

GETTING TO
KNOW YOUR
TEACHER

Mrs Whyman

UNIVERSITY...

I graduated from Edge Hill University in 2020 after studying Primary English Education with Qualified Teacher Status.



I'M EXCITED TO BE YOUR TEACHER!

This will be my sixth year teaching and my fourth year teaching here at SSMJ!

- RE Lead
- Inclusion Lead
- Phonics Lead
- PSHE Lead
- G.I.F.T Team Leader
- DDSL



THE CURRICULUM...

AUTUMN 1

Mathematics

We will be focusing on:

- Place Value
- Addition and Subtraction

We will compare numbers, order numbers and estimate numbers on a number line. We will also find the difference, explore fact families and complete missing number problems.

Religious Education (RE)

Our Religious studies will be based around Domestic Church (Family).

We will focus in particular on how Jesus came from a family who loved and cared for him. We will focus our learning on the creation story. We will talk about and ask questions about our wonderful world and all of God's beautiful creations.

English

We are looking at stories in a familiar setting. Our focus text will be Harry the Happy Mouse. The children will learn exciting vocabulary and will write their own character descriptions. . Y1 will continue with Phonics, using and applying lots of new letters and sounds. **(Phase 4&5)**. Y2 will continue with Red Rose Spelling

PSHE

In PSHE we will be talking about families and friendships. We will focus on people who are special to us and why. We will also explore keeping safe in the classroom by following rules.

Science

In Science this half term we will be learning about animals including humans. We will identify and name common animals. We will identify, draw and label parts of the human body. The children will also explore the school grounds to support them when collecting and recording data linked to the five senses.

Year 1&2
Autumn 1
2025



Design and Technology

In DT we will be exploring mechanisms. The children will explore, plan and make a vehicle. We will assemble, join and combine material to make our vehicles. The children will evaluate their final pieces.

Physical Education (P.E)

In P.E with Mrs Whyman we will be learning gymnastics. In gymnastics we will demonstrate a sequence using travel and 3 balances. On Tuesday's, the children will continue to be taught PE by Burnley Football Club.

Geography

We are going to be exploring a small town in the UK – Clitheroe. The children will locate Clitheroe using maps. We will be learning about climate change and will walk around our beautiful school grounds as we explore more about seasons.

Computing

In Computing we will be focusing on online safety and grouping and sorting. We will navigate our way around Purple Mash to learn about the importance of passwords and saving our work.

Music

Charanga: Hey You! We will focus on combining pulse, rhythm and pitch. We will continue to embed the interrelated dimensions of music through games and singing.

OUR TIMETABLE

	8.45 – 9.20	9:20-9:40	9.40-10:20		10:35-11:35	11:35-12:00		1:15-1:30	1:30-2:30	2:30-3:30		
Monday	Handwriting Registration Assembly (Whole school Celebration of the Word)	Phonics & Spelling	English	Break 10:20-10:35	Maths	Guided Reading	Lunch Time 12:10-1:15	Daily Prayer	PE (Indoor)	RE 2:15-3:30		
Tuesday	Handwriting Registration Class Worship	Phonics & Spelling	DT		PE with James	Guided Reading		Daily Prayer	Mastering Number	Maths	English	
Wednesday	Handwriting Registration Assembly (Hymns)	Phonics & Spelling	English		Maths	Guided Reading		Daily Prayer	Mastering Number	Science	Computing	
Thursday	Handwriting Registration Child Led Worship	Phonics & Spelling	English		Maths	Guided Reading		Daily Prayer	Mastering Number	Geography	Catholic Social Teaching	Music 3:15- 3:30
Friday	Handwriting Registration Celebration	Phonics & Spelling	English		Maths	Guided Reading		Daily Prayer	Mastering Number	RE 1:45-3:00	Catholic Social Teaching	

