

Whimble Primary School - Curriculum Newsletter



Class: Ash Term: Summer 2023

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 - Poetry: Tell me a Dragon by Jackie Morris. Children will be introduced to the beautiful illustrations and descriptive poetry of Jackie Morris. They will learn to recite poems with appropriate intonation to make the meaning clear. They will use sentence patterns from the text and adventurous, imaginative vocabulary to write a poem about their own dragon including similes and expanded noun phrases.

Non-Fiction: How to Wash a Woolly Mammoth by Michelle Robinson. Children will write own set of instructions about caring for an imaginary pet.

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

Sculpture - Learn about the paper mache sculptures created by local artist Sarah Cox. Use tools and equipment safely to shape, form and mould from observations and imagination to create a sea creature using paper mache. Demonstrate experience in surface patterns/textures to paint finished sculptures.

Textiles - Class project to make fabric bunting to mark the King's Coronation. 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. Keep a scrapbook to remember the Coronation.

Computing

Year 1:

Creating media - Digital Writing: using Google Docs to add and remove text and identify that the look of text can be changed.

Programming B - Introduction to Animation: using a program called Scratch to program, describe and understand a series of instructions (algorithms) as a sequence and what happens when the order is changed. Explore various commands and try to predict outcomes.

Year 2:

Making Music: listen to music and identify patterns and instruments within it and make a musical sequence of notes using Chrome Music Lab linked to given criteria.

Programming B - Introduction to Quizzes: developing their knowledge of Scratch to 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, then debug a program and improve it by adding features.

How to help: Practise using Google Docs to get familiar with the keyboard layout.

Explore Chrome music lab <https://musiclab.chromeexperiments.com/> Use Purple Mash to develop computing skills and reinforce key skills across the curriculum.

Geography

Geographical Enquiry - Coastal study - Why do we like being beside the seaside so much? Explore the features of coastal areas. Discover our local coastal areas, including a study of Wembury. Locate coastal areas on maps. Explore how people can affect coastal locations.

How to help: Use geographical, positional and directional language to describe where an object is or a location. Explore maps. Visit a coastal area and identify geographical features.

History

Historical Enquiry - How have seaside holidays changed over time? 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, including Espresso and Purple Mash.

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

Creation stories (including non-religious stories)

How does God want people to look after the world?

Languages

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

Music

Charanga: How does music shape our way of life?

Listen and respond to musical pieces from a variety of cultures around the world. Learn new songs and sing as part of a large group. Play and perform an instrumental part.

Charanga: How does music connect us with the environment?

Listen and respond to songs about our world and discuss how important messages about our planet are taught through music. Learn new songs and sing as part of a large group. Play and perform an instrumental part. Improvise with notes C D E.

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:

Invasion: develop dribbling and passing skills, use a range of skills to score or stop a goal, develop understanding of marking an opponent and apply simple tactics for attacking and defending.

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 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.*
- *Use Espresso to support learning across all areas.*
- *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