

# Whimble Primary School - Curriculum Newsletter

Class: Ash

Year: 1/2

Term: Summer 2024



## English

**Year 1 Phonics:** Little Wandle - revise and consolidate phonemes covered from Phase 5 for Phonics Screening Check, ay play, a-e shake, ea each, e he, ie pie, i-e time, o go, o-e home, ue blue rescue, ew chew new, u-e rude cute, aw claw, ea head, ir bird, ou cloud, oy toy, i tiger, a paper, ow snow, u unicorn, ph phone, wh wheel, ie shield, g giant. Complete final set of tricky words and Phase 5 GPCs /ai/ eigh aigh ey ea eight straight grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere / eer - here deer, /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large, /sh/ ti ssi si ci potion mission mansion delicious, /or/ augh /our /oar /ore /daughter, pour, oar, more.

**Year 1 Handwriting:** continue to learn to use lead in and out strokes to form all letters in the pre-cursive style.

**Year 2 Spelling, Grammar and Punctuation:** tricky words and dictated sentences. Spell words where 'ey' makes /ee/, 'a' makes /o/, 'or' and 'ar' make /er/ /or/, 's' makes /z/. Word endings -ment, -ness, -ful, -less, -tion. Words that are homophones or near homophones. Words containing an apostrophe for contraction or possession.

Improving sentences with nouns and adjectives, exclamation marks, possessive apostrophes, subordinating conjunctions, using a thesaurus, verbs and adverbs, speech marks, commas in speech, contractions, using a dictionary.

**Year 2 Handwriting:** continue to practise cursive handwriting with horizontal and diagonal joining and correct letter positioning.

**Text - Poetry** - learn and perform poems from Zim Zam Zoom by James Carter - choose appropriate vocabulary to create a poetry composition based on a poem from the text. / **Non-fiction** - read Penguins by Emily Bone - write a non-chronological report about an animal

**At home:** Read and re-read the guided reading book for confidence, accuracy and fluency. Discuss events, characters and language within stories and the features within non-fiction texts. Practice any words or sound flashcards sent home. Y2 complete reading homework tasks. Read and share books from personal collections.

## Maths

### Place Value:

**Year 1:** Read & write numbers to 100 and write numbers to 20 in words. Count up and back in 2s, 5s and 10s. Give 1 and 10 more/less than numbers to 100. Know what a 2-digit number represents (tens & units).

**Year 2:** Place 2-digit numbers on a number line and round 2-digit numbers to nearest 10. Place 3-digit numbers on a beaded line. Understand place value in 3-digit numbers and write place value additions.

### Addition and Subtraction:

**Year 1:** Know all the pairs to 10, bonds for all the numbers to 10 and doubles and halves to 24. Find totals of coins and calculate change to 10p/20p. Mental addition and subtraction of multiples and near multiples of 10 to and from 2-digit numbers. Add and subtract 1-digit numbers to 2-digit numbers using facts.

**Year 2:** Double and halve by partitioning. Mental addition of pairs of 2-digit numbers by partitioning or counting on. Mental subtraction of pairs of 2-digit numbers by counting back. Subtract by finding a difference. Use addition and subtraction to solve 2-step money problems.

### Multiplication, Division and Fractions:

**Year 1:** Multiplication as 'grouping' (sets of) and division as 'grouping' and 'sharing'. Find halves and quarters of shapes and amounts.

**Year 2:** Count in fractions. Find  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  and  $\frac{1}{3}$  of amounts using sharing/grouping and number facts. Understand multiplication as the inverse of division. Draw, read, understand and interpret block graphs and pictograms.

### Shape, Measures, Data and Time:

**Year 1:** Develop the language of position,  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$  turns, properties of 2D and 3D shapes. Read the time to the hour and half hour on analogue clocks. Draw, read and understand block graphs and pictograms. Revise length, weight and capacity.

**Year 2:** Tell the time to quarter hours and begin to tell the time to the nearest 5 minutes. Revise 2D shapes. Name 3D shapes and identify their properties. Revise length, weight and capacity.

**At home:** Play maths games e.g. dominoes or snakes and ladders. Use maths in everyday life e.g. cooking, money etc. Count everything and anything! Stairs, steps, money, food, etc. Encourage children to count on when adding e.g.  $5+3$  expect your child to say 5 - 6, 7, 8 rather than starting on 1. Learn number facts e.g. number bonds to 5, 6, 7, 8, 9 and 10 (pairs of numbers that add up to these numbers 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 the related subtraction facts (e.g.  $5-0=5$ ,  $5-1=4$ ,  $5-2=3$ ,  $5-3=2$ ,  $5-4=1$ ,  $5-5=0$ .) Year 2-Learn pairs to 20, reinforce place value through money (1ps, 10ps, £1), count in 2s, 3s, 5s, 10s and learn x table facts for 2, 5 and 10. Doodle Maths. Year 1 can access a range of resources to support fact knowledge on Google Classroom.

## Science

**Everyday Materials:** explore the properties of water as a material and begin to understand what happens to particles in water, ice and steam as temperature changes. We will test different materials to find out which would make the best wrapping for an ice lolly and observe melting ice and evaporating puddles. We will recognise that some materials can melt and change shape.

