

Whimpe Primary School Curriculum Newsletter



To enable you to support your child's learning at school it is important that you know what topics or areas they are studying. We hope that you find this helpful.

Year: 1 and 2 Summer Term 2021 Topic: Plants and Animals

English

Year 1 Phonics - revise and consolidate phonemes covered from Phase 3 to 5 and alternative spellings.

Revise and consolidate alternative spellings for long vowel phonemes: ay, ai, a-e / ee, ea, ie, y / i-e, igh, ie, y / ow, oa, o-e, oe / ue, ew, u-e

Introduce alternatives for sh - ci (special), ti (patient), s or ss (sugar/mission)

Learn common exception (tricky) words.

Year 1 Grammar and Punctuation - demarcate sentences with accurate use of capital letters and full-stops and use exclamation and question marks where appropriate. Use capital letters for proper nouns. Begin to use a wider range of adjectives and verbs.

Year 2 Spelling, Punctuation and Grammar (SPaG) - revise and consolidate phonemes covered so far.

Introduce spelling patterns: wor saying wur (work), war saying wur (warm), -ment, -ness, s saying zh (measure), wa saying wo (want), tion saying shun (station), -ful, -less, using homophones e.g. hear/here, -dis. Grammar focus: subordinating conjunctions (because, if, when), using precise verbs and adverbs, using a thesaurus, possessive apostrophe (the dog's bone), speech marks, commas in speech, using a dictionary to check spelling.

Learn common exception (tricky) words.

Text - Diaries, recounts, poetry, non-fiction writing, instructions. Joined handwriting.

How to help: Regularly practise blending phonemes and identifying high frequency words through regular reading of the Oxford Reading Tree, guided reading books and books from own collections and learning and revising weekly spellings. Discuss themes and characters in stories and features within non-fiction texts to develop comprehension skills.

Maths

Year 1 - Read & write numbers to 100 accurately and write numbers to 20 in words.

Confidently count to and across 100 and count up and back in 2s, 5s and 10s.

Give 1 and 10 more/less than numbers to 100.

Know by heart all the pairs to 10, bonds for all the numbers to 10 and doubles and halves to 24.

Know what a two-digit number represents (tens & units). Find totals of coins and calculate change to 10p.

Add and subtract 1 and 2 digit numbers within 20. Add and subtract 10 and 11 to / from 2 digit numbers.

Use equipment such as; Numicon, Cuisenaire and Multilink to develop imagery of number.

Develop the language of position, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns, properties of 2D and 3D shapes.

Measures - capacity, read the time to the hour and half hour on analogue clocks.

Find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and amounts.

Multiplication as 'grouping' (sets of) and division as 'grouping' and 'sharing'.

Year 2 - 2, 5, 10 and 3 X tables

Multiplication and division as inverse operations.

Find $\frac{1}{2}$ and $\frac{1}{4}$ of amounts by sharing and using number facts. Find $\frac{3}{4}$ of amounts.

Double/halve 2-digit numbers using partitioning.

Add/subtract 2 digit numbers. Find the difference/subtract by counting up.

Revise properties of 2D and 3D shapes.

Time to nearest 5 minutes and time problems.

Money problems - adding amounts and giving change from £1.

Reading scales.

Using < = >.

Mass and Capacity

How to help: Play games such as dominoes or snakes and ladders. Use maths in everyday life e.g. using money, cooking etc. Look for numbers, shapes, fractions etc. Count everything and anything! Stairs, steps, money, food, etc.

Reinforce counting on when adding e.g. $15+3$ expect your child to say 15 - 16, 17, 18 rather than starting on 1. Develop quick recall of number facts e.g. number bonds to 5, 6, 7, 8, 9 and 10 (e.g. number bonds for 5: $0+5=5$, $1+4=5$, $2+3=5$, $3+2=5$, $4+1=5$, $5+0=5$) and related subtraction facts (e.g. $5-0=5$, $5-1=4$, $5-2=3$, $5-3=2$, $5-4=1$, $5-5=0$.) Doubles to double 10 and halves. Year 2- Learn pairs to 20, 30, 40 etc., practise adding and subtracting amounts within 100, reinforce place value (25 is 2 tens and 5 ones) e.g. through money (1ps, 10ps), count in 2s, 5s, 10s and 3s and learn these times tables, practise telling the time to the nearest 5 minutes. Doubles to double 20 and halves. Use Doodle Maths 10 minutes, three times per week.

