

# Woodthorpe Primary School

Executive Headteacher: James McGann

Head of School: Charlotte Grason-Taylor

Chair of Governors: Sheriden Hutchinson-Jones

*Our school is a happy, exciting and caring community in which each child thrives.*

<b>Year group:</b>	Year 1	<b>Term:</b>	Summer 1
--------------------	--------	--------------	----------

## Our term ahead:

In maths, we will begin to look at multiplication and division: particularly counting in our 2's, 5's and 10's. As we move further into the term, we will then begin to explore fractions too.

In Science, we will be exploring the topic 'An introduction to plants' where we will look at a variety of different plants, being able to describe the basic structure and understand how they grow and change over time. To accompany this topic, Year 1 will be going on an exciting visit - more details to follow!

Our History topic will take children on a journey on how explorers have changed the world. They will be able to recognise the achievements of different explorers and how they are remembered in History. Later on in the half term, as part of our music topic, children will delve into the world of Superheroes where they will use their voice and instruments to help create a theme tune!

In PSHE, the pupils will be exploring the topic 'Relationships', by understanding the importance of being a good friend and the qualities that they have as a person.

This half term, we are very lucky to have the opportunity to participate in 'forest schools' every Tuesday and Wednesday with Mrs Banham. Here, we will explore the world around us, including the school's pond and forest area. As the weather is so unpredictable, we recommend a change of footwear and waterproof coat - just in case!

Every Friday, Year 1 will have the wonderful opportunity to work with our music teacher, Mrs Lester, and participate in a boomwhacker workshop! Each week they will be developing their musical listening & performance skills.

Finally, accompanying our weekly fitness sessions, our sporting activities this term will develop the children's hit, catch and run skills where we will have a special cricket teacher, Mr Barr, to support us in our lessons every Thursday.

## Things to do at home:

We would like to remind you about the importance of reading at home. Reading on a daily basis will really benefit your child's fluency, confidence and understanding as well as being a lovely opportunity for some quality time together. All children have a **reading record**, which should be brought into school daily. Sharing a story together stimulates your child's imagination and expands their understanding of the world. Each time a read is recorded in your child's reading record, a tick will be added to our class reading chart. Children need to read 25 times within a half term.

Phonics and Spellings will continue to be practised in school, however the children will also have a login for **Spelling Shed** which they can use to practise their words by completing different activities/games.

## Other information:

Both Hummingbird and Kingfisher classes have P.E on a Thursday and Friday this half term. Please ensure that children have a PE kit (a white t-shirt with blue/black shorts, joggers or leggings) in school for these lessons with suitable footwear.

Phonics and spelling **homework** will be sent out on a Friday and will be due on or before the following Thursday. Please encourage your child to complete these activities as it will really help to consolidate their understanding.

If you ever have any queries or need to speak to us, we are available before school and at the end of the day. Please catch us on the door, we are happy to help.

Many thanks for your support Miss Bedda and Miss Poulter.



## Knowledge mats

To help support learning and the retention of key knowledge, we embed knowledge mats for each new unit of learning. Children are familiar with these within school and they are displayed in classrooms. The knowledge mats are used as a teaching tool to help children remember key facts, vocabulary and other important information. To help support your child at home, we will send out the knowledge mats for the forthcoming half term.

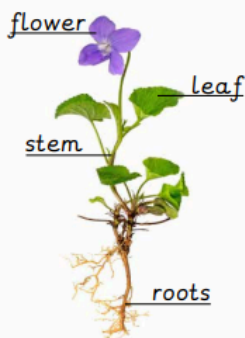
The knowledge mats for the first part of the Summer Term can be found below - if you have any questions, please do not hesitate to speak to your child's class teacher, or Mrs Grason-Taylor (Head of School).

## Science

### Science - Introduction to plants



#### Plant parts



plant	A living thing that stays in one place and makes its own food from sunlight.
roots	The part of a plant that grows underground.
stem	The part of a plant that grows above ground and keeps the plant upright.
leaf	The green parts of a plant that grow from stems or branches.
flower	The colourful part of a plant where seeds are made.

#### Deciduous trees



Leaves:

- Change colour.
- Fall in winter.
- Are wide and flat.

