



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
Y1 Phonics	<p><u>Year 1 Phonics</u> – 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.</p>	Daily reading and practice of the words in our homework books.
Y2 Spelling	<p><u>Year 2 spellings</u></p> <p>During this term, Year 2 children will be identifying which words are spelt with el, le or al endings. They will then focus on how we use double consonants when we use the word endings -ed, -er, -y, -est and – ing.</p> <p>Following this, the children will explore the use of apostrophes when writing contractions (haven't, can't). They will also work on using the possessive apostrophe (Jim's coat).</p> <p>They will look at how we drop the "e" to the root verb when we add – ing, -ed, -er, -y and -est.</p> <p>Finally in this term, we will look at the spelling of "tion" at the end of words, such as "addition" and "solution."</p>	
English	<p>Year 1 and 2 English: Listen to, enjoy and read stories written at a level beyond children's reading ability so far:</p>	Daily reading and practice of the words in our homework books.

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.

I want my Hat Back - Jon Klassen

After looking at, talking about and making predictions about a range of hats, the children will be introduced to this book and explore the characters' feelings through role-play. They will write to give various characters advice and plan their own story sequel called "I Want My Friend Back." This story can be linked to learning about animal habitats in our wider topic question.

Goldilocks using three different versions.

The children will use three different versions of Goldilocks for three different but connected writing outcomes. They will initially familiarise themselves with the traditional version of the story, identify adjectives to describe the character of Goldilocks, and then create a Wanted poster that will be displayed around the classroom. In the next part, the children will explore the text of Me and You by Anthony Browne, in which pictures are used to provide a context for why Goldilocks appears at the three bears' house. The children will then write to tell the story from Goldilocks' perspective. In the final part of this unit, the children will write a sequel to the original story, where Goldilocks and the bears meet many years later. To support this, the children will look at the published sequel, Just the One Bear by

Enjoy books together, including stories and information books about how to care for our world and all the different types of people in our world.

	Leigh Hodgkinson.	
Mathematics	<p><u>Year 1</u></p> <p>The children will start the term by 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><u>Year 2</u></p> <p>Addition and subtraction with numbers to 100. We will complete our work on adding and subtracting two-digit numbers.</p> <p>Shape – The children will identify and name 2D and 3D shapes. They will focus on their properties, using the mathematical vocabulary of shape: sides, faces, vertices, angles, parallel.</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</p> <p>www.topmarks.co.uk/maths-games/hit-the-button</p> <p>www.topmarks.co.uk/learning-to-count/helicopter-rescue</p> <p>Explore various methods for adding and subtracting two-digit numbers, but do not introduce column methods at this time.</p> <p>Explore shapes within the environment, found in various forms of packaging and building design.</p>

	<p>Money – The children will learn how to recognise different coins and how to count money. They will learn to make the same amount with different coins. They will compare amounts of money and find change. They will solve 2-step problems and add pounds and pence, using the wording £2 and 30p.</p> <p>Multiplication and division – The children will understand what is meant by “equal groups” and be able to identify equal groups. They will be introduced to the multiplication symbol and multiplication sentences. They will learn how to make equal groups and share. They will then learn the 2, 5, and 10x table and explore how to divide by these numbers.</p> <p>Fractions – The children will revise what a fraction is. They will find fractions of shapes and of amounts. They will use their knowledge from multiplication and division to find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of an amount. They will understand that $\frac{2}{4}$ is the same as a $\frac{1}{2}$.</p>	<p>Ensure that children understand that coins and notes represent the value of 1 pence in multiple amounts. Give children access to coins and notes so that they can recognise them quickly and add them to make totals, counting in 2s, 5s, 10s, 20s and 50s.</p> <p>Practise reciting times tables in sequence, understanding that it means that we are adding the same number multiple times.</p> <p>Practise division facts, using drawing to support calculations.</p> <p>Understand that fractions are equal parts of a shape or equal quantities of a larger number. Explore cutting food items into different fractions, such as halves and quarters.</p>
<p>Year 1 Year 2 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 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>Go on a family walk and look out for different animals and discuss their habitats.</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</p>	<p>Allow your child access to a computer with a mouse. Practise double clicking on left button to access programs.</p>

<p>Year 2</p>	<p>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>Year 2 Spring 1: The children will learn about algorithms. They will learn about giving instructions and how they have to be precise. They will explore what's the same and different with instructions. They will make predictions about what is going to happen. They will design algorithms and finally they will debug a code that has gone wrong.</p> <p>Spring 2: The children will learn about data, in particular pictograms. They will count and compare data, enter data into a program, create their own pictograms, learn about attributes, compare people and finally present information.</p>	<p>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 Year 1 and 2</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 Lepers (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 carry the authentic message of Biblical teaching very effectively.</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>	
History Year 1 and 2	<p>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.</p>	<p>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 community and how the local area has changed.</p>
Geography Year 1 and 2	<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>
Art / DT Year 1 and 2	<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.</p>	<p>Explore colour mixing at home, this could be with paint, pencils, pastels etc. Create a picture using these colours. Create a collage using old magazines or newspapers to create a larger picture.</p>

	<p>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 affects an object's strength. We will then explore how the thickness of an object affects strength. Finally, we will design, make and evaluate a chair for a bear.</p>	<p>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>
Foreign Language	<p>Optional – French Club Year 1 and Year 2. 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 and learning colour words.</p>	<p>Recall any French you have and ask your child simple questions. Use French words at mealtimes to say “please” and “thank you.”</p>
PE Year 1 and 2	<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. 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. Practise performing a sequence with dance moves.</p>
Music Year 1 and 2	<p>Pitch (Theme: Superheroes) The children will learn what pitch is. They will identify high and low pitched sounds and explore pitch by creating two-pitch patterns. We will then learn about tempo and demonstrate our learning by changing the tempo 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><u>Year 1</u> 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 hand hygiene, 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 hand hygiene and dental health. Discuss the nutrients in different types of food. Remind children that they must only take medicine under adult supervision. 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>

Year 2

We will be exploring our own qualities and how these might be applied to different types of jobs in our community. We will consider why people have jobs, including why some people work voluntarily, without pay, to develop a sense of values beyond purely working to earn money and to value different types of jobs which are not necessarily well paid but are vital for helping others. The children will learn how people use the internet to help them in their jobs and in everyday life. Following this, the children will learn about keeping safe at home and outside. They will learn how rules keep us safe and how to identify risk. They will learn how to resist pressure to do something they don't want to do and how they cannot trust everything they see online.

Talk about jobs you do and the skills they involve, with the qualities of character needed to carry out the jobs responsibly. Talk about internet safety, the importance of not giving away personal information online and of not talking to anyone who you don't know. Be aware of age-related guidance on computer games. Be aware of AI fakes and false information that is available online.