



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,  
 “Why do we love to be beside the seaside?”

Class 1		Term: Summer 2026
Subject	In school we will be learning about / to	Follow up home activities
EYFS communication language and literacy	<p>The children are going to be encouraged to write independently in a variety of different situations.</p> <p>To make labels for notices around the classroom and for the outdoor classroom. These labels are to give information and instructions.</p> <p>They will be encouraged to write about what they have made in the craft/construction areas.</p> <p>The role play area in the classroom will be changed into a garden centre during the first half term.</p> <p>We will write about the different plants, create labels for the plants, create shopping lists, write instructions and create labels.</p> <p>During the second half term the role play area will become a travel agents. The children will be able to discover different holiday destinations, create travel leaflets, draw maps, write adverts, create holiday lists.</p> <p>In the outside area we will be creating Percy the park keepers hut.</p> <p>The story books which we will be reading will include Percy the park keeper stories, Titch by pat Hutchins, The Very Hungry Caterpillar, Olivers fruit salad Jack and the bean stork and any similar books.</p> <p>We will continue with the very popular ‘drawing club’ activities to encourage writing. With a focus on writing structure and the use of phonics to spell words.</p>	<p>Daily reading and practise of words and phonics.</p> <p>Enjoying books together including stories which involves anything which grows. Books about butterflies’ frogs and anything which is about life cycles.</p> <p>Books about holidays and the world e.g. atlases.</p>



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. 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.

The Tiny Seed - Eric Carle

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. A letter arrives from The Tiny Seed asking for help with giving other seeds advice.

Lubna and Pebble – Wendy Meddour and Daniel Egnel

The children arrive in class to discover a collection of pebbles which they will each select from to label and look after for the duration of the sequence. After beginning to read the text as a class, children discover how special the friendship is between Lubna and Pebble and write thank you letters in role to Pebble. The children go on to mirror Lubna's actions in the story by creating cosy homes for their pebbles and describing them using simple expanded noun phrases. As the sequence

	<p>continues, the children continue to explore the characters in the story and the dynamic of new friend Amir who arrives in the 'World of Tents'. As Lubna shows true friendship by passing Pebble onto Amir when she has to leave, children go on to write advice postcards to Amir for what to do if he feels sad. Children then mirror Lubna's actions by choosing someone to gift their own pebble to, writing instructions for how to take care of it and packaging it up for their chosen recipient. The Writing Root culminates in children creating their own re-telling of Lubna and Pebble based on their own characters and the pebble they have been looking after throughout the sequence.</p>	
<p><i>Mathematics</i> <i>EYFS</i></p>	<p><i>EYFS</i> <i>We will be developing the children's confidence with counting strategies including counting on and from different starting numbers within and beyond 10. We will continue working on our 4 main mathematical strands, Subitising, Cardinality, ordinality and counting, Composition and Comparison.</i></p> <p><u><i>Subitising</i></u> <i>The children will use subitising skills to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number, subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10, Finally they will be encouraged to identify when it is appropriate to count and when groups can be subitised.</i></p> <p><u><i>Cardinality, ordinality and counting</i></u> <i>The children will continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. They will continue to develop confidence and accuracy in both verbal and object counting.</i></p> <p><u><i>Composition</i></u></p>	<p><i>At home, practice counting to and from different numbers within 10. Play counting games where you count and your child has to carry on. Get 10 objects/toys and practice splitting them in different ways e.g. 4 and 6.</i></p>

<p>Year 1</p>	<p><i>The children will learn the composition of 10 – how it is made and what the different parts are that make up 10.</i></p> <p><u>Comparison</u> <i>The children will order sets of objects, linking this to their understanding of the ordinal number system (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ect).</i></p> <p>Year 1</p> <p><i>In our learning about multiplication and division we will be learning to count in 2s, 5s and 10s. We will learn how to recognise and add equal groups, make arrays and make doubles. We will be dividing by grouping and sharing.</i></p> <p><i>In our learning about fractions we will learn about halves and quarters of shapes and numbers.</i></p> <p><i>Following the work on fractions we will return to place value to learn about numbers to 100. We will partition numbers within 100, compare numbers and find 1 more and 1 less.</i></p> <p><i>To end the year we will learn about money and time.</i></p> <p><i>In our money unit we will learn to recognise coins and notes, we will also count in coins.</i></p> <p><i>Finally in our time unit we will learn the days of the week and the months of the year, we will learn the difference between hours, minutes and seconds. We will conclude this unit by telling the time to the hour and to the half hour.</i></p>	<p><i>Talk about lengths, measurements in clothes labels and the masses of food ingredients shown on weighing scales. Explore how to pay for items using all coins up to £2 and £5, £10 and £20 notes. Develop the ability to recognise o'clock and half-past times. Complete homework questions.</i></p>
<p>Understanding the World - Science</p>	<p>EYFS</p> <p><i>We will be having live caterpillars in the classroom so that the children can follow how they develop make comments and observations of how they change it to butterflies.</i></p> <p><i>We will be continuing to grow plants in the outdoor classroom. They will observe how the strawberries are developing and how the flowers change from flowers to strawberries.</i></p>	<p><i>If you are able to at home, grow plants seedlings flowers or vegetables and observe the changes they make.</i></p>

