



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 2		Term: Autumn 2025
Subject	In school we will be learning about / to	Follow up home activities
Year 1 Phonics	<p>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.</p> <p>Practise spelling words that are commonly used, but do not follow phonic letter patterns. Phase 4: Practise reading and 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.</p>	<p>Daily reading and practice of words and phonics. Enjoying books together.</p> <p>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.</p>
Year 2 Spelling	<p>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.</p>	<p>Daily reading and practice of the words for our homework. Enjoy writing for different purposes at home.</p>
Class 2 English (Y1 and Y2)	<p><u>Billy and the Beast</u> by Nadia Shireen The children will create their own versions of the character “Billy” and use them to defeat a terrible beast who is intent upon boiling up animals into a terrible feast! During the reading sequence, the children will write a “day in the life” in the form of a summary, notes to give advice to other characters, recipes and finally they will create their own version of a <u>Billy and the Beast</u> story.</p>	

	<p><u>Send for a Superhero by Michael Rosen</u> <i>The children will create their own superheroes and use them to defeat villains set on destroying the school. During the reading sequence of the story, the children will write letters asking for help, create Wanted posters, generate character descriptions for their invented superheroes and then create their own version of a <u>Send for a Superhero</u> story.</i></p> <p><u>The Sea Saw by Tom Percival</u> <i>The class will discover a bear having a picnic. They will talk about their own special toy. The bear they have discovered will then be “left behind” by its owner, Sofia. The children will then think of ways to help Sofia get her bear back, including making posters, diary entries and letters. The children will then write their own version of a story where a child loses their toy and is then reunited with it.</i></p> <p><u>Jim and the Beanstalk by Raymond Briggs</u> <i>We will ensure the children are familiar with the original version of this story, <u>Jack and the Beanstalk</u>, and give children access to a range of fairy tales and tales with a twist. The children will discover a beanstalk and giant footprint in the classroom and use this to retell the story to each other. The children will apply the principles of <u>Jim and the Beanstalk</u> to innovate and create their own version of another fairy tale, e.g. “Auburn Hair and the Three Bears.” As they write this version, they will consider the point of view of the villain and write a letter in role to the main character.</i></p>	<p><i>Enjoy books and poems together, including stories and non-fiction texts. Enjoy a range of fairy tales.</i></p>
<p>Mathematics</p>	<p><i>Year 1- Autumn 1st half – Place Value to 10 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, 3^d) and how to use a number line.</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>

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.

Year 1- Autumn 2nd half term
Addition and Subtraction

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.

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.

Shape

We will be learning to recognise and name 3D and 2D shapes. This will lead into creating patterns with shapes, linked to Christmas decorations.

Year 2 –

Place Value (unit 1) – The children will recap counting forwards and backwards within 20, recap Tens and Ones within 20, recap numbers to 50 including counting forwards and backwards. Count objects to 100 and write the numerals in words. Explore Part-Part Whole and Tens and Ones models, including which number is a tens number and which is a ones number. Compare different objects and numbers using mathematical symbols such as <, >, =.

Addition and Subtraction (Unit 2)

The children will explore number bonds and fact families, add and subtract 1s, add 10s

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.

Visit the following websites to practise mental maths skills.

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><i>and 2 digit and 1 digit numbers when crossing tens.</i></p> <p><i>Shape (Unit 3)</i> <i>The children will learn about 2D and 3D shapes. They will count faces and edges and they will look for lines of symmetry.</i></p>	
<p>Year 1 and 2 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 animals. In addition to this, the children will learn about and observe changes in Autumn and Winter.</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 your pet if you have one, talking about its features.</i></p>
<p>Computing Year 1 and 2</p>	<p><u><i>Technology around us</i></u> <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> <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 practise 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>RE Year 1 and 2</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</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>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 saviour and how that fits into God's Big Story.</i></p>	<p><i>Discuss the Christmas story and 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>
<p><i>Year 1 and 2 History</i></p>	<p><u><i>What was Mellor like in the past?</i></u></p> <p><i>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.</i></p>	<p><i>Go for a local walk around Mellor. What's the oldest building you can find? How do you know?</i></p>
<p><i>Year 1 and 2 Geography</i></p>	<p><u><i>What is it like to live here?</i></u></p> <p><i>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.</i></p>	<p><i>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?</i></p>
<p><i>Art Year 1 and 2</i></p>	<p><u><i>Woven Wonders</i></u></p> <p><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 and 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>Could you make a sculpture at home? Could you use paper mâché, modelling dough, playdough?</i></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>	
<i>D & T Year 1 and 2</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 and 2</i>	<i>We learn to ask and answer questions about our name, age, where we live etc. We often have a drink and 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 Year 1 and 2</i>	<i>Games – Practise skills involved in throwing and catching, dodging and interception. Learn playground games played by children in the past. Dance – To develop an awareness of space. Move at high, low and medium levels. Move at fast, slow and intermediate speeds. Make shapes at high, medium and low levels.</i>	<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>Music Year 1 and 2</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>PSHE</i>	<i><u>Relationships Education</u> Year 1 - The children will be learning what makes them special and how everyone has 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. Following on from this, the children will learn that family is one of the groups they belong to, as well as, for example, school,</i>	<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. Allow your child to talk to you about any worries they may have about changing classrooms or other concerns for the new academic year.</i>

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.

Year 2 - will be learning about friendships. They will explore how to make friends and what makes a good friend. Following this the children will learn what to do if someone isn't being a good friend and how to resolve arguments with others.

Following this, the children will learn how words and actions can affect how people feel. They will find out how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe. We will explore why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond if this happens in different situations. Finally, we will think about how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.