



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: How can we stay fit and healthy?

Class 1		Term: Autumn 2026
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, and we will begin to learn 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	We will continue the ELS Phonics programme. We will revise all consonant digraphs (ch,sh,th etc,) and Phase 3 vowel digraphs and trigraphs (ai, ee, igh, oa, oo), for reading and spelling. We will practise spelling words that are commonly used, but do not follow phonic letter patterns. Phase 4: We will practise	Daily reading and practice of the words in our homework books. Enjoy books together, including

Year 1 English	<i>reading and spelling words which contain consonant blends, such as “sw,” “st,” str.”</i> <i>Phase 5: We will introduce alternative vowel digraphs to read and spell a wider range of words.</i> <u><i>Cave Baby</i></u> - <i>The children will share experiences of times they have done something they shouldn’t have after discovering a series of cave paintings in the classroom. Children then begin to explore the story, meeting the different characters within and labelling, describing and acting in role as the animal characters within. Children begin by writing phrases and then progress towards constructing and writing sentences, as well as an informal letter. Children create their own cave paintings and write about what they have drawn. They sequence key events from the story and retell it orally before going on to write a retelling of the story in their own words and sharing this aloud with others.</i> <u><i>Astro Girl</i></u> – <i>The children arrive in class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the nouns found to create commands in the format of a 'hot to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they re asked to write a simple leaflet about training to be an astronaut, space-travel and other facts and research layout and language feature of this type of writing. The simple leaflets are instantly published and there is planned opportunity for sharing and presenting writing in the final session.</i> <u><i>I want my hat back</i></u> - <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</i>	<i>stories about family life, living in a village, walking to school, written by such authors as Shirley Hughes and Jill Murphy.</i>
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	<i>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. Colour used by the text's author Jon Klassen to represent each animal speaking is explored and the children then apply this technique to their own writing. Through modelled and shared writing and peer and self-editing, the children write their sequel, 'I Want My Friend Back'. This Writing Root can be linked to a topic on habitats and creatures inhabiting a forest</i>	
Mathematics	<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> <i>Year 1- Autumn</i> <i>To start the term the children will be practicing their counting skills. They will be counting forwards and backwards within 10 and then 20. They will begin comparing numbers and finding 1 more and 1 less. Following this the children will initially learn to count in 10s to 100. We will then learn all about the numbers between 20 and 100. We will look at patterns we can spot within different numbers and we will practice counting across 10s boundaries. We will learn all about the part-whole model and how we can use this to compare items and numbers. Finally we will look deeper at numbers 0-5 partitioning them in different</i>	<i>Encourage your child to play math games at home. Watch Numbots on BBC i-player. Use mathematical language as much as possible.</i> <i>At home it would be beneficial for the children to do lots of counting, especially of physical objects. They could compare numbers and see who has more or draw number patterns,</i> <i>Visit the following websites to practise mental maths skills.</i> www.topmarks.co.uk/maths-games/daily10 www.topmarks.co.uk/maths-

	ways.	games/hit-the-button www.topmarks.co.uk/learning-to-count/helicopter-rescue
Science	<i>The children will learn about their bodies. They will name the parts of their body, which parts of our body are related to each sense and what each the sense is for. In addition to this the children will learn about healthy meals and how we can keep our bodies healthy.</i>	<i>Discuss the parts of our body and what they are used for. Ask the children to use their senses e.g. can you smell this? What does it smell like? When doing the weekly shop ask the children what foods are healthy for you and why?</i>
Computing	<i>The children will start the first half term by developing 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> <i>In the second half term 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.</i>	<i>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."</i>
RE	<i>The children will start the first half term by thinking about the bible and why it is such a special book. They will learn about different parts of the bible and why it is important. Alongside this the children will be learning about harvest around the world and preparing for the harvest festival. After half term the children will begin to think about Christmas. They will think about gifts and gift bringers including why these are important.</i>	<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>
History	<i>The children will be learning about Mary Seacole. They will be learning about her life and why she is an important person from our past.</i>	<i>Research Mary Seacole or Florence Nightingale, how are they similar?</i>
Geography	<i>The children will be exploring why our world is wonderful. They will identify and locate characteristics of the UK on a map, Identify human and physical features and locate these on a world map. They will explain the difference between oceans and seas, name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching</i>	<i>Look at globes and world maps. Children love finding places on a globe! Talk about special places children may have visited. Look at photographs. Discuss what can be found in different parts of the UK.</i>

	<i>findings on a map and completing a tally chart and Present their findings in a bar chart.</i>	
<i>Knowledge and Understanding of the World</i>	<i>EYFS Will be talking about talking about 'me and my family 'discussing similarities and differences between their own family and other children's families. We will be looking at where we live, who lives near to each other, within the class and other children in the school. We will be drawing basic maps plotting significant places in relation to where the school is situated.</i>	<i>Talk about at home who their relatives are and how they are related to each other. On your journey to school, talk about street names and significant places.</i>
<i>Art / DT</i>	<i>Drawing: children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. In DT we will be tasting healthy foods and creating healthy wraps.</i>	<i>Encourage your child to practise drawing and painting at home. Help your child to draw a picture of your home and bring it to school along with a photo if possible.</i>
<i>Foreign Language</i>	<i>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.</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>	<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>Practise throwing and catching skills and interception skills. Practise performing a sequence with dance moves.</i>
<i>Music</i>	<i>The children will focus on Pitch. They will explore the song "Once a Man Fell in a Well," playing it using tuned percussion instruments and reading simple symbols representing pitch.</i>	<i>Listen to different kinds of music with your child. Do they like or dislike the song? Why? Can they talk through their reasoning?</i>
<i>PSHE</i>	<i><u>EYFS</u> Will be talking about making friends and learning the names of other children in the class. Discussing how to feel safe and secure in school. Who to approach if they have any difficulties or problems. We will be making class 'rules' together which we will discuss.</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. Year 1: Talk to your child about</i>

	<i>We will be talking about our families and respecting and understanding that each family is unique and special.</i> <u><i>Relationships Education</i></u> <i>Relationships Education Year 1 - The children will be learning about making friends, playing and learning together. They will learn about how to deal with the serious issue of bullying and learn about giving Consent (when it is necessary to ask for permission) within relationships at this age in childhood.</i> <i>Following on from this, the children will learn about mental health and wellbeing. They will be helped to recognise and name different types of feelings and thoughts, and learn simple self-regulation strategies to manage emotions.</i>	<i>what they like and dislike and identify things they are good at. Encourage your child to have a go at lots of different activities. Talk about all the people in your family, including extended family, and help your child understand that families come in many different shapes and sizes!</i> <i>Year 2: Talk to your child about a friend, what makes a good friend? Who are their friends and why? Could they draw their perfect friend and describe them?</i>
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