



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: Autumn 2

Key learning this half term:

English	Maths																		
<p>Class text: Wow said the owl</p> <p>This half term we will continue to look at the key features of a 'High 5 Sentence'. We will write sentences using capital letters, finger spaces, neat school handwriting and a full stop. We will then read our sentences to check they make sense. We will also start to think of our own sentences based on our class text.</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> <p>Year 1 Autumn 2</p> <table border="1"> <thead> <tr> <th></th> <th>Phase 5 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn</td> <td>their people oh your</td> </tr> <tr> <td>Week 2</td> <td>/oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he</td> <td>Mr Mrs Ms ask*</td> </tr> <tr> <td>Week 3</td> <td>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute</td> <td>could would should our</td> </tr> <tr> <td>Week 4</td> <td>/eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw</td> <td>house mouse water want</td> </tr> <tr> <td>Week 5</td> <td>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ /yool/ ew u-e u ue</td> <td></td> </tr> </tbody> </table>		Phase 5 graphemes	New tricky words	Week 1	/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn	their people oh your	Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he	Mr Mrs Ms ask*	Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute	could would should our	Week 4	/eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	house mouse water want	Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ /yool/ ew u-e u ue		<p><u>Brief overview of key units taught</u></p> <p>This half term our focus in Maths is addition and subtraction. The children will be learning the following skills:</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add/subtract two single digit numbers using quantities and objects.</p> <p>Count on or back to find the answer to addition/subtraction of two single digit numbers.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction (using concrete objects/pictorial representations) and missing number problems such as $7 = ? - 9$.</p>
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We are also studying:

<u>RESPECT</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Relationships</u> We will continue to discuss the different types of relationships we may have with others e.g. families and friends. We will discuss acceptable behaviours and how we can respect ourselves and others by creating personal boundaries.</p>	<ul style="list-style-type: none">• The importance of permission-seeking when interacting with others.• That each person's body belongs to them; understanding the difference between appropriate and inappropriate contact.• Understanding what boundaries are appropriate in different types of relationships, such as friendships.•	Respectful, permission, acceptable, boundaries.
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><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.</p>	<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>
<u>Animals including Humans</u> We will learn about classifying animals into the following categories: mammals, amphibians, reptiles, fish and birds. We will also look at omnivores, carnivores and herbivores.	<ul style="list-style-type: none">• How to classify animals into the following categories: mammals, amphibians, reptiles, fish and birds.• The difference between omnivores, herbivores and carnivores and which animals fit into each category.	Amphibians, mammals, reptiles, fish, birds, omnivores, herbivores, carnivores, nocturnal, diurnal
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Mechanisms: making a moving story book</u> We will learn what a mechanism is and the movements a mechanism can make. We will then focus on creating our own moving story book using mechanisms.	<ul style="list-style-type: none">• Whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.• How to clearly label drawings to show which parts of their design will move and in which direction.• How to evaluate the main strengths and weaknesses of their design and suggest alterations.	Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Pictograms</u> We will look at what a pictogram is and how it can be used to store information and data. We will then focus on collecting our own data and using it to create a pictogram.	<ul style="list-style-type: none">• How to log on to Purple Mash and find 2Dos.• How to save and hand-in work on Purple Mash.• How to input data into 2Connect to create a pictogram.	Purple mash, log in, pictogram, data, information, confidential.



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<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How am I making history?</u> We will look at creating a chronological timeline of our school day to develop an understanding of 'before' and 'after'. We will then focus on creating our own personal timeline, whilst comparing the differences between childhood in the past and present.</p>	<ul style="list-style-type: none">• How to order a simple timeline in chronological order.• Use the terms 'before' and 'after' when discussing the order of a timeline.• How to discuss the similarities and differences between past and present.• Use key vocabulary to compare the present, the past and possible changes in the future.	<p>Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present</p>
<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Christmas Song</u> S-A-N-T-A</p>	<ul style="list-style-type: none">• How to use their voice to speak, sing and chant.• How to use high and low pitch when singing.• How to copy sounds or phrases.• How to perform a song to an audience – including the correct posture for singing.	<p>Pitch, pulse, tempo, rhythm, dynamics.</p>



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PE	Pupils will know	Key Vocab
<p><u>Indoor - Yoga</u> We will continue to explore the different ways to travel around a space. We will begin to master balancing on a range of points and patches (two feet, one foot, one hand and one foot etc.)</p> <p><u>Outdoor</u> Pupils to throw and catch independently and in groups using a range of balls, beanbags and hoops. Transfer these skills into small game environments. Pupils to identify strengths and weakness in their performance.</p> <p><u>Swimming</u> Starfish: - Enter and exit the water using ladders. - Splash water over my face, put my face in the water and blow bubbles confidently. - Move forwards, backwards and sideways for 5m in the water. - Float on my front and back. - Explain how to keep safe in the pool.</p>	<p><u>Pupils will know</u></p> <ul style="list-style-type: none">• How to balance on different points of the body.• How to create small and large movements using curls and stretches.• How to transition safely between movements. <p><u>Pupils will know:</u></p> <ul style="list-style-type: none">• How to enter and exit the water using ladders• How to splash water over my face, put my face in the water and blow bubbles confidently• How to move forwards, backwards and sideways for 5m in the water• How to float on my front and back. How to keep safe in the pool	<p><u>Key Vocab</u> point, stretch, squeeze, balance, upwards, downwards, curl, extend, hold</p>