



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:

English	Maths																																		
<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 border="1" data-bbox="136 1062 1158 1506"> <thead> <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> </thead> <tbody> <tr> <td data-bbox="136 1098 685 1129">/ee/ y funny</td> <td data-bbox="685 1098 1158 1129">any many again</td> </tr> <tr> <td data-bbox="136 1129 685 1161">/e/ ea head</td> <td data-bbox="685 1129 1158 1161">who whole where two</td> </tr> <tr> <td data-bbox="136 1161 685 1193">/w/ wh wheel</td> <td data-bbox="685 1161 1158 1193">school call different</td> </tr> <tr> <td data-bbox="136 1193 685 1225">/oa/ oe ou toe shoulder</td> <td data-bbox="685 1193 1158 1225">thought through friend work</td> </tr> <tr> <td data-bbox="136 1225 685 1257">/igh/ y fly</td> <td></td> </tr> <tr> <td data-bbox="136 1257 685 1289">/oa/ ow snow</td> <td></td> </tr> <tr> <td data-bbox="136 1289 685 1321">/j/ g giant</td> <td></td> </tr> <tr> <td data-bbox="136 1321 685 1353">/f/ ph phone</td> <td></td> </tr> <tr> <td data-bbox="136 1353 685 1385">/l/ le al apple metal</td> <td></td> </tr> <tr> <td data-bbox="136 1385 685 1417">/s/ c ice</td> <td></td> </tr> <tr> <td data-bbox="136 1417 685 1449">/v/ ve give</td> <td></td> </tr> <tr> <td data-bbox="136 1449 685 1481">/u/ o-e o ou some mother young</td> <td></td> </tr> <tr> <td data-bbox="136 1481 685 1513">/z/ se cheese</td> <td></td> </tr> <tr> <td data-bbox="136 1513 685 1544">/s/ se ce mouse fence</td> <td></td> </tr> <tr> <td data-bbox="136 1544 685 1576">/ee/ ey donkey</td> <td></td> </tr> <tr> <td data-bbox="136 1576 685 1596">/oo/ ui ou fruit soup</td> <td></td> </tr> </tbody> </table>	Spring 1 Phase 5 graphemes	New tricky words	/ee/ y funny	any many again	/e/ ea head	who whole where two	/w/ wh wheel	school call different	/oa/ oe ou toe shoulder	thought through friend work	/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		<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>
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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>How do we celebrate special events?</u> We will start by thinking about the special events we have celebrated in our own lives such as birthdays, christenings and baptisms. We will begin to look at the special events that are celebrated in different religions and why these events take place. We will discuss how many of these celebrations include giving thanks and we will discuss what we are thankful for.	<ul style="list-style-type: none">• A range of different celebrations and how they are celebrated.• Why religions celebrate different special events.	Celebration, festival, harvest, Eid, Ramadan, fasting, birthday



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • Distinguish between object/material. • Identify/name materials. • Describe simple characteristics. • Compare/group based on physical properties. 	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. 	<p>object, material, properties, wood, plastic, glass, metal, rock.</p> <p>hard, soft, stretchy, stiff, flexible, shiny, dull, rough, smooth, waterproof, absorbent, translucent, opaque, transparent.</p>
<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Painting and mixed media: Colour splash</u></p> <p>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.</p>	<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 • achieve a print. • How to mix five different shades of a secondary colour. 	<p>blend hue kaleidoscope pattern mix</p> <p>primary colour print secondary colour</p> <p>shade shape space texture thick</p>



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>Maze Explorers 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.• Children will know how to change and extend an algorithm list.	<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. 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> <p>Undo- If we make a mistake, we can press the undo button.</p>



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<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Where is the UK?</u></p> <p>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.</p>	<ul style="list-style-type: none">• 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.• 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.	<p>atlas capital city climate compass continent country direction land locate location map rain gauge season temperature</p>



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<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>Rhythm In The Way We Walk and Banana Rap We will listen to Hey You by Joanna Mangona. 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.</p>	<ul style="list-style-type: none"> • 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 	<p>Dynamics, pitch, pulse tempo, texture, timbre</p>
<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Indoor : Dance- Actions & Dynamics</u> Pupils will create a dance based on the life cycle of a penguin. It will explore balance, levels and change in dynamics. It will introduce the idea of gestures and how these can be used in a dance to tell a story.</p> <p><u>Outdoor - Bat and ball skills and games/skipping</u> Pupils will continue to develop their accuracy when throwing or rolling a ball towards a target and begin to develop accurate throwing techniques. They will develop striking and control skills using a variety of bats.</p>	<p><u>Indoor : Dance- Actions & Dynamics</u></p> <ul style="list-style-type: none"> • I will be able to copy and repeat a sequence of actions. • I will be able to create my own routine. • I will be able to show some understanding of counting the beats and move in time to the beats. <p><u>Outdoor - Bat and ball skills and games/skipping</u></p> <ul style="list-style-type: none"> • I will be able to use a suitable throw when aiming for a target or partner. • I will be able to hit a ball using a tennis racket independently and when a peer throws the ball towards me. 	<p><u>Indoor : Dance- Actions & Dynamics</u> High, low, pattern, unison, counts, twist, turn.</p> <p><u>Outdoor - Bat and ball skills and games/skipping</u> Racket, ball, game, rules, teamwork, feedback, cooperate.</p>



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