



METROPOLITAN BOROUGH OF CALDERDALE

# Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX

Tel : 01484 714750

Email: [admin@woodhouse.calderdale.sch.uk](mailto:admin@woodhouse.calderdale.sch.uk)



Headteacher: Mrs Anne Crane

Deputy Headteacher: Mrs Smaldon

Assistant Headteacher: Mr Freeman

## Y1 Curriculum letter: Summer 1

Key learning this half term:

English	Maths																					
<p><b>Class text – Peace at Last by Jill Murphy</b> <b>The Highway Rat by Julia Donaldson</b></p> <p>This half term we will continue to look at the features of a ‘High 5 sentence’ and extend our writing using simple conjunctions such as ‘and’. We will begin to use time connectives within our writing (First, then, after that). We will also learn about the suffixes ‘s’ and ‘es’ and the rules of grammar when applying these in our writing.</p> <p><b><u>Phonics overview</u></b></p> <p>We will review the Phase 5 GPC’s in preparation for the Phonics Screening Check.</p> <table border="1" data-bbox="273 1161 1003 1596"> <thead> <tr> <th colspan="2">Year 1 Summer 1</th> <th></th> </tr> <tr> <th></th> <th>Review Phase 5 GPCs for phonics screening check</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ay play a-e shake ea each e he</td> <td></td> </tr> <tr> <td>Week 2</td> <td>ie pie i-e time o go o-e home</td> <td></td> </tr> <tr> <td>Week 3</td> <td>ue blue rescue ew chew new u-e rude cute aw claw</td> <td></td> </tr> <tr> <td>Week 4</td> <td>ea head ir bird ou cloud oy toy</td> <td></td> </tr> <tr> <td>Week 5</td> <td>i tiger a paper ow snow ... ..</td> <td></td> </tr> </tbody> </table>	Year 1 Summer 1				Review Phase 5 GPCs for phonics screening check	No new tricky words	Week 1	ay play a-e shake ea each e he		Week 2	ie pie i-e time o go o-e home		Week 3	ue blue rescue ew chew new u-e rude cute aw claw		Week 4	ea head ir bird ou cloud oy toy		Week 5	i tiger a paper ow snow ... ..		<p><b><u>Brief overview of key units taught</u></b></p> <p>This half term our focus in Maths is: <b>Fractions Place Value to 100 Measure</b></p> <p>The children will be learning the following skills:</p> <p><b>Fractions</b> Finding a quarter of an object/shape. Finding a quarter of a quantity.</p> <p><b>Place Value to 100:</b> Comparing and ordering numbers up to 100.</p> <p><b>Measure:</b> Comparing and describing and solve practical problems for: length and height.  Measuring and recording lengths and heights.</p>
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## We are also studying:

<b><u>RESPECT</u></b>	<b><u>Pupils will know</u></b>	<b><u>Key Vocab</u></b>
<p><b><u>Zones of Regulation</u></b></p> <p>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.</p>	<p>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.</p>	<p>Emotions Regulate Feelings Tools Body Self-Regulation</p>
<b><u>RE</u></b>	<b><u>Pupils will know</u></b>	<b><u>Key Vocab</u></b>
<p><b><u>How is new life welcomed?</u></b></p> <p>Pupils will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and</p>	<p>Find out and talk about different ways of welcoming new life; name some artefacts. Recognise similarities and differences in welcoming ceremonies for new babies. Respond sensitively to the feelings and beliefs of Christians and Muslims.</p>	<p>Family Promises Parents Godparents Sponsors Ritual</p>



