



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: Spring 1

Key learning this half term:

| <u>English</u> | <u>Maths</u> | | | | |
|---|---|------------------|--|---|---|
| <p>Class text: Beegu by Alexis Deacon.</p> <p>This half term we will continue to look at the features of a 'High 5 sentence'. We will write two connecting sentences using a capital letter, finger spaces, neat school writing and a full stop. We will then check to make sure our sentences make sense.</p> <p><u>Phonics overview</u></p> <p>We will have daily phonics lessons where we will learn the Year 1 Phase 5 sounds. We will learn four new GPCs and tricky words each week.</p> <table><tr><th data-bbox="136 1062 685 1098">Spring 1 Phase 5 graphemes</th><th data-bbox="685 1062 1158 1098">New tricky words</th></tr><tr><td data-bbox="136 1098 685 1520">/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</td><td data-bbox="685 1098 1158 1520">any many again who whole where two school call different thought through friend work</td></tr></table> | Spring 1 Phase 5 graphemes | New tricky words | /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup | any many again who whole where two school call different thought through friend work | <p><u>Brief overview of key units taught</u></p> <p>This half term our focus in Maths is: Multiplication and Division.</p> <p>The children will be learning the following skills:</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Through grouping and sharing small quantities, pupils will begin to understand: multiplication and division.</p> <p>We will make connections between arrays, number patterns, and counting in twos, fives and tens.</p> |
| Spring 1 Phase 5 graphemes | New tricky words | | | | |
| /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup | any many again who whole where two school call different thought through friend work | | | | |



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We are also studying:

| <u>RESPECT</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |
|---|---|---|
| Zones of Regulation We will learn about the different zones of regulation. We will identify emotions/feelings and what zone they belong in. We will gain an awareness of some tools we can use to regulate ourselves. | <ul style="list-style-type: none">• What the Zones of Regulation are.• How to identify their emotions and feelings.• Recognise what zone their emotions and feelings belong in.• What strategies we could use to help us regulate our emotions. | Emotions Regulate Feelings Tools Body |
| <u>RE</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |
| <u>Which books and stories are important?</u> Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, these include secular tales and fables as well e.g. 'The Boy who cried wolf'. | <ul style="list-style-type: none">• How to express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live.• Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.• Suggest meanings for some special stories. | <ul style="list-style-type: none">• Holy – for a religious purpose• Moral – principles of right/wrong behaviour• Sacred – connected with God/dedicated to a religious purpose• Believer – someone who has a religious faith• Bible – Christian holy book• Qur'an – Muslim holy book• Torah – Jewish holy writings |



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|--|---|--|
| | | <ul style="list-style-type: none"> Guru Granth Sahib – Sikh holy book |
| <u>Science</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |
| <u>Exploring Everyday Materials</u> In this unit we will look at the different materials everyday objects are made from. We will describe the simple physical properties of a variety of everyday materials. | <ul style="list-style-type: none"> How to distinguish between an object and the material from which it is made. How to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. How to describe the simple physical properties of a variety of everyday materials. How to compare and group together a variety of everyday materials on the basis of their simple physical properties. | <ul style="list-style-type: none"> metal • material • wood • fabric • plastic • brick • object • glass • elastic • property • dull • opaque • property • stiff • transparent • rubber • manmade • factory • polyester • natural sink • submerge • float • predict • buoyant • sponge • absorbent • soak • umbrella • waterproof |
| <u>Art and Design</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |
| <u>Painting and mixed media: Colour splash</u> In this unit we will learn about primary and secondary colours, colour mixing techniques, and will apply these skills in painting and printing. We will enhance our understanding of colours and applications in art. | <ul style="list-style-type: none"> The three primary colours. How to mix primary colours to make secondary colours. How to apply paint consistently to their printing materials to | blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick |



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| | <ul style="list-style-type: none">• achieve a print.• How to mix five different shades of a secondary colour. | |
|--|---|--|
| <u>Computing</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |
| <p>Maze Explorers</p> <p>In this unit we will understand how to create and debug an algorithm using 2Go.</p> | <ul style="list-style-type: none">• Children will know how to use the direction keys in 2Go to move forwards, backwards, left and right.• Children will know how to add a unit of measurement to the direction in 2Go.• Children will know how to undo their last move.• Children will know how to move their character back to the starting point.• Children will know how to create a simple algorithm.• Children know how to debug their algorithm. | <p>Algorithm- A precise, step-by-step set of instructions used to solve a problem or achieve an objective.</p> <p>Challenge- A task to be completed.</p> <p>Direction The path that something travels. For example, a robot moving forwards, backwards or diagonal.</p> <p>Instruction- Detailed information about how something should be done or operated.</p> <p>Route- A path an object or thing takes to get somewhere.</p> |



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- Children will know how to change and extend an algorithm list.

Undo- If we make a mistake, we can press the undo button.

Geography

Pupils will know

Key Vocab

Where is the UK?

In this unit we will explore the four seasons. We will observe and describe daily weather patterns and • Explain what the weather is like during each season in the UK.

- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.

atlas
capital city
climate
compass
continent
country
direction
land
locate
location



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- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

map
rain gauge
season
temperature

Music

Pupils will know

Key Vocab

Rhythm In The Way We Walk and Banana Rap

In this unit we will listen and appraise, we will move to the rhythm, learn to sing the song and move on to playing instruments alongside the song.

- How to say whether they like or dislike a piece of music
- How to use their voice to speak, sing and chant
- How to copy sounds or phrases
- How to use instruments to perform with some control.
- How to clap and repeat short rhythmic patterns

Dynamics, pitch, pulse
tempo, texture, timbre



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| PE | Pupils will know | Key Vocab |
|---|---|---|
| <p><u>Indoor : Gymnastics</u> In this unit we will learn gymnastic movements and work part of a team to create a gymnastic sequence.</p> <p><u>Outdoor - Orienteering</u> In this unit we will learn and follow given directions and read and follow a basic map to find more than one point.</p> | <p><u>Indoor : Gymnastics</u></p> <ul style="list-style-type: none"> • How to perform a space shape with a strong body and control. • How to perform a jump with control and a strong body • How to perform a Moon Rock and a Moon Roll with control with a strong body. • How to perform two roll with a strong body and control. • How to perform a bunny hop through the crater, putting hands in first, then feet, • How to perform a sequence with control and a strong body. <p><u>Outdoor – Orienteering</u></p> <ul style="list-style-type: none"> • How to recognise the real-life representation of a basic diagram and navigate to a single point. • How to work as a team, checking accuracy. • How to recognise the real-life representation of a basic diagram and navigate to a single point, avoiding obstacles. | <p><u>Indoor : Gymnastics</u> Pike Squat Tuck Straight Balance Roll Start Finish</p> <p><u>Outdoor – Orienteering</u> Navigate Array Equal distance Map Position Direction Left Top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p> |



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