

Whimble Primary School - Curriculum Newsletter



Class: Ash Term: Summer 2025

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.

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 - Fiction: Wanted by Fiona Robertson. To write a simple story about a child who wants something but ends up with something different.

Poetry: A First Book of the Sea. Children will be introduced to the beautiful illustrations and descriptive poetry of Nicola Davies. Children will write a poem about something they like or enjoy doing - linked to the sea using a range of adjectives and expanded noun phrases.

Non-Fiction: Children will write their own persuasive letter linked to our eco schools work.

How to help: Read and re-read the guided reading book. Share a range of other books and discuss stories and features within non-fiction texts. Practise weekly spellings.

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, 3, 5 and 10 and the associated division facts. Doodle Maths.

Science

Animals including Humans -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets). Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

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.

How to help: Look for animals in your gardens or surrounding area. Use books and internet searches to find out about favourite and unusual animals.

Art and Design

Printing - Focus on Cath Kidston - Explore printing simple pictures with a range of hard and soft materials. Use equipment and media correctly and be able to produce a clean printed image. Experiment with overprinting motifs and colour.

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

At home: Explore a range of art and craft materials.

Computing

Year 1:

Creating media - Digital Writing: recognise the keys on a keyboard, add and remove text and identify that the look of text can be changed.

Programming B - Introduction to Animation: describe a series of instructions (algorithms) as a sequence and what happens when the order is changed, follow, compare and predict the outcomes of a series of commands (program), design a mat and test routes around it, plan, test and debug algorithms within a program.

Year 2:

Making Music: listen to music and identify patterns and instruments within it and make a musical sequence of notes using a computer.

Programming B - Introduction to Quizzes: explain that a sequence of commands has a start and an outcome, create a program using a given design, including the blocks and actions required for the sprites, change designs, including backgrounds and characters, debug a program and improve it by adding features.

How to help: Practice using a mouse or trackpad and basic typing. Use Purple Mash to develop computing skills and reinforce key skills across the curriculum.

History

Historical Enquiry - What were seaside holidays like in the past? Explore what seaside holidays were like 100 years ago and 60 years ago. Compare similarities and differences between now and those time periods.

How to help: Explore historical events through books and internet sources. Talk to family members about their memories of seaside holidays.

PSHE (Jigsaw)

Relationships: understand relationships within families and know why it is important to share and cooperate, identify some of the things that cause conflict with friends and how they can be resolved, recognise and appreciate people who can help them in their family, school and community.

Changing Me: recognise cycles of life in nature, explore the natural process of growing from young to old and understand that this is not in their control, recognise how their body has changed since they were a baby, recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private.

Religious Education

How does God want people to look after the world? To learn and compare various creation stories from around the world. Give examples of how people show their appreciation for creation. Make connections between the stories and how we live in the world today.

Languages

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

Music

Charanga: Having Fun with Improvisation - Pupils improvise to create something new, this can be a melody or a rhythm. Exploring Improvisation - Pupils will use two or three notes and explore creating and then playing or singing on their own or in pairs or trios.

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 chosen product. 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*.

How to help: 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.

Physical Education

Real PE:

Physical: perform a range of skills with some control and consistency, including changes in level, direction or speed.

Health and Fitness: describe body changes before, during and after exercise. Use equipment appropriately and move and land safely.

Get Set 4 PE:

Target Games: develop underarm throwing towards a target, develop accuracy and throw for distance using underarm and overarm, select the correct throw for the target.

Athletics: develop balance, stability, agility and coordination, explore hopping, jumping and leaping for distance, develop throwing for distance and accuracy, develop the sprinting action and develop technique when jumping for height.

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 daily P.E activities.

Personal Development

Remember to 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 2 children additional homework tasks in order to practise key skills in reading comprehension, maths and writing.

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*
- *Please read a little each day with your child and support them to learn any sounds or words sent home.*
- *Regularly practise 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.*
- *Please reinforce the correct use of capitals and full-stops when completing written work at home and encourage good presentation skills.*
- *Year 2 children - please support your child to complete any additional homework tasks set and hand them in on time.*



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**

Individual reading books can be changed throughout the week.

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