




Corsham Primary School







Parent/Carer Curriculum Newsletter





Year: 1/2 Class Teachers: Mrs Lewis, Mrs Mason and Miss Faulkner

Autumn Term 2025 (3/9/25 – 19/12/25)

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

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

<p>Being an Engineer (Computing)</p> 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> • Media balance and wellbeing • Cyberbullying • Digital drama and hate speech
<p>Being an Engineer (Design and Technology)</p> 	<p>What could my classroom be made of?</p> <ul style="list-style-type: none"> • Know how different common materials are used • Know that materials are chosen according to their purpose • Choose materials for a specific purpose and explain why they have chosen them • Assemble and join materials and components in different ways, including glue, Sellotape and masking tape. • Know how to tie a knot <p>How can we lead a healthy life?</p> <ul style="list-style-type: none"> • Peel and slice carrots using peelers and knives
<p>Being a Scientist</p> 	<p>What is my classroom made of?</p> <ul style="list-style-type: none"> • Know that different materials are useful because of their properties • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Carry out simple tests to find the best material for a purpose • Know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>How can we lead a healthy life?</p> <ul style="list-style-type: none"> • Know that the food we eat is generally grown, harvested and prepared before we eat it • Everything that grows, humans, plants and animals need water, food (nutrition) and air to survive. • We need to eat food that is broad and balanced. • Know different sources of food and understand that most food is part of a food chain • Understand the differences between wild and farmed food • Perform simple tests to understand why we need to exercise
<p>Being a Musician</p> 	<p>How can we help?</p> <ul style="list-style-type: none"> • Know how music can be used instead of speech to convey tone • Know how voices and untuned instruments can be combined to create a sound track • Know how tempo (speed) and dynamics (volume) can create different moods
<p>Being an Historian</p> 	<p>How can we play in different ways?</p> <ul style="list-style-type: none"> • Awareness of the past • Know where people and events they study fit in chronological framework • Wide vocabulary of historical terms • Ask and answer questions • Understand how we find out about past • Identify different ways the past is represented • Changes within living memory
<p>Being an Artist</p> 	<p>How can we help?</p> <ul style="list-style-type: none"> • Know how to use sketching techniques to draw a blob person, using stick figures and proportion • Know the effect of different grades of pencil • Know a variety of techniques that can be used to make a simple model person

	<p>How can we lead a healthy life?</p> <ul style="list-style-type: none"> • Discuss the work of the artist: Giuseppe Arcimboldo and know what he is most famous for. • Investigate the use of colour and lines to sketch different vegetables • Print with vegetables and discuss the patterns they make by pressing, rolling, rubbing and stamping.
<p>Being an Athlete</p> 	<p>Games</p> <ul style="list-style-type: none"> • Send and receive a ball using feet • Control bodies and a range of equipment • Link a combination of skills e.g. dribbling and passing • To use a bounce pass <p>Gymnastics</p> <ul style="list-style-type: none"> • Balance on a variety of body parts • To create power in a variety of different jumps • To smoothly link actions • To travel at different speeds
<p>Being a Philosopher (Religious Education)</p> 	<p>Judaism –</p> <ul style="list-style-type: none"> • Why do Jewish families talk about repentance? <p>Christianity-</p> <ul style="list-style-type: none"> • Why was Jesus given the name Saviour?
<p>Being a Philosopher (PSHE)</p> 	<p>Jigsaw</p> <p>Being Me In My World:</p> <ul style="list-style-type: none"> • I can identify some of my hopes and worries for this year • I can listen to other people • I can recognise the choices I make and understand the consequences <p>Celebrating Difference:</p> <ul style="list-style-type: none"> • I understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I understand right from wrong
<p>Being a Linguist</p> 	<p>Spanish</p> <ul style="list-style-type: none"> • Colours • Numbers to 20 • Simple greetings • Names of animals

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