



Learning Together

Mellor St Mary CE Primary School Learning Overview

This is the new Learning Overview for this half term. It shows what we will be learning about in school, and this can be developed and enriched at home either through the activities listed below or by some of your own choosing.

The question this term is,
 “What is special about the place where you live?”

Class 1		Term: Autumn 2025
Subject	In school we will be learning about / to	Follow up home activities
EYFS communication language and literacy	We will be exploring different stories and acting these out through role play. We will be spending lots of time mark making, using fine and gross motor skills to help us get ready to write. Additionally we will begin to learn the phoneme (sound) – grapheme (symbol) correspondence in phonics, learning how to form each letter correctly.	Daily reading and practise of words and phonics. Enjoying books together.
EYFS Phonics	EYFS Phonics – The children will be introduced to initial sounds (s,a,t,p,l,n) and other phase 2 and 3 sounds. They will begin to read simple CVC words - sat, mat ect and they will begin reading books that relate to the phonics taught in class. In autumn 1 the children will cover phase 2, oral blending with 23 new grapheme- phoneme correspondences and 12 harder to read and spell words and in Autumn 2 the children will cover Phase 3 continuing with oral blending, sounding and blending with 29 new grapheme-phoneme correspondences and 32 new harder to read and spell words. In this half term we will also be revising phase 2 .	Provide lots of opportunities to use gross and fine motor skills (Playing at the park, playing with playdough, threading, building with Lego ect.) Encourage your child to identify these phoneme patterns when they encounter them in their reading to reinforce and consolidate what we are covering in class. We will also be sending home a book alongside their library book. We hope that you can help them to write a short sentence and draw a picture about the book which they have chosen from school.
Year 1 Phonics	Continue ELS Phonics programme. Revise all consonant digraphs (ch,sh,th etc,) and Phase 3 vowel digraphs and trigraphs (ai, ee, igh, oa, oo), for reading and spelling. Practise spelling words that are commonly used, but do not follow phonic letter patterns. Phase 4: Practise reading and	Daily reading and practice of the words for our homework.