	<p><i>We will be creating a bean den in the outdoor classroom the children will observe comment sketch and enjoy its development.</i></p> <p><i>We will go on a minibeast/insect hunt and try to identify them. We will also learn how to look after them.</i></p>	
<p><i>Year 1 Science</i></p>	<p><i>This term the children will finish their learning about animals, learning how animals are suited to their environment. They will also learn about what different animals eat and place this information into food chains.</i></p> <p><i>Following this the children will learn about plants, they will identify the parts of a plant, perform observational drawings, grow their own plants and they will go on a plant hunt identifying different plants and trees. In addition to this the children will learn about the seasons in particular spring and summer.</i></p>	<p><i>Look for different types of trees in the local area. What sort of tree are they?</i></p> <p><i>Plant some plants in the garden and talk about their parts including leaves, stem, roots. Place different plants in different places around the house do they still grow as well?</i></p> <p><i>During Summer discuss the changes that can be observed including the weather, length of days, animals and plant growth.</i></p>
<p><i>Computing</i></p>	<p><u><i>Year 1</i></u>  <b><i>Y1 Digital Writing and Program Animation</i></b>  <i>The children will be Learning how to operate a word program e.g. Microsoft Office 365 using key features including font, size, colour and keyboard skills. They will then develop their keyboard and mouse skills through designing, building and testing.</i></p>	<p><i>Provide your child with an opportunity to use a word processor and to use a keyboard and mouse if available.</i></p>
<p><i>RE</i></p>	<p>Children will have the opportunity to develop their perceptions and understanding of God. They will become familiar with the story of Creation in Genesis.</p> <p>They will have the opportunity for reflection on feelings of awe, wonder, delight, and mystery in relation to the natural world.</p> <p>The children will explore what life was like when Jesus was alive on Earth. They will come to an understanding that Jesus lived a long time ago and that the world we live in is very different to Jesus' world of over</p>	<p><i>Create a quiet space at home, a tent or a den as an area for reflection.</i></p> <p><i>Show an interest in festivals from other faiths and understand how all religions have a massive impact on the lives of those who follow them.</i></p>

	<p>2000 years ago, looking at such aspects as housing, schools, food and transport. Explore places of worship of another faith (Judaism). The children will also explore some of the beliefs and family traditions of that faith, such as how families observe the Sabbath and the festival of Simchat Torah.</p> <p>.</p>	
<p>EYFS Understanding the World - History.</p>	<p><b>Buckets and spades:</b></p> <ul style="list-style-type: none"> <li>• They will know that people had different, clothes, food, transportation and materials in the past and compare them to today.</li> <li>• The children develop a sense of chronology by sequencing artefacts, photographs, images from the seaside in the past.</li> <li>• They will know and construct a timeline.</li> <li>• They will use and know historical vocabulary linked to the passing of time: <b>timeline now, then, past, old, new, next, soon, before, after, months, years.</b></li> <li>• They will develop a sense of historical enquiry by asking questions about themselves family members and the world around them. They will know different ways to find out about the past using historical sources.</li> </ul>	<p>Look for old pictures of the seaside in the past. What has changed? What's still the same. If possible you could visit the seaside.</p>
<p>History</p>	<p>EYFS and Year 1 will Learn about seaside holidays in the past. They will learn about when and why people visited the seaside and what they did there. We will visit Fleetwood Museum for a Victorian Seaside experience, with dressing up and handling Victorian seaside toys. Experience a Punch and Judy show.</p>	<p>Look at old pictures of how people enjoyed themselves at the seaside, comparing such aspects as swimming costumes then with ours today. Consider what hasn't changed, such as donkey rides! Making sandcastles and swimming in the sea.</p>
<p>EYFS Understanding the World - Geography</p>	<p>We will be exploring maps and creating our own maps. Additionally, we will be talking about holidays. We will talk about different places and what the weather is like there. The children will learn about similarities and difference in locations e.g. countryside, seaside, cities. They will draw, record and compare images</p>	<p>If possible you could visit Blackpool or another local seaside resort.</p>

