

Corsham Primary School

Parent/Carer Curriculum Newsletter

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

Autumn Term 2026 (3/9/26 – 18/12/26)

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

Being a Mathematician 	Number and place value - 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) Addition and Subtraction - 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 Shape - 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
Being an Author – Writer 	- 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
Being an Author – Reader 	- 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

Being an Engineer (Computing) 	Programming- Bee-bots • Understand the term sequence (a particular order in which related things follow each other), Algorithm (step by step instructions e.g. recipe) • Use a given algorithm/instruction – with given outcome • Use given algorithms/instructions – with problems (wrong direction/turning when shouldn't) • Debug given algorithm/instruction – identify what the problem is and why it happened • Use logical reasoning to problem-solve. What can we do? How can we correct the problem or issue? Online safety • Use technology safely and respectfully • Keep personal information private • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Being an Engineer (Design and Technology) 	How do things move? • Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) • Evaluate and explore a range of existing products • Explore and use mechanisms (levers and joints) in their products
Being a Scientist 	What changes around me? • Observe changes across the four seasons • Observe and describe weather associated with the four seasons and how the length of the day varies • Use their observations and ideas to suggest answers to questions • Gather and record data to help with answering questions
Being an Historian 	How can we play in different ways? • 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
Being an Artist 	What do artists do? What changes around me? • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination • Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space • 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
Being an Athlete 	Games • Master basic movement skills and beginning to develop simple tactics for defending • Engage in competitive and co-operative activities • Work with a partner in a variety of co-operative games Dance • Master basic movements including running and jumping, as well as developing

	balance, agility and co-ordination Perform dances using simple movement patterns
Being a Philosopher (Religious Education) 	Christianity - Church Why is belonging to God and the church family important to Christians? Judaism - Mitzvot Why is learning to do good deeds so important to Jewish people?
Being a Philosopher (PSHE) 	Being Me in My World: - I understand the rights and responsibilities as a member of my class. - I know my views are valued - I can recognise the choices I make and understand the consequences Celebrating Difference: - I can talk about one thing that makes me different from my friends - I understand these differences make us special and unique
Being a Linguist 	Spanish - Colours - Numbers to 10 - Simple greetings

Other Information:

Reading

We greatly appreciate the continued support you provide when reading with your child. In Year One and Two, the expectation for daily reading at home is between 10 and 20 minutes per evening (reading to an adult). Children reading red, green, purple, pink, orange and yellow book bands need to read their book at home 3 times:

1st read: focus on **de-coding** (sounding out)

2nd read: read with **fluency** (speed and accuracy)

3rd read: show **comprehension** (read with expression and an understanding of what is being read)

If your child needs a new reading book, after they have read the book 3 times on 3 different days, they can put their reading record and reading book in the labelled box which will be in the classroom. Please sign the reading log to indicate the book has been read.

In addition to their RWI books, children are encouraged to read a wider selection of texts. We want all our children to have a love of reading so we encourage families to enjoy reading anything and everything at home: favourite books, e-books, library books, recipes, road signs, subtitles on children's films or TV programs, cereal boxes, logos, menus etc.

Class Library Books

On Fridays, the children have the opportunity to choose a library book to be shared at home with you. These will be changed weekly.

Home Learning

After the children have settled in, Home Learning will be sent home on a Friday. We allow a fortnight for the child to complete the learning. Please feel free to bring it in whenever it is ready.

Tuck

We kindly ask parents to contribute £1 per week on Arbor. The school will then supply a range of healthy tuck options for all children. This will replace the need for children to bring in their own tuck in.

Please be assured that all tuck provided will take allergies and dietary needs into account. If your child has any specific requirements, please ensure these are up to date in the School Office and speak to a member of the Year One and Two team so we can make appropriate arrangements.

PE

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.

If you have any queries or issues, please always discuss these with us directly; we operate an open-door policy and always meet the children in the morning and make sure they are going home safely in the afternoons.

Best wishes,

Year 1/2 Team