MIXED CLASSES

- First cohort last year 2024-2025 to change to a mixed class
- Two year rolling cycle (A and B)
- Quality first teaching ensuring key skills from The National Curriculum
- Adaptive teaching to the needs of the children
- Whole class/group work/partner work/independent work
- Staff helicoptering – misconceptions addressed in the moment
- Phonics/spelling and mastering number
- Continuous provision

Geography Year 1 & 2

Year	Autumn	Spring	Summer
A(2025-2026)	<p>Small Area in the UK – Clitheroe Seasons – Climate Change NC Obj: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Consistent Thread: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>UK Countries and Capital Cities Seasons – Climate Change: NC obj: Locational knowledge ☑ name and locate the world's seven continents and five oceans ☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Consistent Thread: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Fieldwork & mapping school grounds – Directions. Seasonal – Climate Change NC obj: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map NC obj: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Consistent Thread: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
B	<p>Weather Patterns – Climate Change NC obj: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locational knowledge ☑ name and locate the world's seven continents and five oceans ☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Consistent Thread: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Hot & Cold Places including continents and oceans. Climate Change. NC obj: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Consistent Thread: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Small area in a non-European country Katmandu – oceans and continents NC obj: use basic geographical vocabulary to refer to: ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, NC obj: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

Art Year 1 & 2

Year	Autumn	Spring	Summer
A(2025-2026)	<p>Focus: Painting Theme: Skies Artist: Van Gogh Final outcome: To paint a night sky in the style of Van Gogh (Block) NC obj: to use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Focus: Drawing Theme: Faces Artist: William Powell Final outcome: To create a portrait in the style of William Powell NC obj: to use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Focus: 3D structures Theme: Playground Artist: Rover Andy Goldsworthy Final outcome: To build a 3D structure using clay (Block) NC obj: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
B	<p>Focus: Printing Theme: Abstract Artist: Bryan Wynter Final outcome: To make a carbon print with patterns in the style of Bryan Wynter. (Block) NC obj: to use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Focus: Textiles and Collage Theme: Nature Artist: Annie Albers Final outcome: To make a simple mosaic in the style of Annie Albers (Block) NC obj: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Focus: Drawing Theme: Landscapes Artist: David Hockney Final outcome: A landscape drawing in the style of David Hockney. NC obj: to use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

HOMWORK

Red Rose Year 2 Spelling – Progression Trajectory

Alternative Graphemes for Phonemes			
Autumn 1	Week 1	/ee/ alternative graphemes	
	Week 2	/oo/ and /y(oo)/ alternative graphemes	
	Week 3	/ai/ alternative graphemes	
	Week 4	/igh/ alternative graphemes	
	Week 5	/oa/ alternative graphemes	
	Week 6	/ow/ alternative graphemes /oi/ alternative graphemes /ar/ alternative graphemes	
Autumn 2	Week 1	/u/ alternative graphemes /or/ alternative graphemes	
	Week 2	/ur/ alternative graphemes /air/ alternative graphemes	
Spelling Progression			
	Week 3	Add the endings -ing , -ed , -er and -est to words where no change is needed to the root, e.g. <i>plant, planting, planted; poor, poorer, poorest</i> . Add the suffix -ly to words where no change is needed to the root, e.g. <i>kind, kindly; slow, slowly; carefully, carefully</i> . Words with contracted forms, e.g. <i>can't, didn't, couldn't, it's, I'll, hasn't, they're</i> .	
	Week 4	Spell correctly and distinguish between the homophones, <i>no/know, new/knew, nit/knit, not/knot, night/knight</i> and <i>need/knead</i> . The /n/ sound spelt kn and gn at the beginning of words, e.g. <i>knee, gnat</i> . The /n/ sound spelt gn at the end of words, e.g. <i>sign, design</i> .	
	Week 5	Add -es to nouns and verbs ending in -y , e.g. <i>baby, babies; copy, copies</i> .	
	Spring 1	Week 1	The /s/ sound spelt c before e , i and y , e.g. <i>ice, cell</i> . The /dʒ/ sound spelt ge and dge at the end, e.g. <i>age, badge</i> , and spelt as g elsewhere, e.g. <i>magic, giant</i> .
		Week 2	The /l/ sound spelt -le at the end of words, e.g. <i>table, apple</i> . Add the suffix -ly to words ending in -le , e.g. <i>crumble, crumbly; gentle, gently; wrinkle, wrinkly</i> .
		Week 3	Add the endings -ing and -ed to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>pat, patting, patted</i> .
	Week 4	Add the endings -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>fit, fitter, fittest</i> .	
	Week 5	Spell correctly and distinguish between the homophones, <i>there/their/they're</i> and <i>your/you're</i> .	
	Week 6	The /aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i> . The /i:/ sound spelt -ey , e.g. <i>key, donkey</i> .	
Spring 2	Week 1	Add the suffixes -ful and -less , e.g. <i>play, playful; care, careful, careless; hope, hopeful, hopeless</i> .	
	Week 2	Add the endings -ing and -ed to words ending in -e with a consonant before it, e.g. <i>hike, hiking, hiked</i> .	
	Week 3	Add the endings -er and -est to words ending in -e with a consonant before it, e.g. <i>nice, nicer, nicest</i> .	
	Week 4	Use the possessive apostrophe (singular), e.g. <i>the girl's book</i> .	
	Week 5	The /l/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i> . The /l/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i> . The /l/ sound spelt -il at the end of words, e.g. <i>pencil, nostril</i> .	



