



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 2

Key learning this half term:

English	Maths												
<p>Class text: The Smeds and The Smoos by Julia Donaldson That Rabbit Belongs to Emily Brown by Cressida Cowell</p> <p>This half term we will continue to look at the features of a ‘High 5 sentence’. We will begin to extend our writing using simple conjunctions. We will also start to look at suffixes and how they can change the meaning of a root word.</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 new GPCs and tricky words each week.</p> <p>Year 1 Spring 2</p> <table><tr><th></th><th>Phase 5 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>/ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</td><td>once laugh</td></tr><tr><td>Week 2</td><td>/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</td><td>because eye</td></tr><tr><td>Week 3</td><td>/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</td><td></td></tr></table>		Phase 5 graphemes	New tricky words	Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh	Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye	Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there		<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 and pictorial representations.</p> <p>Through grouping and sharing small quantities, pupils will begin to understand: multiplication and division.</p> <p>We will make connections between doubles and halves.</p>
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*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.



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We are also studying:

<u>RESPECT</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Zones of Regulation</u> We will continue to learn about the Zones of Regulation. We will look in more depth about how the different zones connect and look at strategies to help us regulate when in the different zones.	<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.• How we can move through the different zones.	Emotions Regulate Feelings Tools Body Self-Regulation
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Which books and stories are important?</u> We will continue thinking about special books and stories, and the morals that these stories have. We will begin to look at stories from holy books such as the Bible, Qur'an, Torah and the Guru Granth Sahib. We will consider why these are special and how they are respected and treated.	<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.<ul style="list-style-type: none">• 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
<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>



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<u>Exploring Everyday Materials</u> We will continue to 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 build a structure strong enough to withstand the wind, considering the strength and stability of materials.	<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>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Constructing a windmill</u> In this unit we will look at the use of windmills and use a range of materials to build our own windmill with moving parts.	<ul style="list-style-type: none">• How to follow a design criteria.• How to make a stable structure.• How to make functioning sails that attach to the supporting structures.	Axle, base, centre, equal, evaluate, middle, rotate, rotor, rotor blades, sails, same, stable, strong, structure, test, weak, wind, windmill.
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Lego Builders</u>	<ul style="list-style-type: none">• The importance of following instructions.• That an algorithm is a set of small step instructions.	Algorithm, instructions, program, debug



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In this unit, children will be encouraged to think logically. Children will be introduced to the term 'algorithm' and we will learn how to create and follow a simple algorithm.	<ul style="list-style-type: none">• How to create and follow simple instructions on a computer.• That computers need precise instructions to follow.• That the order of the algorithm will affect the result.	
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>How toys have changed?</u> In this unit we will compare toys from the past and present and discuss how they have changed over the years. We will also begin to sequence toys throughout the years.	<ul style="list-style-type: none">• Discuss their favourite toy using language related to the past.• Ask questions about toys in the past.• Make comparisons between toys in the past and present.• Sequence artefacts from different periods of time.• Identify changes between teddy bears today and those from 100 years ago.• Describe how toys have changed over time.	artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special
<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Round and Round by Joanna Mangona</u> In this unit we will listen and appraise, we will move to the rhythm, learn to sing the song and	<ul style="list-style-type: none">• How to find the pulse.• How to clap to the rhythm.• Be able to recognise two or more instruments they hear.• Be able to sing using high and low pitch.	Keyboard, base, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.



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move on to playing instruments alongside the song.		
PE	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Indoor – Dance (Fairytale)</u> In this unit children will experiment with different movements, thinking about the direction, space and control of movements. Children will begin to sequence movements together to create a dance.	<u>Pupils will know:</u> <u>Indoor – Dance (Fairytale)</u> <ul style="list-style-type: none">• How to listen to the beat of the music and move in time to it.• How to use basic dance moves to travel e.g. jumping.• How to explore some movements in response to a story.• How to perform dance movements showing a variety of levels.• How to remember simple dances moves and perform with some control. <u>Outdoor – Rugby</u> <ul style="list-style-type: none">• How to hold a ball with two hands when moving.• How to hand over and receive a ball with two hands.	<u>Indoor – Dance (Fairytale)</u> Time, start, finish, levels, control, perform <u>Outdoor – Rugby</u> Forward, safe, team, score, tag, pass, zone, attack, defend



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| | <ul style="list-style-type: none">• How to run and attempt to get past a defender to score.• How to tag another team player and get close to them.• How to look forward, keeping my head up, when moving past a tagger. | |
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