**Living Things and Their Habitats:** explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.

**At home:** Explore and discuss materials around the home, use Purple Mash and Espresso to find out more.

## Art and Design

**Textiles:** Identify, match and sort different forms of textiles. Use language to describe colours, media, equipment and textures. Thread a large plastic needle. Change and modify fabrics by knotting and twisting. Gain experience in weaving and stitching two pieces of fabric together. Gain experience in applying colour with printing, dipping and fabric crayons.

**Sculpture:** Learn about the sculptures created by Barbara Hepworth. Use tools and equipment safely to shape, form and mould from observations and imagination to create a range of sculptures. Demonstrate experience in surface patterns/textures to paint finished sculptures.

**At home:** Encourage your child to add detail to drawings/paintings and take care with colouring. Explore cutting, folding and fixing techniques with scissors, glue, tape etc.

## Computing

**Year 1 - Digital Writing:** To recognise the keys on a keyboard, add and remove text and identify that the look of text can be changed. To explain the tools and choices made to change the text. To compare typing on a computer with writing on paper. **Introduction to Animation:** Using Scratch Jr, children will explore a range of commands and create a simple program.

**Year 2 - Digital Photography** - completion from last term. **Making Music:** After listening to a range of music to identify patterns and instruments within it, Chrome Music Lab will be used to create musical pieces whilst exploring a range of musical terms including pitch and rhythm. **Introduction to Quizzes:** Using Scratch to develop knowledge of commands, blocks and actions. They will then design a quiz using multiple sprites.

**At home:** Practice typing to become more confident with the position of keys on the keyboard. Year 2 will be able to use Chrome Music Lab at home when we start the unit via Google Classroom. Use Purple Mash to develop and reinforce key skills across the curriculum.

## Design and Technology

**Preparing Fruits and Vegetables:** Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a product (fruit jelly). Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The Eatwell Guide*.

**At home:** Involve children in the preparation of fruits and vegetables for meal times. Encourage tasting new and healthy foods. Look at packaging with children to find out where food has come from.

## Geography

**Non-European Country:** Let's Go on Safari! - Locate Africa and Kenya on maps, globes and atlases. Explore the landscape, weather and climate, animals and culture of Kenya. Compare and contrast with the UK.

**At home:** Use geographical, positional and directional language to describe where an object is or a location, research Kenya using a range of information sources.

## Languages

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

## Religious Education

**Pilgrimages** - Explore religious and non-religious pilgrimage. Begin to understand the significance of places to different groups of people. Talk about why these places are special. Explain why a place is special to them.

## Music

Listening, Singing, Playing, Composing and Performing:

**Charanga: Exploring Improvisation** - use two or three notes when playing and improvising. Find and try to keep a steady beat, explore very simple rhythm patterns using long and short and simple melodic patterns using high and low. Use tuned and untuned percussion instruments to improvise and compose. Perform as a group or solo passages of music / **Our Concert** - plan, rehearse and perform a concert of favourite songs/pieces. Recognise some band and orchestral instruments.

## Physical Education

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

**Physical Skills** - Links movements with changes in direction, speed or level. Perform skills and movements with control and consistency / **Health and Fitness** - Use equipment appropriately and move and land safely. Know why exercise is important to good health. Say how their body feels before, during and after exercise

**Get Set 4 PE: Ball Skills:** Roll a ball to hit a target, stop a rolling ball, dribble a ball with hands and feet. Develop kicking, throwing and catching a ball with accuracy / **Athletics** - develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.

*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.

**Ensure that your child has appropriate footwear/kit in school for P.E activities.**

## Skills Builder

1st half term focus: Problem Solving / 2nd half term focus: Creativity

## Personal Development

Put the 6 'R's and the 8 key skills from Skills Builder into practice.

- Resilience, Respect, Responsibility, Resourcefulness, Reasoning and Reflection
- Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Teamwork, Leadership.

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 set:

- **Daily** reading (guided reading and individual books as well as books from personal collections).
- Learning weekly spellings.
- Any other individual tasks set.
- Year 1 and 2 maths home learning tasks set on Google Classroom
- Year 2 - guided reading homework (set on a Wednesday and handed in on a Monday with the guided reading book.)

### How to help:

- Remind your child to put their book bag and snack in their trays in the morning.
- Return guided reading books on a **Monday**
- Read a little each day with your child and support them to learn any sounds or words sent home.
- Regularly practice the weekly spellings with your child and revise those they have struggled with.
- Encourage use of Purple Mash and Doodle Maths to reinforce key skills.
- Reinforce the correct use of capitals and full-stops when completing written work at home and encourage good presentation skills.
- Year 2 - support your child to complete any additional homework tasks set and hand them in on time.

*Thank you for your support.*

### Class Information:

Weekly spellings: Fridays

Guided reading: Monday, Tuesday and Wednesday - books will come home on a Wednesday and need to be returned the following **Monday**

Other individual reading books can be changed throughout the week from class collections or the library.

PE: Tuesdays and Thursdays - **PE kits, including suitable footwear, need to be in school every day**