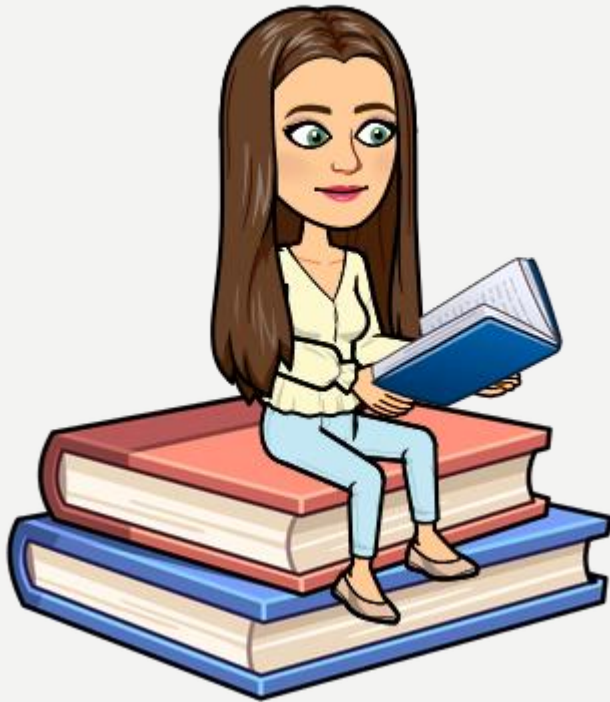
•Year 2 Spellings (**Given out on a Monday and tested on a Monday**)

10 spellings weekly focused around a spelling rule or pattern including Year 2 common exception words.

YEAR 1 PHONICS SCREENING...



