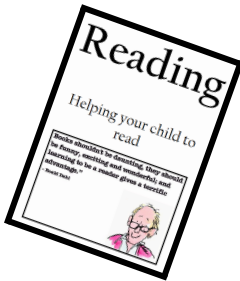




A reading leaflet with ideas to support your child while hearing them read: [English | St Mary's C.E. Primary School](#) How to check for fluency? Where best to read?



Our Reading Spine: A breakdown of the texts used within school each term. Why not read some at home or discuss them with your child? Please note that staff select from the reading spine and all may not be covered in class: [English | St Mary's C.E. Primary School](#)

Year 1 & 2 Cycle A History Geography Science WCR-Y2	Autumn 1 Our World Traditional Tales	Autumn 2 Local History Christmas	Spring 1 Moon Landing	Spring 2 Weather Patterns A Twist in the Tale	Summer 1 Safari	Summer 2 Florence Nightingale Picnics
Reading Spine Reading for Pleasure 15-20 mins a day						

We have a reading challenge at school. The aim is for children to read some/all of the books on the reading spine. We have most of them at school for you to borrow. They cover a range of genres and styles and may be books you can read together as a family if your child cannot access them independently: [Reading | St Mary's C.E. Primary School](#)

50 Recommended Reads for...

Year 1

Which ones have you read?

Books for Topics

	☐ Not Now, Bernard David McKee		☐ If All The World Were... Joseph Coelho & Allison Colpoys
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Maths

Use the link to select short, fun and engaging maths homework booklets to complete with your child. [Access denied – White Rose Education](#)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
Autumn Block 1 Place value (within 10)	Autumn Block 2 Addition and subtraction (within 10)	Autumn Block 3 Shape	Autumn Block 4 Place value (within 20)	Spring Block 1 Addition and subtraction (within 20)	

Why not review the term by completing the learning with your child after they have done the work in class? Or help with pre-teaching by working through the next half term units?

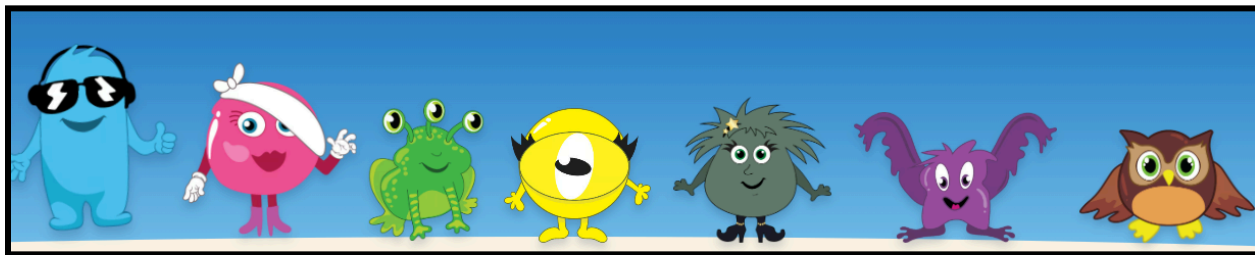
Times Tables

Please could all children from Year 2 upwards complete TT Rockstars at least three times a week [Home - Times Tables Rock Stars](#). By the end of Year 4 the children take a test of 25 random times table questions. Why not have ago here: [MTC Test - URBrainy](#)



Phonics

Keep up your child's engagement with phonics by playing some of the games ta link to our Monster phonics scheme: [Free Phonics Games for School and Home](#) | [Monster Phonics](#)



Monster Phonics follows the national curriculum and is recognised by the government as a key resource to be used by schools. It is both fun and engaging, perfect for helping parents at this time.

The bigger curriculum picture

Our long term curriculum map explains what your child will be learning each half term.

[Curriculum intents | St Mary's C.E. Primary School](#)



TSSMAT Year A Curriculum Overview 2026-2027

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Education Act 2002

Our Curriculum Intent for more details see [here](#)

Creative and Expressive	Citizens of the future	Independent learners	Role models and leaders	Communicators	Team players	Critical thinkers and problem solvers	Reflective and analytical	Technological	Inquisitive and Active learners	Have a moral compass	Mindful
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KS1	ENGLISH	GEOG <i>Kapow</i> Library	HIST <i>Kapow</i> Library	Music <i>Kapow</i> Library	RE	DT <i>Kapow</i> Library	ART <i>Kapow</i> Library	PE	PSHE <i>Kapow</i> Library	COMP <i>Kapow</i> Library	SCIENCE Plymouth	Trips
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Our Kapow links will take you to the unit overviews where you can see the Unit outcomes we will work towards. Why not try some of them at home?

Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Use a computer to make a list.
- ✓ Explain the benefits of making a list on the computer.
- ✓ Use a basic range of tools on art software to design a rocket.
- ✓ Sequence instructions.
- ✓ Follow instructions to build their model rocket.
- ✓ Evaluate and edit their rocket design.

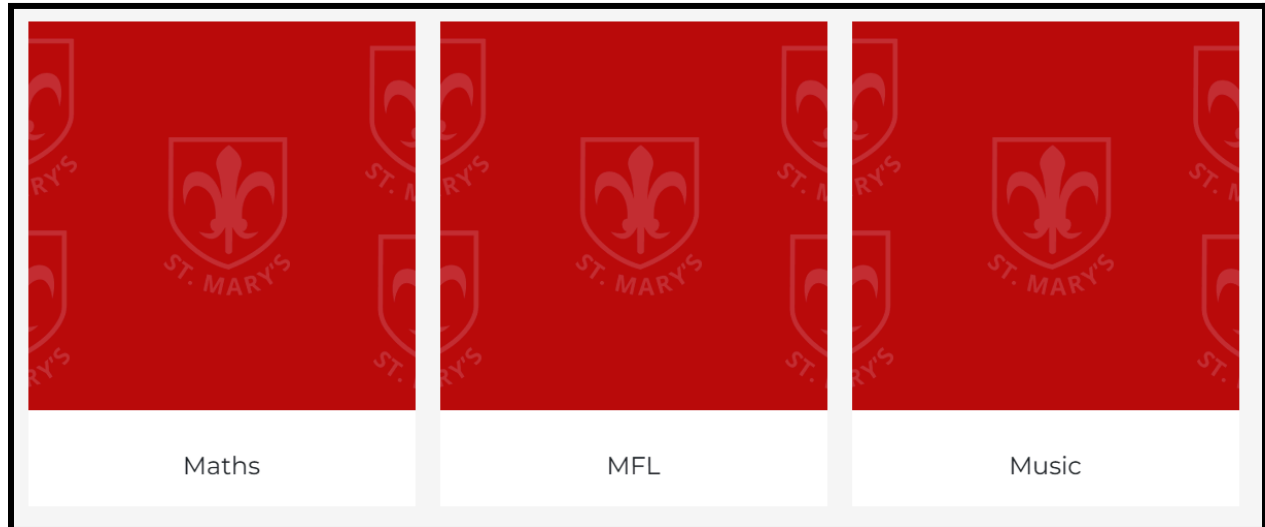
Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Order three photographs correctly on a simple timeline.
- ✓ Use the terms 'before' and 'after' when discussing their timelines.
- ✓ Talk about three memories and place one of them on a timeline.
- ✓ Explain why memories are special and name four events that they celebrate throughout the year.
- ✓ Think of three ways they celebrate their birthday.
- ✓ Ask a visitor one question about childhood in the past.
- ✓ Know a similarity and a difference between childhood now and in the past.
- ✓ Add three ideas to a time capsule about themselves.
- ✓ Use key vocabulary to compare the present, the past and possible changes in the future.

Vocabulary and progression

Each curriculum area on our website has a long term vocabulary sheet and long term plan. Why not take a look at the vocabulary for your child's class and help them read, spell and understand the words that will be taught? All subjects are here: [Curriculum intents | St Mary's C.E. Primary School](#)



Oracy

This is a key aprt of our curriculum and something easy to support with at home. Why not take a look at the oracy expectations for your child and build in some work on these at home? [Oracy | St Mary's C.E. Primary School](#)

Year group	Strand of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS Nursery (30-50+mont hs)	• To be able to produce voice in order to articulate words	• To build up vocabulary that reflects the breadth of their experiences	• To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank Level 3)	• To keep play going by responding to what others are saying or doing