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ceremonies as well, including non-religious ceremonies. Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.	Ask and respond to questions about belonging.	Prayer
<b><u>Science</u></b>	<b><u>Pupils will know</u></b>	<b><u>Key Vocab</u></b>
<p><b><u>Plants</u></b></p> <p>We will learn about what a plant needs to grow and the different names of common trees and plants. Pupils will plant their own seeds as they monitor their flowers and vegetables growing in the Y1 planting garden.</p>	<ul style="list-style-type: none"> <li>• We will know what a plant needs to grow</li> <li>• We will know how to plant our own seeds and bulbs</li> <li>• We will look after our own plants and carefully watch them grow</li> <li>• We will be able to name the different parts of a plant</li> <li>• We will be able to name common flowers, vegetables and trees</li> <li>• We will make observations of changes that have taken place in our Woodhouse School Tree</li> </ul>	<ul style="list-style-type: none"> <li>• petals</li> <li>• stem</li> <li>• leaf</li> <li>• bulb</li> <li>• flower</li> <li>• seed</li> <li>• stem</li> <li>• root</li> <li>• deciduous</li> <li>• evergreen</li> <li>• trunk</li> <li>• branches</li> <li>• blossom fruit</li> </ul>



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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>Sculpture and 3D: Paper play</u></b></p> <p>This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.</p>	<p><b>Formal elements:</b></p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.</p> <p><b>Making skills:</b> How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p>	<p>artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>



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**Knowledge of artists:** Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.

**Evaluating and analysing:** Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<b>Coding</b> To understand how to create and run a simple program.	To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program	Action Code Event Algorithm Command Execute Background Debug Input Instructions Properties Scene Object Sound Output Run



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Geography	<u>Pupils will know</u>	<u>Key Vocab</u>
<b>What is it like to live in Shanghai?</b>	How to: Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language.	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map



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Use an aerial photograph to locate physical and human features.

Draw simple pictures or symbols on a sketch map.

Draw compass points.

Name the continent they live in.

Use an atlas to locate the UK and China on a world map.

Use an atlas to locate Europe and Asia on a world map.

Identify China's physical and human geography.

Sort physical and human features using photographs.

Identify physical and human features in images of Shanghai. Compare Shanghai to their locality.

physical feature  
similar  
symbol





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<b><u>Music</u></b>	<b><u>Pupils will know</u></b>	<b><u>Key Vocab</u></b>
<b><u>Round and Round</u></b> <p>We will listen to 'Round and Round' played in different music styles. We will listen and appraise, we will discuss the similarities and differences between each style, we will move to the rhythm of the song and learn to sing the song.</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>Can they use their voice to speak/sing/chant?</li> <li>Do they join in with singing?</li> <li>Can they use instruments to perform?</li> <li>Do they look at their audience when they are performing?</li> <li>Can they clap short rhythmic patterns?</li> <li>Can they copy sounds?</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>Can they make different sounds with their voice?</li> <li>Can they make different sounds with instruments?</li> <li>Can they identify changes in sounds?</li> <li>Can they change the sound?</li> <li>Can they repeat (short rhythmic and melodic) patterns?</li> <li>Can they make a sequence of sounds?</li> <li>Can they show sounds by using pictures?</li> </ul>	<p>Dynamics</p> <p>Pitch</p> <p>Pulse</p> <p>Tempo</p> <p>Texture</p> <p>Timbre</p>



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	<p>Appraising</p> <p>Can they respond to different moods in music?</p> <p>Can they say how a piece of music makes them feel?</p> <p>Can they say whether they like or dislike a piece of music?</p> <p>Can they choose sounds to represent different things?</p> <p>Can they recognise repeated patterns?</p>	
<b>PE</b>	<b>Pupils will know</b>	<b>Key Vocab</b>
<p><b><u>Indoor :</u></b></p> <p>Health and Fitness – Circuits</p> <p><b><u>Outdoor -</u></b></p> <p>Outdoor Pursuits – Orienteering</p> <p><b><u>Swimming:</u></b></p>	<p><b><u>Indoor :</u></b></p> <p>Pupils will find out about what happens to their bodies when we exercise in short bursts. They will develop fundamental skills such as jumping, hopping, running and skipping.</p> <p><b><u>Outdoor –</u></b></p> <p>Pupils will learn and follow given directions and read and follow a basic map to find more than one point.</p>	<p><b><u>Indoor :</u></b></p> <p>Circuit</p> <p>Warm up</p> <p>Cool down</p> <p>Blood</p> <p>Heart</p> <p>Muscles</p> <p><b><u>Outdoor -</u></b></p> <p>Navigate</p> <p>Array</p> <p>Equal distance</p>



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Pupils are expected to achieve the swimming level of Stage 1 (Starfish).

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.