



# Corsham Primary School

## Parent/Carer Curriculum Newsletter

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

### Spring Term 2025 (06/01/25 – 04/04/25)

The following information will provide you with an overview of the objectives Year 1/2 children will be focusing on this term. We hope you find it useful

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

## Being an Author – Reader



### Applying phonics

- 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

### Reading for pleasure

- 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's 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

### Poetry

- Learn a poem by heart
- Find patterned or recurring literary language in poems and stories
- Find favourite words and phrases

### Reading fluently with accuracy and understanding

- 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

## Being an Engineer (Design Technology)



- Use a range of tools to create 3D sculptures of the five senses
- Use a variety of techniques to create a sculpture e.g. rolling, cutting and pinching
- Use lines of different thicknesses

## Being a Philosopher (PSHE)






### Jigsaw


#### Dreams and Goals:

- 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

#### Healthy me:

- I know what I need to keep my body healthy
- I know some things that make me feel relaxed
- I understand how medicines work in my body and how important it is to use them safely

<p><b>Being a Geographer</b></p> 	<p><b>Where do I live?</b></p> <ul style="list-style-type: none"> <li>• Know that we live in Corsham/Rudloe which is in England and is part of the United Kingdom.</li> <li>• Know and name the nearest city, town, and village to Corsham/Rudloe</li> <li>• Know the names of the four countries that make up the United Kingdom</li> <li>• Know that Great Britain is an island</li> <li>• Know the names of the three main seas that surround the United Kingdom</li> <li>• Know that a map is a representation of an area.</li> <li>• Know that Kenya is in Africa.</li> <li>• Identify the main physical and human features in Corsham/Rudloe/Nairobi</li> <li>• Identify similarities and differences of Corsham/Rudloe and Nairobi (physical and human features)</li> <li>• Know that Kenya has a hot climate and England has a colder climate.</li> <li>• Use maps/globes/atlas to locate– Corsham/Rudloe, the United Kingdom, the three main seas that surround the United Kingdom, Africa and Nairobi</li> <li>• Use aerial photos and plans to identify physical and human features of Corsham/Rudloe and Nairobi</li> <li>• Follow and draw a simple map and use a key (use basic symbols for a key).</li> <li>• Use simple compass directions, locational and directional language i.e. near, far, left, right to</li> <li>• Join in with call and response songs from Africa</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Develop hitting skills with a variety of bats</li> <li>• Practice feeding/bowling skills</li> <li>• Hit and run to score points in games</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Discovery RE</b></p> <p>Christianity – was it always easy for Jesus to show friendship?</p>
<p><b>Being an Artist</b></p> 	<p>Claude Monet is a famous artist who used water colours in his paintings</p> <ul style="list-style-type: none"> <li>• Name some similarities and differences between Monet’s paintings</li> <li>• Hold a paint brush correctly</li> <li>• Know how to mix water colours to make spring colours</li> <li>• Know how to use watercolours to create shapes and patterns to represent colours in the spring sky</li> <li>• Talk about which Monet paintings I like or dislike and why</li> </ul>
<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Perform simple rhythmical patterns showing an awareness of the pulse</li> <li>• Listen to “The Carnival of the Animals” and identify the different animals represented</li> <li>• The tempo and the beat of the music can represent different animals</li> <li>• Use instruments and voices to make sounds of different pitch and create rhythms</li> </ul>

<p><b>Being a Linguist</b></p> 	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Colours and numbers</li> <li>• Songs</li> <li>• Simple phrases - I am, he/she is</li> <li>• Ask and answer questions</li> </ul>
<p><b>Being a Scientist</b></p>	<p>Name the basic body parts of the human body</p> <ul style="list-style-type: none"> <li>• Some parts of the body help us to sense (eye-sights, ears-hearing, nose-smell, tongue-taste, skin-touch)</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Different animals have different body parts; tails, fur or hair, scales, beaks, feathers, claws, fins, wings</li> <li>• Humans are animals (mammals)</li> <li>• Animals eat different things. Some animals only eat other animals (<b>carnivores</b>) Some animals only eat plants (<b>herbivores</b>) Some animals eat plants and other animals (<b>omnivores</b>)</li> </ul> <p>Group animals in different ways, e.g. how they give birth, what they eat, body parts Etc</p> <ul style="list-style-type: none"> <li>• Observe carefully, using simple equipment</li> </ul>

**Other Information:**

Home Learning will continue to be given to children 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