	of different locations around the UK. The children will describe different natural textures, wood, grass, sand, concrete etc. The children will talk about the features of their own immediate environment / school and how environments might vary from one another – visit the seaside.	
<i>Geography</i>	<i>The children will learn what it is like to live by the coast. They will learn about the seas and oceans surrounding the UK using compass points, define what a coast is, name some physical features of the coast, identify human features in a coastal town and describe how the local coast (Blackpool/Fleetwood) has been used.</i>	<i>Look at local, national and world maps can you spot the names of some towns on the coast? Use this information to research some seaside towns and what they are famous for.</i>
<i>EYFS Expressive Arts and Design</i>	<i>The children will be developing cutting, threading, joining and folding skills through fun, creative craft projects.</i>	<i>Could you create a picture or model that uses threading, joining and folding?</i>
<i>Art</i>	<i>This term the children will be developing their drawing skills. They will be experimenting with a range of materials to create marks and tones. Using different pressures and control to make different marks. Describing the texture of objects. Identifying how artists use tone. Control shading to show tone. Sketching simple shapes lightly so that changes can be made. Refining a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.</i>	<i>Practice your drawing skills at home. You could think of your own story or a favourite story using this as a base for a wordless picture book.</i>
<i>D &amp; T</i>	<i>We will be learning about Puppets and creating our own puppets based on Punch and Judy. We will learn how to design our puppets, create a template, how to join different materials and we will finally evaluate our puppets against a design criteria.</i>	<i>Make some finger puppets out of fabric, paper or card and have a puppet show.</i>
<i>Foreign Language Optional – French Club Year 1.</i>	<i>We usually have a drink and often eat food, saying “please” and “thank you” in French. We will be learning vocabulary and singing songs about pets and farm animals, as well as revising colours, numbers, months of the year and days of the week.</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>Initially we will be developing our throwing and catching techniques learning how to make a basket with our</i>	<i>Play throwing and catching games outdoors as a family, and</i>

	<p><i>hands and we will be developing our over arm throw technique. Following this we shall be developing our athletics skills, learning how to run, jump and throw. We will also practise the necessary skills for our school Sports afternoon, along with skills linked to striking and fielding in preparation for playing such games as rounders and cricket.</i></p>	<p><i>on days out on the beach. Enjoy having races as a family.</i></p>
<p><i>EYFS Expressive Arts and Design</i></p> <p><i>Music</i></p>	<p><i>The children will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</i></p>	
<p><i>Music</i></p>	<p><i>This half term we will be learning about British songs and sounds. We will describe music using simple vocabulary, represent the same sound in different ways and we will create a piece of music that clearly represents a particular environment. Sing, play and follow instructions to perform as a group.</i></p> <p><i>The children will describe music using simple musical vocabulary and describe how they have adapted a sound using musical vocabulary. Explore multiple ways of making the same sound and represent the same sound in different ways. Contribute musically to a final performance. Create a piece that clearly represents a particular environment then extend a piece of music so that it represents three distinct environments.</i></p>	<p><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></p>
<p><i>EYFS PSHE</i></p> <p><i>Health and well-being- living in the wider world</i></p>	<p><i>talking about how we can help people by contributing to the local food bank. Talking about the different variety and types of food we need and prefer to eat.</i></p>	<p><i>If the children bring any items into school for the food bank encourage them to complete a small household task so that the item is a direct result of their efforts.</i></p>
<p><i>Health and well-being-being healthy.</i></p>	<p><i>Discussing with the children the importance of using shade and sun protection in hot weather. Being aware that sun cream should be used as a protection for skin.</i></p>	<p><i>At home Showing the children how to safely put on their own suntan cream. Encouraging your child to be hydrated at home by drinking water.</i></p>

	<i>Ensure that they understand that keeping hydrated especially during hot weather is very important.</i>	
<i>Health and well-being-how do we recognise our feelings.</i>	<i>We will be discussing how the children will be moving on into their next year group. We will give them opportunities to talk about their worries and answer questions about what it will be like in a new year group. We will be preparing children that their year six buddies will also be moving on and that this is part of growing up to say goodbye to old friends and make new friends.</i>	<i>Talk with your child and prepare them for their next step in school. Reassure them that familiar adults will still be there and they can ask as many questions about what will happen in the new year group.</i>
<i>Year 1 PSHE</i>	<i>Health and Wellbeing – The children will learn that people have different roles in the community to help them and others keep safe and identify which people’s jobs can help them in different places and situations. The children will also learn how to attract someone’s attention and what to say to ask for help from the emergency services. They will learn how to respond safely to unfamiliar adults and what to do if they feel unsafe or worried for themselves or for someone else. Living in the wider world – The children will think about the responsibilities they have at home and at school and how animals and people need to be cared for. They will learn about how we care for the environment. They will also explore how people grow and change. This will include how to manage change when moving to a new class or year group.</i>	