<p>Y1 English</p>	<p><i>spelling words which contain consonant blends, such as “sw,” “st,” str.” Phase 5: Introduce alternative vowel digraphs to read and spell a wider range of words. Year 2 Spelling – Begin ELS Spelling - learn about homophones (words that sound the same but have different meanings, e.g. “see” and “sea”), practise spelling common phonic exception words, revise Phase 5 letter patterns, e.g. “dge,” “kn” and “gn.” Explore Contractions and how they work e.g. “should not” becomes “shouldn’t”. Learn the “or” sound is spelt “a” before the letters l and ll.</i></p> <p><i>I want my hat back – Jon Klassen</i></p> <p><i>After experiencing an engaging starting point of looking at and talking and making predictions about a range of hats, the children read the book. Through role-play, they explore a characters’ feelings. They create a short dialogue between the two main characters and then write and perform a rap that gives the main character advice. Rabbit then appears in class - he hasn’t been eaten by Bear! The children then have the opportunity to hot seat Rabbit to find out what actually happened at the end of the story after formulating questions. They write a letter to Rabbit making suggestions about what he could do. After receiving a reply from Rabbit the children are asked to help Rabbit pack for the journey by playing Kim’s Game with items in a suitcase, and then write a packing list. Finally, children plan a sequel called, ‘I Want My Friend Back’. The children create three new animals for Rabbit to ask if they have seen Bear.</i></p> <p><i>Anansi – Gerold McDermott</i></p> <p><i>The children begin by locating Ghana on a world map then sing a traditional West-African call and response song. Then, a sack inside which is a spider, appears. Labels are written and then the text of ‘Anansi the Spider’ is discovered and</i></p>	<p><i>Enjoy books and poems together, including stories and non-fiction texts. Enjoy a range of fairy tales.</i></p>
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	<p><i>shared. Children write statements about events in the story, re-tell as a class and match the sons' reasons for wanting the prize in 'Who Said What?' They arrive to class to find the spiders have disappeared and create 'Lost Posters' before being asked by Nyame – Ashanti God of all Things - to write a booklet about spiders describing some real attributes (e.g. 8 legs) alongside some imagined ones (making people laugh, being kind).</i></p> <p><i>I am Henry Finch – Alexis Deacon</i> <i>The children think about thinking! Henry Finch has his first ever thought and he quite likes it. Children explore ideas around how to think but also about what makes them unique. Following a Mini Mindfulness session, the children help a Finch who is struggling to manage his own thoughts and write a guide on How to Think.</i></p>	
<p>Mathematics</p>	<p><i>EYFS – The children will learn about the numbers to 10. They will learn about each number and how they are composed. They will learn to make these numbers in different ways and how to recognise them (subsidise). The children will also begin to learn about simple 2D and 3D shapes.</i></p> <p><i>Year 1- Autumn 1st half – Place Value to 10</i> <i>The children will sort, count and represent up to 10 objects. They will count forwards and backwards to at least 10, understand “1 more” and “1 less.” We will compare quantities and introduce <, > and = for numbers within 10. We will also explore ordinal numbers (1st, 2nd, 3rd) and how to use a number line.</i></p> <p><i>Following this we will introduce addition using the part-whole model. The children will begin to recognise the + sign. We will explore commutative facts of addition to 10 and learn number bonds for numbers within 10. Finally we will Explore how to record addition and how to find a missing “part” in an addition sum.</i></p> <p><i>Year 1- Autumn 2nd half term</i></p>	<p><i>Encourage your child to play maths games at home. Watch Numbots on BBC i-player. Use mathematical language as much as possible.</i></p> <p><i>At home, pupils could practise their addition number bonds regularly as this will really help in all aspects of maths.</i> <i>Count together whilst doing everyday tasks. Give your child opportunities to count in steps of 2, 5 and 10. Count money and role-play shops.</i></p> <p><i>Visit the following websites to practise mental maths skills.</i> www.topmarks.co.uk/maths-games/daily10</p>

	<p><i>Addition and Subtraction</i></p> <p><i>After half term we will continue to focus on addition with numbers to 10. We will explore how to find number bonds that equal a given total. Learn the vocabulary relating to addition, such as “total” and “altogether. “Learn how to find a missing part of an addition sum.</i></p> <p><i>We will learn about subtraction from 10, practically removing items from a set and recording pictorially by crossing out images. Finally we will explore fact families, relating addition and subtraction together.</i></p> <p><i>Shape</i></p> <p><i>We will be learning to recognise and name 3D and 2D shapes. This will lead into creating patterns with shapes, linked to Christmas decorations.</i></p>	<p>www.topmarks.co.uk/maths-games/hit-the-button</p> <p>www.topmarks.co.uk/learning-to-count/helicopter-rescue</p>
<p>Understanding the World - Science</p>	<p><i>EYFS – Falling Leaves</i></p> <p><i>The children will explore and observe the natural world around them. They will describe what they see, hear and feel whilst outside. Additionally the children will understand the effect of changing seasons on themselves and they will begin to know which clothes are suitable for which season. During our learning we will be observing for example how a tree changes over time, how a snowman or ice changes as it melts.</i></p>	<p><i>If you are able to at home, grow plants seedlings flowers or vegetables and observe the changes they make.</i></p>
<p>Year 1 Science</p>	<p><i>The children will learn about animals and seasons. They will identify different animals and fish, they will learn about carnivores (eat meat), herbivores (eat plants) and omnivores (eat both) and they will learn about the structure of different</i></p>	<p><i>Can you observe the changes to the seasons in particular the changes to the day and night cycle and the weather. Discuss different animals, maybe look at</i></p>

