



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.

Topic: Why do we get different types of animals?

EYFS and Year 1		Term: Spring 2026
Subject	In school we will be learning about / to	Follow up home activities
EYFS Communication language and literacy.	<p>For the children to be encouraged to write independently in a variety of different situations.</p> <p>To make labels for notices around the classroom and in the outdoor classroom.</p> <p>The role play area will continue as a house downstairs but upstairs will be transformed into a 'Who can you be area' where the children can try on different costumes, become different characters and write about their roles.</p> <p>Later in the term the upstairs will become a post office.</p>	<p>Daily reading and practice of the words in our homework books.</p> <p>For the children to write a sentence or comment in their Library jotter book each week.</p> <p>Take your child to visit the post office, write a letter to someone special or even and post it using a real stamp.</p> <p>Enjoy books together, including stories about any kind of animals.</p> <p>Talk to your child about different animals, where they live ,what they eat, and how they can and how they can be cared for.</p>
English	<p>EYFS Phonics – The children will be continuing their learning using ELS Phonics. During Spring 1 the children will continue learning the phase 3 graphemes. These will be /oo/ like in book, /ar/,/ur/,/oo/ as in food, /or/,/ow/,/oi/,/ear/,/air/,/ure/,/er/,/ow/ as in crow.</p> <p>In Spring 2 the children will review and secure their understanding of all phase 2 and phase 3 sounds taught so far this year, before we move on in the Summer Term.</p>	<p>Daily reading and practice of the words in our homework books.</p> <p>Enjoy books together, including stories about families and ideas about what is important in life, including how to be happy and healthy.</p>

EYFS English (Drawing Club):
The children will continue their English through Drawing Club (our exciting writing programme that mixes drawing and writing together to spark the children's interests). We will be focusing on a variety of stories, cartoons and poems such as The Snowman, The Tiger who came to Tea, Bagbus, and Little Rabbit Foo-Foo. The books will try and link in with events happening throughout the term such as Mr Wolf's pancakes for Shrove Tuesday.

Year 1 Phonics – Phonics – Taken from Essential Letters and Sounds (ELS) - Phase 5 – Introduce a wider range of vowel digraphs with alternative pronunciations of: a, ea, eigh, i, y, o, we, u, ch, or, ear, ou, are, ere, tch, g, ge, dge, st, ce, se, gn, kn, wr, mb, ze, eer, ti, al. augh, ss, si, ci Spelling following above phonic patterns and spelling rules - Revisit Common Exception Words following the National Curriculum for Y1 and Harder to Read and Spell words from ELS.

Year 1 English:
Listen to, enjoy and read stories written at a level beyond children's reading ability so far:

Change Sings - Amanda Gorman
The children will discover a guitar in their classroom with a motivational letter from the author. Children will have multiple opportunities to hear the poem being performed as well as performing the poem themselves in a range of different ways. Children will have opportunities to explore the central theme of positive change by thinking about changes they would want to see happen in their school, local community and the wider world. They develop their own poetry publish their own poetry compilations, ending with a whole school performance.

Billy and the Beast – Nadia Shireen

The children create their own version of the Billy character and use them to defeat a terrible beast intent upon boiling up animals into a terrible feast. During the sequence, they write a 'day in the life of' in the form of a summary, emails to give advice, recipes and then create their own version of a *Billy and the Beast* story.

Leo and the Octopus - Isabelle Marinov

The children will receive a letter with a cuddly toy octopus from Leo, the main character, asking them for advice. They will explore and discuss how everyone is different and how it is important to be considerate and respectful to how individuals feel. They will celebrate the uniqueness of individuals, discuss the importance of inclusion. Children will have opportunities to talk about their feelings and what can trigger different feelings in different people. They will explore a range of emotion adjectives and the non-verbal cues that can accompany them. They will then go on a journey with Leo to investigate and learn all they can about octopuses. They will learn a range of skills building towards writing a fact file exhibiting all they have learned. This will be published as a brochure for the London Aquarium. Children will have opportunities to explore writing in simple past and present tense, using plurals and different sentence types.

