



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 border="1" data-bbox="116 1129 846 1533"> <thead> <tr> <th></th> <th>Phase 5 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <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> <tr> <td>Week 4</td> <td>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</td> <td></td> </tr> <tr> <td>Week 5</td> <td>/c/ ch school /sh/ ch chef /z/ /z/ ce se ze freeze</td> <td></td> </tr> </tbody> </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		Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor		Week 5	/c/ ch school /sh/ ch chef /z/ /z/ ce se ze freeze		<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>
<p><u>Zones of Regulation</u></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>	<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. 	<p>Emotions Regulate Feelings Tools Body Self-Regulation</p>
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How and why do we care?</u></p> <p>We will begin to think about how and why we care for others. We will look at the ways in which we can show others that we care for them. We will look at stories from different religions that discuss the importance of being caring.</p>	<ul style="list-style-type: none"> • How and why we care for others. • Why it is important to be caring. • How we can show others that we care. 	<p>Care, Good Samaritan, Prophet Muhammad, Quran, Bible</p>
<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>



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<p><u>Materials</u></p> <ul style="list-style-type: none"> Identify/name materials. Identify the properties of different materials 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. Compare and group different materials based on physical properties. 	<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>
<p><u>Design Technology</u></p>	<p><u>Pupils will know</u></p>	<p><u>Key Vocab</u></p>
<p><u>Constructing a windmill</u></p> <p>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.</p>	<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. 	<p>Axle, base, centre, equal, evaluate, middle, rotate, rotor, rotor blades, sails, same, stable, strong, structure, test, weak, wind, windmill.</p>
<p><u>Computing</u></p>	<p><u>Pupils will know</u></p>	<p><u>Key Vocab</u></p>
<p><u>Animated story books</u></p> <p>In this unit we will learn about e-books. We will create our own animated e-book using 2Create.</p>	<ul style="list-style-type: none"> That story books can be made from paper or viewed online (e-book). How to use 2Create to create a simple story. How to add a sentence to match the picture they have drawn. 	<p>e-book – A book in electronic form that can be read on a computer or handheld device rather than in print.</p> <p>animated</p>



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	<ul style="list-style-type: none"> • How to add an animation tool to a painting. • How to add sounds to their story book. 	moving
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How toys have changed?</u></p> <p>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.</p>	<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>
<p><u>In the Groove</u></p> <p>We will listen to 'In the Groove' by Joanna Mangona played in different music styles. We will listen and appraise, we will discuss the similarities and differences between each style, we will move</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 compare different music genres 	genres funk folk bhangra baroque blues



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to the rhythm of the song and learn to sing the song.

PE

Pupils will know

Key Vocab



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Indoor – Gymnastics

This half term we will begin to look at different types of rolls. We will create our own sequence of linked moves, including rolls. We will learn how to move fluently between each element of a sequence.

Outdoor – Tennis

We will work on developing our balance, agility and co-ordination skills and apply these in a range of activities.

Pupils will know:

Indoor – Gymnastics

- How to create a sequence of linked moves that flow.
- How to work with a partner to create a sequence of contrasting movements (high and low).
- How to hold a simple balance for 3 seconds, both in isolation and as part of a sequence.
- How to perform rolls with control and accuracy.

Outdoor – Tennis

- How to throw and catch a small ball with accuracy and control.
- How to balance a ball on a tennis racket.
- How to perform tap-ups using a tennis racket (watching the ball, knees bent and eye co-ordination).
- How to move a ball using a racket in both forehand and backhand position.

Stretch, travel, roll, balance, jump, tuck, pike, straddle, arch, star, sequence, performance.

Run, ready, racket, underarm, bounce, balance, cradle