	<p><i>animals. In addition to this the children will learn about and observe changes in Autumn and Winter.</i></p>	<p><i>your pet if you have one talking about its features.</i></p>
<p><i>Computing</i></p>	<p><u><i>Technology around us</i></u></p> <p><i>The children will develop their understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</i></p> <p><u><i>Digital Painting</i></u></p> <p><i>The children will explore the world of digital art and its exciting range of creative tools. They will create their own paintings, while getting inspiration from a range of other artists. They will finish the unit by considering their preferences when painting with, and without, the use of digital devices.</i></p>	<p><i>Discuss with your children the different uses of a computer. If possible provide your child with an opportunity to practice their skills with a mouse and keyboard.</i></p> <p><i>If possible your child could have a go at creating digital paintings at home on programs such as paint.</i></p>
<p><i>RE</i></p>	<p><i>The children will start the first half term by thinking about why they are special. They will talk about the Christian belief that God is our Heavenly Father and that he makes each one of us different and special, He knows us and loves us.</i></p> <p><i>Following on from this the children will learn about the Harvest Festival. They will learn why we celebrate the festival and where our foods come from. They will think about how we can help those who may not have a good harvest and learn about Christian organisations putting their faith into action throughout harvest, in particular the bishop's appeal.</i></p> <p><i>After half term the children will learn about Christmas. They will explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who travelled to visit the Christ child.</i></p> <p><i>They will also develop their understanding that Christians believe that Jesus is the</i></p>	<p><i>Look at the Bible at home, both adults' and children's editions. Consider where our food comes from, and reflect on how people around the world may not have enough food and drink. Consider how we can actively help people in our own community and abroad who live in poverty.</i></p> <p><i>Discuss the Christmas story, think about how we prepare for Christmas and how Mary and Joseph had to prepare for Christmas. Talk about the symbols we see at Christmas and how they represent the Christmas story.</i></p>

	<i>saviour and how that fits into God's big story.</i>	
EYFS Understanding the World - History.	<p><u>Me and My Family</u> The children will be able to talk about the people in their family. They will learn who different people are in relation to them and they will recall some key facts about their own lives or lives of others in their family.</p> <p>The children will compare images of old shops/mills to more modern equivalents.</p> <p>We will spend lots of time learning about significant events and people such as Guy Fawkes/Bonfire Night and the importance of wearing a poppy for remembrance.</p>	<p>Look at some old photos and some new family photos. What is the same and what is different?</p> <p>Attend local events such as the school bonfire or the remembrance service and talk about why it is important.</p>
Year 1 History	<p><u>What was Mellor like in the past?</u> The children will learn about what life was like in Mellor in the past and compare this to life now. They will go on a local walk to find old and new buildings. We will identify similarities and differences between ways of life in the local area now and also in the past. The children will learn how school has changed and what it would have been like to go to school during different time periods.</p>	<p>Go for a local walk around Mellor, what's the oldest building you can find? How do you know?</p>
EYFS Understanding the World - Geography.	<p><u>Where I live?</u> The children will learn to identify and name features found in and around school such as building, field, house, street, ect. They will begin to think about where they live and they will learn their own address including their house number and town.</p> <p>The children will go on a local walk and make simple maps of the local area in the construction area.</p>	<p>Could you draw a map for a fictional place or even for your home?</p>
Year 1 Geography	<p><u>What is it like to live here?</u> The children will be learning about where we are on the globe. They will be thinking about what they can see from the classroom and then they will think about the different places in our school. The children will be drawing maps of these different places and using maps to find Mellor.</p>	<p>Draw a map of your table at home. Could you find where your house is? Could you draw a map of your house and write instructions on how to navigate it?</p>
EYFS Expressive Arts and Design	<p><u>Marvelous Marks</u> The children will be learning how to make marks with different drawing materials</p>	<p>Could you create a picture using different drawing materials?</p>