#### Wild plants



dandelion



daisy

#### Garden plants



lily



rose

#### Deciduous trees



horse chestnut



oak

#### Evergreen trees



holly



pine

#### Evergreen trees



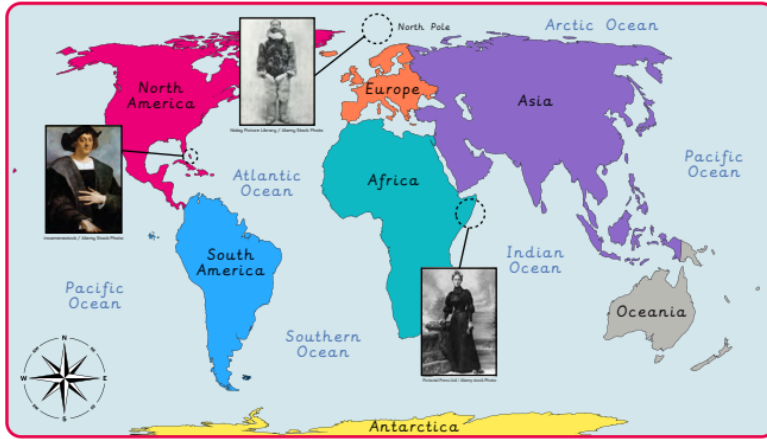
Leaves:

- Always green.
- Tough and waxy.
- Are narrow and needle-like.

# History

## Year 1 - How have explorers changed the world?

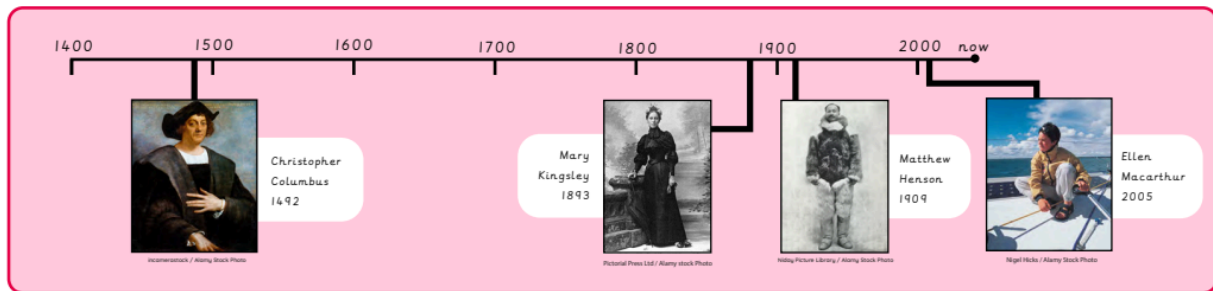
Kapow Primary



**achievement**

**explorer**

**voyage**



# Music

## Year 1: Pitch and tempo (Superheroes)

Kapow Primary

### Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

**Pitch**      How high or low a sound is.



**Tempo**      The speed of the music (fast or slow).



### Vocabulary

**Accelerando**      A musical term to describe when the speed of the music gets faster and faster.

**Compose**      To create or write an original (new) piece of music.

### Instruments

**Percussion instruments**      Instruments which are played by shaking, tapping or scraping with your hand or a beater.

**Tuned percussion**      Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

**Untuned percussion**      Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Maracas



Claves



Woodthorpe Primary School

# Computing

## Year 1 Computing knowledge mat: Digital imagery

### Subject Specific Vocabulary

<b>Camera</b>	A device used to take, or record, pictures of people and objects.
<b>Crop</b>	When you change the height and/or width of an image.
<b>Delete</b>	To remove from a computer, text or files such as images.
<b>Download</b>	To save a file from the internet or another computer.
<b>Drag and drop</b>	When you move and place text or a file on a computer.
<b>Editing software</b>	Any software program that lets you change an image or video in any way.
<b>Image</b>	A picture.
<b>Import (software)</b>	To place another file into a document, such as an image.
<b>Photograph</b>	Still images that are taken by a camera.
<b>Resize</b>	To change the height and width of an object.
<b>Save as</b>	lets you name and store a file on a computer.
<b>Search engine</b>	A website that lets you search for information on the internet.
<b>Sequence</b>	A set order or pattern for something to follow.
<b>Smart device</b>	An electronic device, connected to other devices or the internet.
<b>Storage space</b>	A place for keeping information for future use.
<b>Visual effects</b>	The process where images are created or changed.

