



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 1

Key learning this half term:

English	Maths														
<p align="center"><u>Brief overview of genre, outcome and text studied</u></p> <p>Class text: Paddington's Post, Kind by Axel Sheffler, Our Class is a Family by Shannon Olsen</p> <p>This half term we will look at the features of a 'High 5 sentence'. We will write sentences using a capital letter, finger spaces, neat school writing and a full stop. We will then check to make sure our sentence makes sense.</p> <p><u>Phonics overview</u></p> <p>Daily phonics lesson to recap Phase 3/Phase 4 phonics taught in Reception. We will then begin to learn the Year 1 Phase 5 sounds. We will recap Phase 2-4 tricky words.</p> <p>Year 1 Autumn 1</p> <table border="1" data-bbox="161 1078 1151 1528"> <thead> <tr> <th></th> <th>Phase 3/4 review + 4 Phase 5 GPCs</th> <th>Review tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</td> <td rowspan="5">Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</td> </tr> <tr> <td>Week 2</td> <td>air er /z/ s -es words with two or more digraphs e.g. queen thicker</td> </tr> <tr> <td>Week 3</td> <td>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</td> </tr> <tr> <td>Week 4</td> <td>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</td> </tr> <tr> <td>Week 5</td> <td>review longer words</td> </tr> </tbody> </table>		Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words	Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Week 5	review longer words	<p align="center"><u>Brief overview of key units taught</u></p> <p>This half term our focus in Maths is place value. The children will be learning the following skills:</p> <ul style="list-style-type: none"> Count to and across 100 (forwards and backwards) beginning with 0 or 1 or from any given number. Read and write numbers from 1 to 20 in numerals and words. Count, sort and represent objects within 10. Given a number, identify one more and one less within 10. Identify and represent numbers using objects/pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least. Compare amounts using < > and =.
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*The tricky words 'put', 'pull', 'full' and 'push' 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>
<p><u>Relationships</u> We will be sharing ideas and talking as a class about respecting ourselves and others. We will discuss roles of different people and families.</p>	<ul style="list-style-type: none"> • How behaviour affects others; being polite and respectful. • That families are important for children growing up because they can give love and care. • That others' families sometimes look different from their own but they should respect those differences. • To recognise if family relationships are making them feel unhappy or unsafe and know how to seek help 	
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Which books and stories are special?</u> We will start by thinking about our own special books and stories. We will reflect on the meanings (or 'morals') in stories, including secular tales and fables. We will investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p>	<ul style="list-style-type: none"> • How to talk about books which are special to them and books which are special to religious believers • How some books are special to religious believers, and talk about how they are treated • How to talk about some religious stories <p>How to respond to questions about the meanings of stories</p>	Holy, Moral, Bible, Qur'an, special



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Animals including Humans</u> We will learn about different rock types, what they are used for and carry out investigations. We will also work on using tables to present our findings.</p>	<ul style="list-style-type: none"> • The five senses and can link them to the correct body part. • The parts of the human body that can be seen. • How to classify animals into the following categories: mammals, fish, birds, reptiles 	<p>touch, sight, smell, taste, hear, mammals, fish, birds, reptiles</p>
<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Making Your Mark</u> We will learn the names of different types of lines and how to form these lines. We will then focus on how to create a picture using a variety of lines and drawing media.</p>	<ul style="list-style-type: none"> • The language used to describe lines • How to use control when drawing to create different lines • How to colour neatly using a range of media and colours <p>How to produce a drawing that displays observational skill, experimenting with a range of lines and mark making</p>	<p>2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p>
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>We will learn how to navigate the computers and Purple Mash, including how to save our work. We will also learn about the importance of keeping our passwords and information on the internet private.</p>	<ul style="list-style-type: none"> • How to log onto the computers and Purple Mash using their passwords • How to access to-dos set on Purple Mash • How to save our work • How to log out of our accounts 	<p>Purple Mash, log in, password, private, confidential</p>



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<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>What is it like here?</u> We will learn the name of the country and village, town or city in which they live. We will then focus on our school looking at the playground, the classroom and we will create our own map of the classroom.</p>	<ul style="list-style-type: none">• What an aerial photograph is• What a map is• Which words tell us directions• About map symbols	aerial, photograph, country direction, key, symbol, town
<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Hey You by Joanna Mangona.</u> 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	Dynamics, pitch, pulse tempo, texture, timbre



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PE	Pupils will know	Key Vocab
<p><u>Gymnastics (indoor)</u> We will be exploring different ways to travel around a space. We will learn the three gymnastic secrets (point, stretch and squeeze). We will use the secrets to help us hold different balances.</p> <p><u>Games – Throwing and Catching (outdoor)</u> We will be rolling a piece of equipment using one (dominant hand) or two hands to a partner. We will learn how to catch a bean bag or soft ball with two hands. We will use an underarm throw when aiming for a target or partner.</p> <p><u>Swimming</u> Starfish:</p> <ul style="list-style-type: none"> - 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><u>Pupils will know</u></p> <ul style="list-style-type: none"> • How to relax, curl and stretch their body • How to travel around the space using high and low actions • How to climb on and off the equipment safely with some control • How to accurately catch a bean bag/ball (two hands cupped together/follow bean bag with eyes) • How to accurately throw a bean bag/ball • How to roll a hoop/ball in different directions <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></p> <p>point, stretch, squeeze, balance, upwards, downwards, high, low, pattern, under, through, across, over throw, catch, roll, underarm, accuracy, hit, move, stop, accuracy, target, speed</p>



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