The Sea Saw - Tom Percival

The children discover a bear having a picnic. They talk about their own special toy and create labels. But then the bear is left behind and the story, *The Sea Saw* by Tom Percival is shared. The children give advice in the form of commands to the sea (who plans to help the bear to return to Sofia) before helping Sofia make wanted posters that use statements, questions and commands. To support sequencing of events, the children learn to spell the days of the week and include these in a diary entry.

	<p>Words prefixed with un- are investigated and the use of 'and' is explored so that the children can write a letter in role as Sofia thanking the sea for returning her bear. Then, to plan their extended piece of writing – an own version narrative – the children create titles in the style of Tom Percival's, make maps as plans and then write their stories in three stages, mainly focusing on the objective, 'To sequence sentences to form short narratives' before editing, publishing and sharing.</p> <p><u>The Tiny Seed – Eric Carle</u> The children plant a range of seeds and write instructions for seed-planting before sharing the story The Tiny Seed. They write in role as the little seed, sing a Story Song and then write in the past tense. After exploring the idea of being small but managing to overcome adversity and grow big and strong, the children think about what they would like to become when they are grown up. Then a letter arrives from The Tiny Seed asking for help with giving other seeds advice and the children write a leaflet that will help seeds grow well.</p>	
<p>Mathematics</p>	<p>EYFS This term the children will continue to use their subsidising skills to see a quantity without counting. They will continue to develop their recognition of numbers to 5. As the term goes on the children will develop their counting skills, developing their 1-1 correspondence and understanding that the number tells us how many we need altogether. The children will develop an understanding of how numbers are different and what 1 more than a number is. Following this the children will begin to explore numbers greater than 5 by identifying the 5 hidden within a number.</p> <p>Year 1 The children will start the term by</p>	<p>At home, pupils could practise their addition number bonds regularly as this will really help in all aspects of maths. 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.</p> <p>Visit the following websites to practise mental maths skills.</p> <p>www.topmarks.co.uk/maths-games/daily10 www.topmarks.co.uk/maths-games/hit-the-button www.topmarks.co.uk/learning-to-count/helicopter-rescue</p>

	<p>learning about place value to 20. They will count within 20. Understand the value of 10, Understand numbers individually to 20. Know 1 more and 1 less, use and estimate on a number line and compare numbers to 20.</p> <p>The children will then move to addition and subtraction within 20. Here they will add by counting on within 20, add ones using number bonds, find and make number bonds to 20, learn about doubles and near doubles, subtract using number bonds, find the difference, use related facts and solve missing number problems.</p> <p>Following this the children will learn about place value within 50. They will count from 20 to 50, count by making groups of 10, group tens and ones, use the number line to 50, partition numbers into tens and ones and estimate on a number line to 50.</p> <p>After half term the children will learn about length and height. They will compare lengths and heights, measure length using objects and measure length in cm. Finally the children will learn about Mass and Volume. Here they will learn about heavier and lighter, measure mass, compare mass, learn about full and empty, compare volume, measure capacity and compare capacity.</p>	
<p>Understanding the World - Science</p>	<p>EYFS</p> <p>We will be learning all about animals. We will learn about animals in the UK and all around the world, we will learn what a habitat is and investigate some minibeasts habitats, we will continue to explore and observe the changing seasons with a focus on how it effects the natural world, finally we will spend some time exploring some non-fiction books about animals.</p>	<p>Encourage your child to be aware of the natural environment in their garden's parks and surrounding areas. Encourage them to notice the similarities and differences between different natural objects. If possible you could visit the farm as we get further into the term to observe and experience new life.</p>
<p>Year 1 Science</p>	<p>The children will continue their learning about animals, they will begin the term by learning about animals and their young, this will include what different</p>	<p>Go on a family walk and look out for different animals and discuss their habitats.</p>