### Key Knowledge

I understand that holding the camera or device still and considering angles and light are important to take good pictures.

I know that you can edit, crop and filter photographs.

I know how to search safely for images online.

### Prior Learning

Reception:

- I know that different types of technology can be found at home and in school.
- I know that you can take simple photographs with a camera or iPad.
- I know that you must hold the camera still and ensure the subject is in the shot to take a photo.



# PSHE

## Year 1 PSHE Knowledge Mat: Relationships

### Relationships : Prior Knowledge

- ✓ Know what a family is and that different people in a family have different responsibilities (jobs).
- ✓ Know some of the characteristics of healthy and safe friendship.
- ✓ Know that friends sometimes fall out and know some ways to mend a friendship.
- ✓ Know that unkind words can never be taken back and they can hurt.
- ✓ Know how to use Jigsaw's Calm Me to help when feeling angry.
- ✓ Know some reasons why others get angry.



### Relationships : Key Knowledge

I know that everyone's family is different and that there are lots of different types of families.  
I know that families are founded on belonging, love and care.  
I know how to make a friend.  
I know the characteristics of healthy and safe friends.  
I know that physical contact can be used as a greeting.  
I know about the different people in the school community and how they help.  
I know who to ask for help in the school community.

### Relationships : Key Vocabulary

<b>Different</b>	Not the same; not alike.
<b>Family</b>	People who are related by blood or marriage, live together, related in what they look like, do, or where they come from, or are a unit together.
<b>Belong</b>	To be accepted as part of a group.
<b>Qualities</b>	A feature that makes a person or thing what it is.
<b>Greeting</b>	Words or actions used to greet others.
<b>Feelings</b>	An emotion. Love, anger, joy, and fear are human feelings.
<b>Appreciate</b>	To be grateful for or to.
<b>Community</b>	A group of people who live close together or have shared interests.



### British Values

**Democracy**  
Understand that there are lots of different types of families.

**Rule of law**  
Know when I need help and know how to ask for it.

**Tolerance of different faiths & beliefs**  
Know how it feels to belong to a family and care about the people who are important to me.

**Mutual respect**  
Can identify what being a good friend means to me.

**Individual liberty**  
Recognise my qualities as a person and a friend.



## Structures - Constructing a windmill

Client	The person who you are designing something for.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help you with your ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Stable	Object does not easily topple over.
Strong	It doesn't break easily.
Structure	Something that has been made and put together. For example, a building, bridge, chair, table.
Test	To find out whether something works as it should.
Weak	It breaks easily.
Windmill	A structure with sails that are moved by wind.
Windmill axle	The point from which the turbine or sails move.
Windmill structure	The part that makes the windmill stand up.
Windmill turbine	The parts that move in the wind.

There are lots of different types of windmill around Britain.

Have you seen any of these before?



## Key facts

Kapow Primary

The three main parts of a windmill:



Remember to think about what your client, the mouse, will like! He will be living in the windmill and will need to be happy.



## Year 1 - Hit Catch Run Unit 1

## Knowledge Organiser

## Prior Learning

Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping.

## We are learning...

- To select a space to throw or roll a ball into.
- To track and collect a rolling ball.
- To catch a ball to stop an opponent from scoring.
- To use our hands to hit a ball.
- To run between bases to score points.
- To work as a team to score points.

## Assessment Overview

**Head** - Able to identify when a point has been scored and keep count of the score.

**Hand** - Run between bases to score points.

**Heart** - Work collaboratively to score runs showing encouragement and support.

## Equipment

A variety of balls, a variety of bats/rackets, cones, hoops, targets, batting tee, button cones, and quoits.

## Vocabulary

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

## Unit Focus

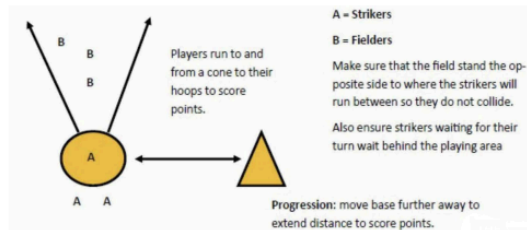
Able to hit objects with a hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.

## Key Questions

- Now there are fielders in the striking zone. Where should you aim to hit?
- How can you improve your scores working in teams?
- How are you working together to stop strikers from scoring points?

## Rules

- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.



THE PE HUB