



Learning Together

Mellor St Mary CE Primary School Learning Overview

This is the new Learning Overview for this 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 2		Term: Autumn 2026
Subject	In school we will be learning about / to	Follow up home activities
English	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 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. Year 1: <u>Cave Baby</u> by Julia Donaldson 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	Daily reading and practice of the words in our homework books. Enjoy books together, including stories about caring for animals and our world.

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.

Astro Girl by Ken Wilson-Max

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 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they will be 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 Want My Hat Back by Jon Klassen

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, the children will 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.

Year 2:

The Bear Under the Stairs by Helen Cooper.

The children will arrive in the classroom to find a mysterious shape in the reading corner, covered in a towel/blanket with warnings and questions stuck all over it. They will go on to create questions and statements about what they have discovered and then start to explore the book.

The children will discuss fears they may have had in the past and write their own entry for a class "File of Fears" they have overcome, before writing a letter in role as the little boy in the story (William) asking for help. They will then send letters of advice to William, suggesting what he should do to get over his fear of a bear living under the stairs. They will then plan and write their own story about a child who is afraid of something and then conquers their fear.

Finally, the children will explore facts about bears to create information reports about bears to send to "William" to assist him as he fully overcomes his fears.

The Bear and the Piano by David Litchfield

The children will arrive to class to find an advertisement and tickets to attend a "concert" of piano music. They will write statements as predictions before going on to use contracted verbs to write letters of advice. They will explore noun phrases in the text and then write a news report about what happens to the main character in the book.

They will then create their own animal protagonist to write their own version of this beautiful story.

	<u>Jim and the Beanstalk by Raymond Briggs</u> 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.	
Mathematics	Year 1- Place Value (Unit 1) To start the term the children will be practising 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 practise 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 ways. 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. They will then 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 and 2 digit and 1-digit numbers when	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

	<i>crossing tens.</i> <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>	
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>Y1: 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>Y2:</i> <i>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. The children will be discussing the responsible use of technology, and how to make smart choices when using it.</i> <i>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</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 also learn about Holy Books from other faiths, including The Qur'an, The Torah and the Hindu Vedas and why they are all so important to people of faith.</i>	<i>Look at the Bible at home, both adults' and children's editions.</i>

	Alongside this the children will be preparing for our Harvest presentation. After half term the children will begin to think about Christmas. They will think about gifts and gift bringers, including the significance of gifts given to Jesus at his birth.	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.
History	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.	Research Mary Seacole or Florence Nightingale - how are they similar?
Geography	The children will be looking at globes initially to find the UK. Following this they will explore maps in more detail looking at the 4 Countries and surrounding seas of the UK. The children will learn the capital cities of the UK and place these on a map.	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.
Art / DT	Drawing: The 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.	Encourage your child to practise drawing and painting at home. Help your child to draw pictures of items they collect in nature.
Foreign Language	Optional – French Club Year 1 and Year 2. We learn to ask and answer questions about our name, age, where we live etc. We often have a treat and practise saying “please” and “thank you” in French.	Recall any French you have and ask your child simple questions. Use French words at meal times to say “please” and “thank you.”
PE	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.	Practise throwing and catching skills and interception skills. Practise performing a sequence with dance moves.
Music	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	Listen to different kinds of music with your child. Do they like or dislike the song? Why? Can they talk through their reasoning?

	<i>representing pitch.</i>	
<i>PSHE</i>	<u><i>Relationships Education</i></u> <i>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>Year 2 will be learning about Mental Health and Wellbeing in the first half of the term, building on their learning last year in Year 1. They will learn about feelings and their intensity and explore simple strategies to manage them. This unit also introduces different kinds of change and loss, including bereavement in an age-appropriate way.</i> <i>Following this the children will learn about keeping safe online. They will explore how online content can affect feelings and learn how to make safe choices about what to watch or share online. The importance of not sharing any personal information will be reinforced.</i>	<i>Talk to your child about how to be a good friend and the importance of balanced relationships where everyone's feelings and ideas count. Explore the concept of treating others as you would wish to be treated yourself.</i> <i>Keep talking about feelings and be aware that it is perfectly normal to have a whole range of feelings, but it is how we deal with negative feelings that causes problems. Emphasise that everyone can feel worried and anxious at times, and equally has times of happiness. Be aware of good times as well as difficult times.</i> <i>Always show an interest in what your child looks at online and use parental controls on devices. Be aware that cruel behaviour and comments online can affect children deeply.</i>

