



# Whimple Primary School - Curriculum Newsletter

**Class: Ash      Term: Autumn 2024**

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 2-4, Phase 5 sounds - ay, ou, oy, ea, ir, ie, ue, u (unicorn), o (go) i (tiger), a (paper), e (he), a-e, i-e, o-e, u-e, e-e, ew, ie (shield), aw (claw), tricky words, simple sentences.

**Year 2 Spelling, Grammar and Punctuation:** Revise all phonemes from Year 1, g/ge/dge (j), c (s), gn (n), kn (n), wr (r) le/el/il/al (l), tricky words.

Place Value of Punctuation and Grammar: common nouns, proper nouns, verbs, pronouns and building simple sentences.

**Text** - Fiction: The Boy Who Cried Ninja - Alex Latimer - Write a story about a character who finds that telling the truth is best. Non-fiction: How to Wash a Woolly Mammoth by Michelle Robinson - Write a 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. Practice weekly spellings.

## **Maths**

**Year 1:** Count forwards and backwards to 100. Give one more/less than a number to 100. Read and write numbers to 20 in numerals and words. Make tens numbers and begin to know what a two-digit number represents (tens & ones). Number bonds to 10. Doubling and halving to 10/20. Add and subtract 1-digit and 2-digit numbers to 20, including zero. Count on to add and back to subtract. Add and subtract using small amounts of money. Solve problems in number stories. Count in 2s, 5s and 10s. Solve simple multiplication and division problems using objects and pictures. Time, including o'clock and half-past. Find halves and quarters of shapes. Measure length with non-standard units.

**Year 2:** To consolidate and extend all of the above. Read and write numbers to 100. Count forwards and backwards in 10s from any number to 100. Recognise the place value in 2-digit numbers. Order and compare numbers. Know all the addition and subtraction facts to 20. Know that addition and subtraction are inverse operations. Add/subtract 10s to 2-digit numbers. Count on or back in 10s and 1s to add and subtract. Doubles and halves to 20. Find half and quarter of shapes and quantities. Count up and back in 2s, 5s and 10s. Solve simple multiplication and division problems and begin to use the symbols in calculations. Tell the time to half and quarter hours. Measure length and height using appropriate standard units.

**How to help:** Play maths games. Use maths in everyday life e.g. using money, cooking. Count everything and anything! Stairs, steps, money, food, etc. Year 1 - 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.) Use Doodle Maths to reinforce key skills. Year 2-Learn pairs to 20, reinforce place value through money (1ps, 10ps, £1), count in 2s, 3s, 5s, 10s. Count in 10s forwards and backwards from any 1-digit number e.g. 2, 12, 22, 32, 42...102 etc.

## **Science**

**Amazing Me! (Animals including Humans)** - body parts including the five senses, the importance of exercise, diet and hygiene, how the body changes as we get older. We will investigate the relationship between hand and foot size and sort and classify objects using our senses.

**How to help:** Look at old family photos and discuss the way people have changed over time.

**Wild Weather! (Seasonal Change)** - weather and how it changes across seasons, how trees change through seasons, measuring rainfall/record wind direction, hibernation.

**How to help:** Observe the signs of autumn and winter when outside with your children.

## Art and Design

**Picasso Portraits** - explore drawing and painting techniques. Learn about the work of Pablo Picasso. Paint self-portraits inspired by Picasso.

**Autumn Collage** - explore collage materials and techniques. Learn about the work of contemporary artist Lois Ehlert. Collect and sort collage materials including natural materials. Create autumn theme images using collage techniques inspired by Lois Ehlert books "Leaf Man" and "Red Leaf, Yellow Leaf".

**At home:** Encourage your child to add detail to drawings/paintings and take care with colouring. Explore a range of art and craft materials.

## Computing

**Year 1 - Computing systems and networks: Technology Around Us** - how technology helps us (technology is something that is made by people to help us, e.g. scissors). Naming the parts of the computer and how to use them.

**Data and information - Grouping Data:** identity, label, count and sort objects and answer questions about them.

**How to help:** Discuss technologies around the home and out and about, e.g. pencil sharpener, supermarket trolley, Hoover, etc. Practice typing their name with a keyboard and using a mouse or trackpad. Use Purple Mash to develop and reinforce key skills across the curriculum.

**Year 2 - Computing systems and networks: Information Technology Around Us:** look at information technology and its use at school and beyond, how it can improve our world if used responsibly. Learning how to use Chrome books. **Pictograms:** present information in tally charts, block graphs and pictograms and ask and answer questions about the data.

**How to help:** Discuss technologies around the home and out and about, e.g. scanners, traffic lights, microwave, etc. Use the Purple Mash to develop computing skills and reinforce key skills across the curriculum.

## Geography

**Local Geographical Enquiry** - What is the geography of where I live? Locating whereabouts in the UK we live using globes and maps. Explore the geographical features of the local area, both physical and human, as well as land use.

**How to help:** Discuss family, jobs, where you live etc. Use geographical, positional and directional language to describe where an object is or a location.

## History

**Local Historical Enquiry** - Why is the history of my locality important? What was Whimple like in the past? Why do people wear a poppy in November? How did World War 1 affect the lives of people in Whimple? Why is the war memorial important to local people? What was the school like 100 years ago?

**How to help:** Explore historical events through books and internet sources, including Espresso and Purple Mash. Observe old/new whilst walking through the village. Ask relatives to share past memories and historical knowledge of the village.

## PSHE (Jigsaw)

**Being Me in My World:** feeling worried and knowing how to ask for help, rights and responsibilities within the class, rewards and consequences, making good choices and contributing to a Learning Charter,

**Celebrating Differences:** understand some ways in which boys and girls are different and accept that this is OK, understand that we shouldn't judge people if they are different from us, understand what is meant by bullying, understand what it means to be a good friend.

## Religious Education

Islam - Does praying and the Qur'an affect how a Muslim lives? Recognise the importance of prayer to Muslims.

Think, talk and ask questions about Muslim beliefs and ways of living.

The story of Christmas.

## Languages

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

## Music (Across the key areas of: Listening, Singing, Playing Composing and Performing)

**Charanga: Unit 1 - My Musical Heartbeat** - Every piece of music has a musical heartbeat. It is called the 'pulse' or the 'beat'. When listening & singing to the music, pupils try to find & keep a pulse or steady beat. They will march, clap or sway in time - find a movement that helps to keep the beat.

**Charanga: Unit 1 – Pulse, Rhythm & Pitch** - Music has a pulse or steady beat. Music has long & short and high & low sounds - called 'rhythm' and 'pitch'. These elements combine when pupils sing and play. As pupils listen to, sing, play and move to the music, they explore these elements of music & how they work together.

### **Design and Technology**

**Textiles: Christmas Decoration** - use templates and joining techniques to make a textile Christmas decoration. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

**How to help:** Explore fabric objects around the home and look at how pieces have been joined. Practice threading a needle and tying knots.

### **Physical Education**

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

This term: Develop good coordination skills, footwork and balance.

**Get Set 4 PE: Invasion** - ball skills, throwing, catching dribbling, attacking, defending and marking, keeping possession. **Gymnastics** - travel, balance, jump, roll and perform a sequence of movements with control, including over and across apparatus.

**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 will be set additional homework tasks (after half term) in order to practice 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 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.
- 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 must be returned the following Monday

Additional reading books can be chosen from the class collection and changed throughout the week.

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