



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
 Tel : 01484 714750
 Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
 Deputy Headteacher: **Mrs Smaldon**
 Assistant Headteacher: **Mr Freeman**

Y1 Curriculum letter: Summer 2

Key learning this half term:

English	Maths														
<p>Class text: Lost and Found by Oliver Jeffers Man on the Moon by Simon Bartram Oliver's Fruit Sald by Vivian French</p> <p>This half term we will continue to look at the features of a 'High 5 sentence'. We will focus on upleveling our writing through the use of adjectives and different types of punctuation (. ! ?) We will continue to extend our writing using simple conjunctions such as 'and'. We will also use time connectives within our writing (First, then, after that). We will learn about the prefix 'un' and the rules of grammar when applying this in our writing.</p> <p>Phonics overview We will have daily phonics lessons where we will learn the Year 1 Phase 5 sounds. We will learn new GPCs and tricky words.</p> <table border="1" data-bbox="183 1182 965 1509"> <thead> <tr> <th colspan="2">Year 1 Summer 2</th> </tr> <tr> <th></th> <th>Phase 5 graphemes</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</td> </tr> <tr> <td>Week 2</td> <td>/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large</td> </tr> <tr> <td>Week 3</td> <td>/sh/ ti ssi si ci potion mission mansion delicious</td> </tr> <tr> <td>Week 4</td> <td>/or/ augh our oar ore daughter pour oar more review</td> </tr> <tr> <td>Week 5</td> <td>review</td> </tr> </tbody> </table>	Year 1 Summer 2			Phase 5 graphemes	Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large	Week 3	/sh/ ti ssi si ci potion mission mansion delicious	Week 4	/or/ augh our oar ore daughter pour oar more review	Week 5	review	<p>Brief overview of key units taught</p> <p>This half term our focus in Maths is:</p> <p>Measure Compare, describe and solve practical problems for: length/height, mass/weight, capacity/volume, time. Measure and begin to record the following: lengths/heights, mass/weight, capacity/volume, time. Recognise and know the value of different denominations of coins/notes. Sequence events in chronological order using language e.g. before, after, first, next, today, tomorrow. Recognise and use language relating to dates including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Geometry: 21. Describe position, direction and movement including whole, half, quarter and three quarter turns.</p>
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We are also studying:

<u>RESPECT</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Health and Wellbeing</u></p> <p>In this unit we will learn about what it means to be healthy and why it is important.</p>	<ul style="list-style-type: none">• What it means to be healthy.• Why it is important that we live a healthy lifestyle.• That when we talk about health it can be physical or mental.• How to take care of ourselves on a daily basis.• Basic hygiene routines such as brushing our teeth and washing hands.• What it means to have a balanced diet and the difference between 'healthy' and 'unhealthy' foods.	<ul style="list-style-type: none">• Healthy• lifestyle,• mental wellbeing,• physical wellbeing,• balanced,• diet,• physical• exercise• routine• hygiene
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Who brought messages about God and why?</u></p>	<ul style="list-style-type: none">• Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.• Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.	<ul style="list-style-type: none">• Christian, God, Word of God• Bible, Old Testament, Command• Jonah, Daniel, Abraham, Isaac• Jacob, Joseph, Noah• Belief, Faith, Trust, Choice• Forgive, Promise, Prayer• Jesus , Son of God, Patriarch



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Plants</u></p> <p>In this unit we will learn about what a plant needs to grow and the different names of common trees and plants. Pupils will plant their own seeds as they monitor their flowers and vegetables growing in the Y1 planting garden.</p>	<ul style="list-style-type: none"> • We will know what a plant needs to grow. • We will know how to plant our own seeds and bulbs. • We will look after our own plants and carefully watch them grow. • We will be able to name the different parts of a plant. • We will be able to name common flowers, vegetables and trees. <p>We will make observations of changes that have taken place in our Woodhouse School Tree</p>	<ul style="list-style-type: none"> • petals • stem • leaf • bulb • flower • seed • stem • root • deciduous • evergreen • trunk • branches • blossom fruit
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Textiles: Puppets</u></p> <p>In this unit we will learn how to use a template to create a puppet design. We will also learn how to cut fabric and join different materials to create a puppet.</p>	<ul style="list-style-type: none"> • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design. 	<ul style="list-style-type: none"> • Decorate, design • Fabric, glue • model, hand puppet • safety pin, staple • stencil, template



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Spreadsheets</u></p> <p>In this unit we will learn about what a spreadsheet is and how it can be used to store information.</p>	<ul style="list-style-type: none">• How to navigate around a spreadsheet.• How to explain what rows and columns are.• How to save and open sheets.• How to enter data into cells.• How to add clipart.• How to use the 'move' tool to drag images around the spreadsheet.• How to use the 'lock' tool to prevent changes to the spreadsheet.	<ul style="list-style-type: none">• spreadsheet• cells• data• navigate• information
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How have explorers changed the world?</u></p> <p>In this unit we will look at different explorers and their impact throughout history. We will also compare past and present exploration.</p>	<ul style="list-style-type: none">• Explain what explorers do.• Name equipment or transport an explorer would need.• Sequence four photographs from different periods of time.• Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).	<ul style="list-style-type: none">• achievement• beyond living memory• coat of arms• determination• discovery• equipment• event• exploration• explorer



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- Select the most important events in a historical story.
- Sequence events on a timeline and use this to retell the story.
- Describe what they can see in a photograph.
- Make inferences about what a person in an image could be saying and ask questions to further their understanding.
- Recall information about past and presentation exploration.
- Understand events in relation to the present day and compare how exploration has changed over time.
- Describe how an explorer is significant and how they impacted events or people's ideas.
- Present significant people using a coat of arms.

- historical
- significance
- living memory
- North Pole
- past
- present



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<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Your Imagination</u> We will listen to 'Your Imagination' by Joanna Mangona. We will listen to and appraise a range of different songs. We will discuss the similarities and differences between the songs. We will learn the song 'Your Imagination' and learn to sing in two groups. We will think about the tempo and pitch when singing.</p>	<ul style="list-style-type: none">• Know and recognise the sound and names of some instruments used in the music.• Know that music has a steady pulse.• Know that improvisation is about making up your own tune on the spot.	<ul style="list-style-type: none">• Pulse• Rhythm• Pitch• Tempo• Dynamics• Texture• Structure
<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Indoor and Outdoor: Athletics</u> Pupils will develop and practise the Fundamental Movement Skills (running, jumping and throwing). Children will take part in competitive throwing, running and jumping activities.</p>	<ul style="list-style-type: none">• How to throw a bean bag using a push technique.• How to throw a tennis ball high up and over a distance, using both an under arm and over arm throw.• How to run with straight arms and knees.• How to work collaboratively in a team.	<ul style="list-style-type: none">• Javelin• Shot put• Relay• Under-arm• Over-arm• Distance



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