 only)</p> <ul style="list-style-type: none"> Use, understand and draw tally charts, pictograms and block graphs Present data in simple tables, pictograms, tally charts and block graphs Ask and answer questions about data <p>Place value (Year 1 only)</p> <ul style="list-style-type: none"> Recognising numbers between 50 and 100 Counting forwards and backwards between 50 and 100 Partitioning numbers between 50 and 100 Represent numbers between 50 and 100 in as many ways as possible (write it, draw it, deines, counters, numicon, tens frames)
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> Demarcate sentences using capital letters and full stops Form lower-case letters, capital letters and digits correctly Use the conjunction 'and' to join simple sentences Write sequences of linked sentences to form narratives and non-fiction that others can understand Begin to use question marks and exclamation marks Use capital letters for names of people, places, days of the week and I Describe character and setting using nouns, adjectives, verbs and story language from known stories Use suffixes (ment, ful, ly, ed, ing). (Year 2) Use expanded noun phrases. (Year 2) Develop stamina through story writing

<p>Being an Author – Reader</p> 	<p>Applying phonics</p> <ul style="list-style-type: none"> • Know which parts of words can be decoded using phonics • Blend sounds in unfamiliar words based on known GPCs • Read words with familiar endings – s, es, ing, ed, est • Read words that have the prefix -un added • Read phonically decodable texts, with confidence • Break words into syllables to support decoding eg pocket, rabbit, thunder <p>Reading for pleasure</p> <ul style="list-style-type: none"> • Say what they like or dislike about a book • Say if a story reminds them of another story or something that they have experienced • Listen to other ideas' about a book • Find familiar story language in stories read aloud to them or those they have read independently • Retell key stories orally using narrative language • Recognise rhyming language <p>Poetry</p> <ul style="list-style-type: none"> • Learn a poem by heart • Find patterned or recurring literary language in poems and stories • Find favourite words and phrases <p>Reading fluently with accuracy and understanding</p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts • Identify unfamiliar words and ask about meaning • Use the context to make informed guesses about the meaning of unfamiliar words • Make predictions based on the events in a story • Give an opinion about a character • Know that stories can have similar characters
<p>Being an Engineer (Design Technology)</p> 	<p>What did Brunel do for Great Britain?</p> <ul style="list-style-type: none"> • Know that there are different types of the same structures (e.g. many different types of bridges) • Know different ways that paper can be joined together (including gluing, sellotape / masking tape) • Know how products can be made stronger, stiffer and more stable. • Know how and why design criteria are used • Know how to compare and evaluate existing products
<p>Being a Philosopher (PSHE)</p> 	<p>Jigsaw</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I carry on trying (persevering) even when I find things difficult • I can work well in a group <p>Healthy me:</p> <ul style="list-style-type: none"> • I know what I need to keep my body healthy • I know some things that make me feel relaxed <p>I understand how medicines work in my body and how important it is to use them safely.</p>

<p>Being a Geographer</p> 	<p>How are schools the same?</p> <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European Country <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soil, valleys, vegetation, seasons and weather key human features, including cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK, its countries and capital cities, as well as the countries, continents and oceans studied at this Key Stage
<p>Being a Historian</p> 	<p>What did Brunel do for Great Britain?</p> <ul style="list-style-type: none"> Isambard Kingdom Brunel was a significant engineer <ul style="list-style-type: none"> Know why Brunel is a significant engineer and what he left behind- e.g.- railways, tunnels etc Know that Brunel left a legacy and his achievements are still used today- Clifton Suspension Bridge, Box tunnel etc Know that Brunel was significant 'Beyond Living memory' Know that the launch of SS Great Britain was a significant global event beyond living memory Understand that 'Beyond Living Memory' is a longer duration than 'Within Living Memory' Order 5/6 events of Brunel's life in chronological order Know different ways of finding out about the past- photos, artefacts, videos, books, museums etc
<p>Being an Athlete</p> 	<p>Dance</p> <ul style="list-style-type: none"> Perform basic actions with control and consistency at different speeds and on different levels and work as part of a group to create and perform short movement sequences (challenging themselves to move imaginatively) to music <p>Games</p> <ul style="list-style-type: none"> Develop hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games <p>Real PE- Health and fitness</p> <ul style="list-style-type: none"> Say how your body feels before, during and after exercise. Use equipment appropriately and move and land safely.
<p>Being a Philosopher (Religious Education)</p> 	<p>Discovery RE</p> <p>Islam-Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Christianity- How important is it to Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none"> I can use the right words to describe how Muslims pray and begin to explain why they do this. I can recall what Christians believe happened on Easter Sunday.

Being an Artist 	How does my school change? <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Find out about the work of a range of artists, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Being a Musician 	<ul style="list-style-type: none"> • Understand music origins
Being a Linguist 	Spanish <ul style="list-style-type: none"> • Colours and numbers • Songs • Simple phrases - I am, he/she is • Ask and answer questions

Other Information:

Home Learning will continue to be uploaded onto Seesaw every other Friday.

We greatly appreciate the continued support you provide when reading with your child. Please continue to 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.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,

The Year 1/2 Team at Broadwood