	<p>animals offspring are called. We will learn about life cycles and create our own life cycles. Following this we will explore and discover the basic needs for animals including humans for survival including, air, water and food. We will learn how different animals have different features and discuss how these help an animal to survive. As the topic continues we will learn about what animals eat including the terminology, herbivore, omnivore and carnivore. After the half term we will learn about where different animals live – habitat and how they are suited to their habitat. We will also continue to observe and record changes in the seasons.</p>	<p>If possible visit the farm to see spring new life.</p> <p>Go to the library and borrow some non-fiction books about animals and create your own fact file.</p>
<p>Computing (Year 1)</p>	<p>Spring 1: A moving robot. The children will learn about early programming concepts. They will explore using individual commands, in groups and on a computer program. The children will identify what each floor robot command does and then use their knowledge to predict outcomes. The children will learn what an algorithm is and use this when programming.</p> <p>Spring 2: The children explore data and information. They will begin by using labels to put objects into groups, and labelling these groups. The children will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, the children will use their ability to sort objects into different groups to answer questions about data.</p>	<p>Allow your child access to a computer with a mouse. Practise double clicking on left button to access programs. Explore using “Paint.” Practise typing letters and notes to family members using “Word.”</p> <p>Can the children help you to complete simple tasks around the house, or build a model then write simple instructions to create an algorithm.</p>
<p>RE</p>	<p>To start the half term the children will explore why Jesus welcomed everyone. They will explore what a friend is and who their friends are. They will explore a variety of bible stories and discuss how they remind us that Jesus was a friend to everyone, including the miracles that he performed. The focused stories will be The Ten Leppers (Luke 17:11-19), Blind Bartimaeus (Mark 10:46-52, Luke 18:35-</p>	<p>Share stories from the bible together, watch some bible story cartoons on Youtube – saddleback kids stories of the bible.</p>

	<p>43), Healing the deaf mute (Mark 7:31), The man lowered through the roof (Luke 5:17-26). We will explore how the stories help us to understand who Jesus was and why he did these things. We will then explore some organisations that use Jesus lessons in their own work such as the Salvation Army and Barnardo's.</p> <p>After half term the children will explore what they think is the most important part of the Easter Story. The children will explore and reflect on the miracles of nature and new life during springtime. They will hear and retell the Easter Story and finally the children will make links between the transformation of plants and animals and the Easter Story in order to understand resurrection.</p>	
EYFS Understanding the World - History.	The children will be learning about significant people. We will learn what a significant person is and then we will learn about significant people in our own lives. Following this we will learn about kings and Queens, we will learn who they are and why they are important. We will explore different pictures from the past and finally we will look at how transport has changed over time.	Discuss how life has changed in your life time. Look at family pictures together and discuss changes you can see e.g. video players, types of cars ect.
Year 1 History	The children will learn about significant people. They will learn what a significant person is and then use this information to learn about a particular significant person. The children will learn about Learie Constantine, They will learn why he is significant, including his hardships due to racial injustice. They will then learn how he combatted this, including his legacy.	Talk about the significant people in your family – people important to you and why. Visit a local museum such as the Harris museum or Salmesbury hall to learn about significant people in the local how the local area has changed.
EYFS Understanding the World - Geography.	We will be keeping a record of the weather which they experience in Mellor. They will devise symbols to match the different types of weather. We will go outside in different weather types to discuss what we can see. We will splash in puddles, create snow men and explore shadows when it is sunny. We will create kites and explore how the wind effects them when it is windy.	Talk with your child about weather and what they should wear in different weather conditions. Explore different kinds of weather as a family.