	<i>(wax crayons, felt tips, chalk) they will make observational drawings and begin to draw faces. These could be their own or of someone special to them. Finally the children will create self portraits using colours and different drawing materials to complete the effect.</i>	<i>Can you draw someone special to you?</i>
<i>Art</i>	<p><u><i>Woven Wonders</i></u> <i>The children will give an opinion about whether an activity counts as 'art'. They will independently choose and measure lengths of wool and join wool sections together. They will Show that they are selecting colours thoughtfully. Show that they are choosing materials based on colour, thickness and flexibility. We will explore the work of Cecilia Vicuña, looking for key features of her work (knots, plaits, weaving etc). Finally we will weave with paper, achieving a mostly accurate pattern of alternating strips.</i></p> <p><i>Sculpture and 3D – Clay houses.</i></p> <p><i>To end the term we will have an art day where we will explore and manipulate clay. We will learn how to join pieces of clay together and we will learn how to make patterns in clay. We will finally make our own clay houses.</i></p>	<i>Could you make a sculpture at home? Could you use paper mache, modelling dough, playdough?</i>
<i>D & T</i>	<i>In DT the children will be learning about structures. They will learn about windmills and create their own windmill. They will learn how to make it stable and what material is best for the sails. This will link to our work in science about seasons.</i>	<i>Could you design and make your own windmill at home?</i>
<i>Foreign Language Optional – French Club Year 1.</i>	<i>We learn to ask and answer questions about our name, age, where we live etc. We always have a drink and often eat food (!), saying "please" and "thank you" in French.</i>	<i>Recall any French you have and ask your child simple questions. Use French words at meal times to say "please" and "thank you."</i>
<i>PE</i>	<p><i>Games – Practise skills involved in throwing and catching, dodging and interception. Learn playground games played by children in the past.</i></p> <p><i>Dance – To develop an awareness of space. Move at high, low and medium levels. Move at fast, slow and intermediate speeds.</i></p>	<i>Play throwing and catching games outdoors as a family, and on days out on the beach. Enjoy having races as a family.</i>

	<i>Make shapes at high, medium and low levels.</i>	
<i>EYFS Expressive Arts and Design Music</i>	<i><u>Exploring Sound</u> The children will explore how they can use their voice and bodies to make sounds. They will experiment with tempo and dynamics when playing instruments. They will identify sounds in the environment and differentiate between them.</i>	
<i>Music</i>	<i>Keeping the Pulse (My favourite things). The children will learn about pulse in music. They will learn to clap the rhythm of their name in time to the pulse, sway or tap in time to the pulse and sing a rhythm in time to the pulse. Additionally the children will copy rhythms based on word patterns using an instrument, they will keep the pulse while playing a rhythm on an instrument and they will follow instructions during a performance.</i>	<i>The children could create some music at home using household objects such as pots and pans or they could create their music digitally using Garage band.</i>
<i>EYFS PSHE</i>	<i>We will be talking about making friends and learning the names of other children in Class 1. We will discuss different feelings and how we feel in school. We will learn the school routines including dinner routines and how to sit during worship. The children will learn the importance of washing hands before snack, lunch, after outside play and after going to the toilet. We will be making class 'rules' together which we will discuss. We will talk about how to stay safe in the classroom, including how to tidy up and how to carry scissors and outdoor equipment. We will be talking about our families and respecting and understanding that each family is unique and special. The children will learn who to approach if they have any difficulties or problems.</i>	<i>Talk to the children about what they have enjoyed at school and that if anything is bothering them that they should seek adult support in school.</i>
<i>PSHE</i>	<i><u>Relationships Education</u> Year 1 - The children will be learning what makes them special and how everyone has</i>	<i>Discuss with your child what they can recall about the My Happy Mind units.</i>

	<p><i>different strengths, how they are similar or different to others, and what they have in common. The children will learn to use the correct names for the main parts of the body, including external genitalia and that parts of bodies covered with underwear are private.</i></p> <p><i>Following on from this, the children will learn that family is one of the groups they belong to, as well as, for example, school, friends, clubs etc. They will learn how families are all different but share common features – and that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</i></p>	<p><i>Encourage your child to tell you about what they have been learning about how to stay safe and keeping parts of our body private.</i></p> <p><i>Allow your child to talk to you about any worries they may have about changing classrooms or other concerns for the next academic year.</i></p>
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