

Whimble 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 2019 Topic: Coastal Study

English

Year 1 Phonics - revise and consolidate phonemes covered e.g. ch, sh, qu, ng, ar, th, ck, ff, ss, zz, ll and wh as well as initial (e.g. sn, bl etc.) and final blends (e.g. ft, nk etc.). Revise and consolidate long vowel phonemes; a-e, ay, ai, ee, ea (team), i-e (time), y (sky), igh, o-e (bone), ow (low), u-e (tune) and ew. Introduce new phonemes to include: ou (sound) ow (owl) oi (coin) oy (boy) or (sport) al (walk) er, ur and ir, au (haunt) and aw (draw).

Year 2 Phonics - revise and consolidate phonemes covered so far. Introduce new phonemes/ graphemes - y (baby), silent h (hour) and c (scene), are (care), ear (bear), tion (potion), sion (television), ei (vein) and eigh (eight), o for u (won), ture (adventure), ie for ee (field), ore (core), le (bottle).

Year 1 Grammar and Punctuation - demarcate sentences with accurate use of capital letters and full-stops (exclamation and question marks where appropriate), competently use lower and upper case letters, develop knowledge of alphabetical order and use of the dictionary, verbs, adverbs, plurals (es), antonyms (opposites), speech marks and questions.

Year 2 Grammar and Punctuation - using conjunctions to expand sentences (and, but, because, so and while), plurals (ending in y - days/fairies), synonyms (laugh, giggle, chuckle), prefixes (un, dis, mis, im), possessive apostrophe (Ben's book), contractions (do not - don't), prepositions (in, around, along, beside, into), homophones and word meanings (flour/flower, meat/meet), suffix -ing (rules), er (bigger), est (biggest), using more interesting words, commas in speech, parsing - identify word types within sentences (noun, verb etc.)

Text - Diaries, recounts, explanation, report, non-fiction writing. Joined handwriting.

How to help: Regularly practise blending phonemes and identifying high frequency words through regular reading of the Oxford Reading Tree and guided reading books 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 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.

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

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

Read the time to the hour and half hour on analogue clocks.

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

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

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

Data handling; present data as pictograms and block graphs.

Length and Capacity

Year 2 - 2, 5, 10 and 3 X

Find $\frac{1}{2}$ and $\frac{1}{4}$ of amounts by sharing and using number facts. Find $\frac{3}{4}$ of amounts by adding $\frac{1}{2}$ and $\frac{1}{4}$. Double/halve 2-digit numbers using partitioning

Add/subtract 2 digit numbers. Find the difference/subtract by counting up. Partition 3 digit numbers

Properties of 3D shapes.

Time to nearest 5 minutes and time problems.

Multiplication and division as inverse operations.

Rounding to nearest 10.

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

Data handling and reading scales.

Using < = >.

Length 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.

Science

Links to fossils and dinosaurs e.g. sorting and classifying, making observations.

Computing

Year 1 - Through the theme of seaside and weather the children will use technology (IPad, camera, microphones and video) purposefully to create and manipulate digital content - audio and visual, to produce a visual report. Revisit online safety and use of algorithms.

Year 2 - Zoos - exploring the different parts of a computer

Design and Technology

Crafting (Fantastic Friday) e.g. Origami, Hama beads, clay and sewing.

How to help: using scissors, a hole punch, stapler to cut and join paper, activities to improve fine motor skills e.g. using a mouse, drawing, colouring, handwriting exercises.

History

Significant individuals: Mary Anning (fossils and dinosaurs).

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: Making fossils, seaside scenes, paper-plate dinosaurs, 3D ice-creams.

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

Music

Exploring sounds - instrument recognition, sound recognition and correct use of selected instruments. Listen and respond to various types of music. Explore dynamics, pitch and tempo. Create simple 4-part music and movement compositions, inspired by the seaside. Singing - learn and perform some seaside songs.

Religious Education

Year 1 - Leaders and Teachers / Inspirational people - Who inspires us and why? How did Jesus inspire people?

Year 2 - Comparing creation stories from around the world.

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'.
- Rabbit diaries and any other individual tasks set e.g. word boxes for phonics.
- Activities to meet personal targets set.
- Year 2 children will be set additional homework tasks 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 ORT word sets. It is really helpful if you could also write a short comment in your child's reading record.*
- Learning the ORT word sets is invaluable to your child's progress and we would expect most children to have accomplished reading all 21sets by the end of Year 1.
There is also a phonics test at the end of Year 1, so please practise with word boxes or sound flashcards if they have been given.
- *Regularly practise the weekly spellings with your child and revise the tricky words often.*
- *Encourage use of Education City and Purple Mash to reinforce key skills.*
- *Reinforce the correct use of capitals and full-stops when completing rabbit diaries and encourage good presentation skills.*
- *Year 2 children - please support your child to complete any additional homework tasks set.*

Please remove any old sets of ORT (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

Clubs e.g. Multi-sports, football, choir (year 2), karate and gardening.

Visit the school library.

Fantastic Friday activities.

Personal targets.