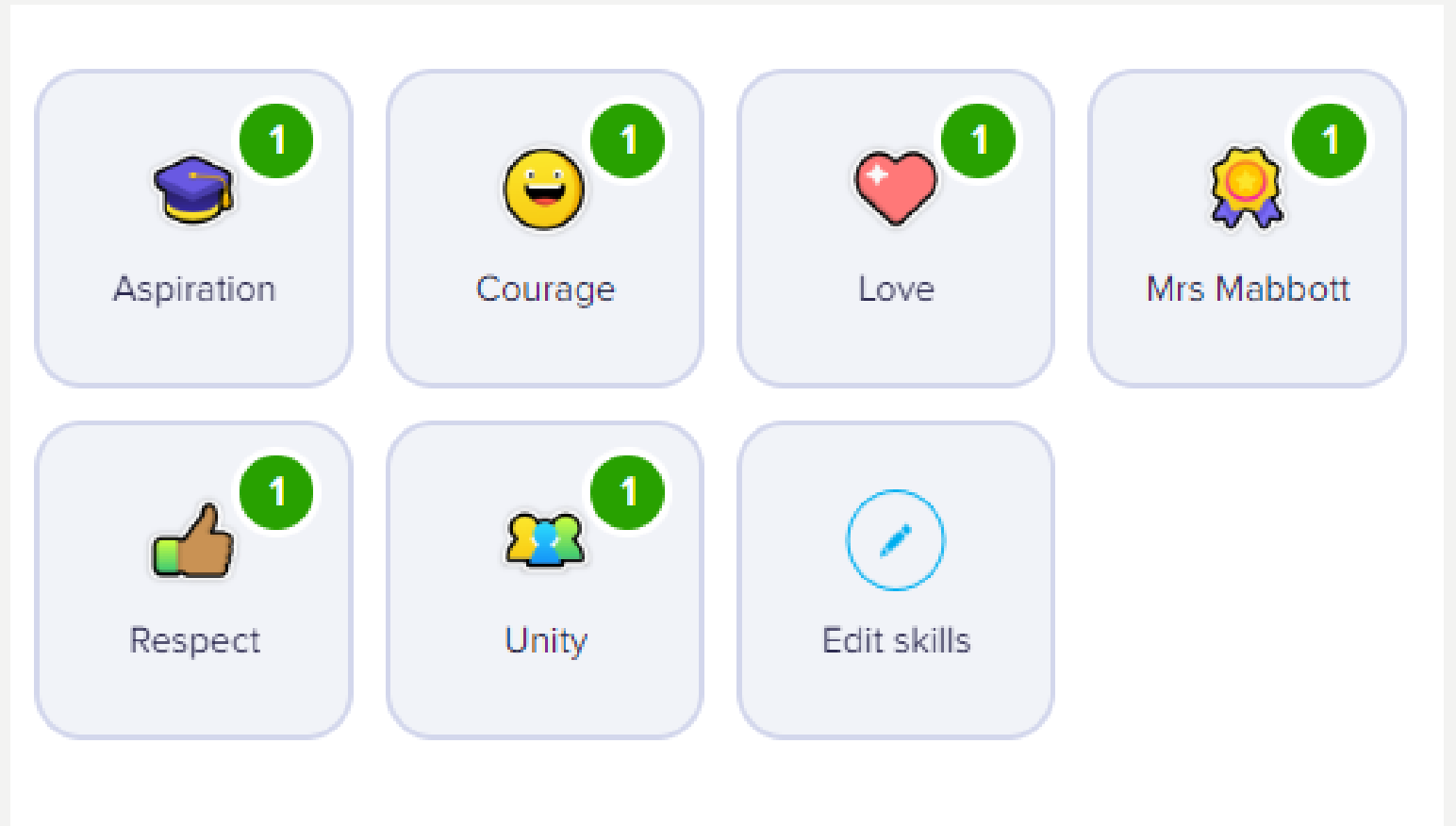
READING



- Year 1 matched to Phonics phase and changed Tuesdays and Thursdays to follow the Phonics progression scheme
- Year 2 colour book band scheme. Two books to be changed when completed and signed by an adult.

REWARDS

- Class Dojo
- House points
- Classroom Prizes
- Jar of joy
- Learner of the day
- Celebration Assembly
- Zones of Regulation-Think Sheet




ASSESSMENT

- Children will be assessed according to whether they have achieved all objectives 'expected' for their school year.
- Working below age related expectations,
- Working towards age related expectations,
- Working at age related expectations,
- Working above age related expectations (Greater Depth).

GENERAL INFORMATION

- P.E Monday (Mrs Whyman) and Tuesday (Burnley Football Club)
- Water bottles in school
- Clubs
- Snack
- Communication via Dojo regarding the children's learning
- Office email address office@ssmj.lancs.sch.uk



*We are going to have a great year
learning together!*