<p>Geography</p>	<p>The children will learn to identify and locate the four UK countries, recognise their own country and describe locations using basic compass directions. They will also measure different types of weather, using symbols used in weather forecasts, describe seasonal changes and suggest appropriate clothing and activities for each season.</p>	<p>Go for a walk in different weather conditions. Explore what it feels like, jump in puddles and go sledging, if it snows. Create a weather chart and record the weather over a couple of days or weeks. Discuss your favourite weathers and why.</p>
<p>EYFS Expressive Arts and Design</p>	<p>Creation Station The children will be exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. We will also explore paint and painting techniques through nature, music and collaborative work. We will develop creativity by exploring mixed-media, making collages and transient art.</p>	<p>Can you make a model with Playdough, modelling clay or plasticine? Collect some leaves and explore painting them to create a pattern. Use a potato as a stamper to create patterns with paint. Explore cutting up old magazines to create a collage of all your favourite things.</p>
<p>Art / DT</p>	<p>Art: Printing and Mixed Media – Life in Colour. The children will learn about primary and secondary colours, colour mixing, and creating textures using different tools. They will explore collage techniques, experimenting with materials and evaluating their artistic choices and aims thus developing their understanding of colour, texture, and composition in art. DT: The children will continue to learn about stability when learning about structures with a focus on chairs. The children will evaluate different chairs and find out why they are good, following this the children will learn about the importance of shape and how it effects an objects strength, we will then explore how the thickness of an object effects strength. Finally we will design, make and evaluate a chair for a bear.</p>	<p>Explore colour mixing at home, this could be with paint, pencils, pastels ect. Create a picture using these colours. Create a collage using old magazines or newspapers to create a larger picture. Explore different structures in your home, look at how they are made and how they are stable. Use your ideas to create a structure with, card, paper, lolly sticks, lego, spaghetti and marshmallows or any other material you may have at home.</p>
<p>Foreign Language</p>	<p>Optional – French Club Year 1 . 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.</p>	<p>Recall any French you have and ask your child simple questions. Use French words at meal times to say “please” and “thank you.”</p>

PE	<p>The children will be learning gymnastics. They will be learning different types of jumps and rolls and how to place these into a sequence. They will also be learning different balances.</p> <p>The children will be dancing. They will learn how to create shapes with their bodies and dance in time with the music.</p>	<p>Practice pencil roll, egg roll and teddy bear roll.</p> <p>Practise performing a sequence with dance moves.</p>
Music	<p>Pitch (Theme: Superheroes)</p> <p>The children will learn what pitch is. They will identify high and low pitched sounds and explore pitch by creating tow-pitch patterns. We will then learn about tempo and demonstrate our learning by changing the temp of our music. Finally we will create and perform a superhero tune that uses pitch and tempo.</p>	<p>Can you make different noises and pieces of music using items around the home. Could you use pots and pans to create a drum set for example. Do the pans all have the same pitch? Can you make music with different tempos?</p>
PSHE	<p>EYFS</p> <p>This term we will share experiences of celebrating Chinese New Year and talk about the importance of other people's cultures and celebrations. We will think about people in the community who help us and why they are important. We will learn about the police, fire brigade, ambulance, doctors, and dentists amongst others. We will learn the importance of oral hygiene and what to do in an emergency.</p> <p>Year 1</p> <p>PSHE Spring term: Year 1 The children will be learning about how to look after their health, including knowing about people who can help us to stay fit and well, including dentists and doctors. The children will be learning about good dental care, healthy food and drink and how to take medicines responsibly. They will also learn about money, considering how it is obtained, through earning it/gifts etc. They will consider how to make good choices regarding spending money and how we can keep money safe.</p>	<p>Talk to your child about different feelings and celebrations.</p> <p>Help your children learn the value of money by giving them a small budget when you are completing your food shop. Discuss the foods you have picked when shopping and why you have picked these.</p>
Role play	<p>EYFS</p> <p>The role play area in class will continue to be a house downstairs. This will be enhanced with items related to different celebrations such as Chinese new year,</p>	

	<p>pancake day and Easter. The upstairs will be transformed into a post office where the children will learn about/act out the different jobs that are in a post office.</p>	
<p>Celebration experiences</p>	<p>In January we will be celebrating New Year in class and learning about Burns night traditions at the end of January. In February we will learn about Chinese New Year through art, maths and cooking activities. We will also be celebrating pancake Tuesday looking at the history of this celebration making pancakes.</p> <p>In March, linking with RE we will be finding out about the Easter story, the sequence of events and the significant people in the story. We will also explore the importance of St Patricks Day to people who are Irish.</p>	<p>When out shopping point out the Chinese ingredients what they are called and perhaps even cook a Chinese meal with your child.</p> <p>Look at maps and point out the different countries which celebrate the lunar new year burns night.</p> <p>Find out about different Easter traditions and try and locate them on maps.</p>