

Corsham Primary School

Parent/Carer Curriculum Newsletter

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

Spring Term 2026 (05/01/26 – 27/03/26)

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

Being a Mathematician



Multiplication and Division

- 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

Measure – Length and Height

- 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

Fractions

- 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 $\frac{3}{4}$

Statistics (Year 2 only)

- 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

Place value (Year 1 only)

- 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)

Being an Author – Writer



- 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

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)



What did Brunel do for Great Britain?

- 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

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

Being a Geographer



What makes my town unique?

Place knowledge

- Know that our school is in Corsham, which is in England and is part of the United Kingdom
- Know some of the features of a city, town or village
- Know and name the nearest cities, towns and villages to Corsham
- Know that the United Kingdom is part of Europe and name the four capital cities of the United Kingdom
- Name the seven continents and five oceans of the world
- Know where to find the equator on a globe or map and the location of hot and cold areas of the world
- Know that Reykjavik is in Iceland
- Know that both Great Britain and Iceland are islands

Human and physical geography

- Know the main physical and human features in Corsham and Reykjavik
- Identify similarities and differences of Corsham and Reykjavik (physical and human features)
- Use basic geographical vocabulary to refer to:
 - Key physical features, including beaches, cliffs, costs, 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

Geographical skills and fieldwork

- Use maps, globes and atlases to locate Corsham and the nearest cities, towns and villages and Reykjavik
- Use aerial photographs and plans to recognise landmarks/human/physical features of Corsham and Reykjavik
- Use world maps, atlases and globes to identify the UK, its countries and capital cities, continents and oceans

Being an Athlete



Dance

- 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

Games

- Develop hitting skills with a variety of bats
- Practice feeding/bowling skills
- Hit and run to score points in games

Being a Philosopher (Religious Education)



Emmanuel Project



Islam- How do some Muslims show Allah is compassionate and merciful?

- I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an
- I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim
- I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan
- I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise
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Christianity- What are the best symbols of Jesus' death and resurrection at Easter?

- I can tell one of the Easter stories and say why it might be important to a Christian
- I can talk about Christians taking communion together as part of their Easter worship at church
- I can say what different items could be used as symbols of the Easter stories and what they stand for

I can talk about things in the Easter stories that make me, or others, ask

<p>Being an Artist</p> 	<p>What makes my town unique?</p> <ul style="list-style-type: none"> • Experiment with different brushes (including brushstrokes) and other painting tools • Mix primary colours to make secondary colours • Add white and black to alter tints and shades • Use a combination of materials which have been cut, torn and glued
<p>Being a Linguist</p> 	<p>Spanish</p> <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 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