




# Corsham Primary School







## Parent/Carer Curriculum Newsletter





Year: 1/2    Class Teachers: Mrs Lambert, Mrs Crew, Mrs Mason and Mrs Lewis

### Autumn Term 2024 (3/9/24 – 20/12/24)

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>• Partition numbers (Year 2)</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 an Engineer (Computing)</b></p> 	<p><b>Programming- Bee-bots</b></p> <ul style="list-style-type: none"> <li>• Understand the term sequence (a particular order in which related things follow each other), Algorithm (step by step instructions e.g. recipe)</li> <li>• Use a given algorithm/instruction – with given outcome</li> <li>• Use given algorithms/instructions – with problems (wrong direction/turning when shouldn't)</li> <li>• Debug given algorithm/instruction – identify what the problem is and why it happened</li> <li>• Use logical reasoning to problem-solve. What can we do? How can we correct the problem or issue?</li> </ul> <p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully</li> <li>• Keep personal information private</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<p><b>Being an Engineer (Design and Technology)</b></p> 	<p><b>How do things move?</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> <li>• Evaluate and explore a range of existing products</li> <li>• Explore and use mechanisms (levers and joints) in their products</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>What changes around me?</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the four seasons and how the length of the day varies</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help with answering questions</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>What do artists do?</b></p> <ul style="list-style-type: none"> <li>• Explore sounds inspired by dots</li> <li>• Make soundscapes to match dot creations</li> </ul>
<p><b>Being an Historian</b></p> 	<p><b>How can we play in different ways?</b></p> <ul style="list-style-type: none"> <li>• Awareness of the past</li> <li>• Know where people and events they study fit in chronological framework</li> <li>• Wide vocabulary of historical terms</li> <li>• Ask and answer questions</li> <li>• Understand how we find out about past</li> <li>• Identify different ways the past is represented</li> <li>• Changes within living memory</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>What do artists do? What changes around me?</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 ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</li> <li>• Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work</li> </ul>

<p><b>Being an Athlete</b></p> 	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Master basic movement skills and beginning to develop simple tactics for defending</li> <li>• Engage in competitive and co-operative activities</li> <li>• Work with a partner in a variety of co-operative games</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running and jumping, as well as developing balance, agility and co-ordination</li> <li>• Perform dances using simple movement patterns</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>What does it mean to belong?</b>  <b>How and why some stories are sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>• Express feelings of belonging</li> <li>• Traditional baptism</li> <li>• Traditions of marriage</li> <li>• Special people - Jesus</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Being Me in My World:</b></p> <ul style="list-style-type: none"> <li>• I understand the rights and responsibilities as a member of my class.</li> <li>• I know my views are valued</li> <li>• I can recognise the choices I make and understand the consequences</li> </ul> <p><b>Celebrating Difference:</b></p> <ul style="list-style-type: none"> <li>• I can talk about one thing that makes me different from my friends</li> <li>• I understand these differences make us special and unique</li> </ul>
<p><b>Being a Linguist</b></p> 	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Numbers to 10</li> <li>• Simple greetings</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. Children need to read books three times before they are changed.

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, Home Learning will be set on Seesaw 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