Science

Plants - identify and name common plants and trees, plant life-cycles, plant features and functions, planting and growing seeds and observing growth, conditions for healthy growth, plants as food.

Living Things in their Habitats - compare differences between things that are living, dead or never lived, explore how living things are suited to their habitat and how they provide for the basic needs of plants and animals, identify and name a variety of plants and animals in their habitats, including micro-habitats, food chains.

Links also made to dinosaurs and fossils (Mary Anning) e.g. sorting and classifying, making observations etc.

Computing

Year 1 - Programming

Starts with early programming concepts exploring commands using Beebots (floor robot). It introduces algorithms as specific instructions and debugging when things do not work as it was expected to. Coding will be introduced using Scratch Jr and we will start to explore how programming works with blocks of code.

Year 2 - Programming

Developing knowledge of understanding instructions in sequences and the use of logical reasoning to predict outcomes. This will involve giving commands and investigating how the order affects outcomes. Program design and algorithms (instructions known as coding) will be explored. Beebots will be used initially followed by the App ScratchJr.

History

Significant individuals: Mary Anning (fossils and dinosaurs). What did Mary Anning do in her life that was so special? How and why should Mary Anning be remembered?

Why do we love being beside the seaside so much? What was the seaside like in the past? (compare now and then)

How to help: explore historical events/figures through books and internet sources, including Purple Mash.

Geography

Coastal study - What are the features of the coast? Where are our local coastal areas?

How to help: Use geographical, positional and directional language to describe where an object is or a location, visit the coast.

Physical Education

Real PE: develop fundamental movement skills which can then be applied to a variety of contexts.

This term: ball skills, sending and receiving, counter balance, agility - reaction/response.

How to help: Give your child lots of opportunities to develop a range of movements through playing games and using equipment e.g. visit the park, play ball games! Discuss healthy choices in lunch boxes/school dinners.

Art and Design

Linked to topic: William Morris - design a wallpaper pattern based on plants and animals, print-making, making fossils, clay souvenirs.

How to help: encourage your child to add detail to drawings/paintings and take care with colouring.

Music

Taking Off - Music Express - exploring pitch. Instrument recognition, sound recognition and correct use of selected instruments. Listen and respond to various types of music. Create simple music and movement compositions, inspired by the seaside or animals. Singing - learn and perform some seaside/animal songs.

Religious Education

Experiencing a range of religious and non-religious creation stories and to explore human responsibility around the world.

Personal, Social and Health Education (Including SRE)

Jigsaw units:

Relationships - exploring relationships with family and friends, including conflict, trust, appreciation and keeping safe.

Changing Me - life cycles in nature, the process of aging and the differences between boys and girls.

Languages

Greetings in a variety of languages. Simple vocabulary, songs and phrases in French.

Personal Development

Remember to put the class 'Golden Rules' into practise.

Take greater responsibility for organising themselves and their belongings.

Work hard to meet personal targets and targets set for the whole class.

Be responsible for completing homework activities:

- **Daily** reading (ORT, guided reading book, library and books from own collections).
- Learning high frequency word sets - ***little and often***.
- Learning weekly spellings and revisiting the 'tricky words'.
- Activities to meet any personal targets set.
- Additional homework tasks set in order to practise key skills in reading comprehension, maths and writing.

How to help:

- *Remind your child to put their zipped book bag and snack in their trays in the morning.*
- *Allow your child to be responsible for putting their coat, rucksack and lunch box away independently.*
- *Read a little each day with your child and support them to learn their coloured word sets. It is really helpful if you could also write a short comment in your child's reading record or sign to say they have read the book with you.*
 - ***Learning the coloured word sets is invaluable to your child's progress and we would expect most children to have accomplished reading all the sets by the end of Year 1.***
- *Regularly practise the weekly spellings with your child and revise the tricky words often.*
- *Encourage use of ICT resources such as Purple Mash, Doodle Maths and Collins eBooks to reinforce key skills.*
- *Reinforce the correct use of capitals and full-stops when completing written tasks and encourage good presentation skills.*
- *Please support your child to complete any additional homework tasks set.*

***The weekly spelling lists, a maths learning task and a phonics or reading comprehension activity will be added to eSchools each week, as in the autumn term.**

Please remove any old sets of coloured words that have already been learned from book bags and keep these at home to revise.

Thank you for your support. 😊

Essentials for Learning and Life

Fantastic Friday activities (class based)

Personal targets.