

# *St. George's Central CE Primary School and Nursery*

**Welcome to Y1/2PD**

**Miss Dennett and Mrs Hupton**



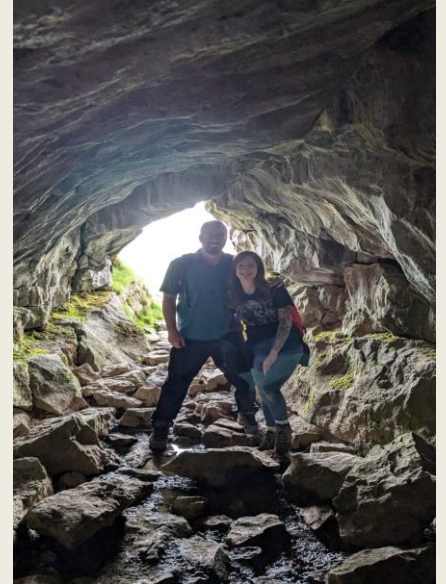
***'Never settle for less than your best'***



# *St. George's Central CE Primary School and Nursery*

## **Miss Dennett – Class Teacher**

This will be my 2nd year of teaching, having previously taught a Year 1 class at another school - I am very excited to start my 2nd year at SGC!



Prior to teaching, I worked in administrative roles for the Police and the NHS. When I am not at school, I enjoy exploring the outdoors and spending time with friends and family.



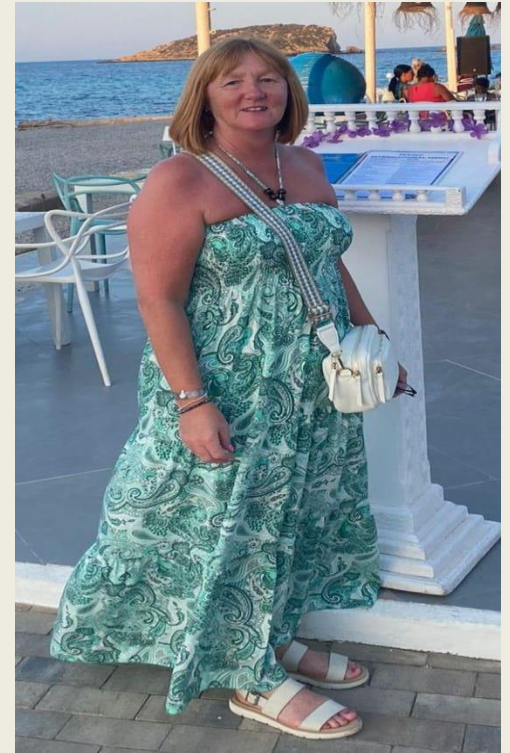
***'Never settle for less than your best'***



# *St. George's Central CE Primary School and Nursery*

## **Mrs Hupton – Class Teaching Assistant**

This will be my 16th year at St George's. I started off working in Reception/Nursery, then moved up to Years 1, 2 and 3, before moving back to Key Stage 1 again. Outside of school, I am kept busy by my two sons who are 19 and 25 years old and I enjoy reading.



***'Never settle for less than your best'***



# Class X Account: @MissDSGC



Y1/2PD have been sharing their support for England! [@MrGSGC](#)



***'Never settle for less than your best'***





# Y 1/2PD Timetable



## St George's Central CE Primary School and Nursery



**Miss Dennett (Y1/2PD): 2024 – 2025**

Doors open at 8:40am	KS1 9:00am – 9:20am	KS1 9:20am – 10:20am	Snack & Break 10:20am – 10:35am	KS1 10:35am – 11:05am	KS1 11:05am – 12:00pm	KS1 Lunch 12:00pm – 1:00pm	KS1 1:00pm – 1:30pm	KS1 1:30pm – 2:00pm	KS1 2:15pm – 3:00pm	Class Reader 3:00pm – 3:20pm
<b>Mon</b>	Whole School Worship: <b>MG/OB</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>English</b>	<b>Lunch</b>	(Mrs Newton) <b>Little Wandle Reading</b>	(Mrs Newton) <b>Geog/Hist</b>	<b>Geog/Hist</b>	<b>Class reader</b>
<b>Tues</b>	Whole School Hymns: <b>VG</b> (Mrs O'Brien)	<b>Maths</b> (Mrs O'Brien)	<b>Snack and break</b> (Mrs O'Brien)	<b>Phonics/ Spelling/ Handwriting</b> (Mrs O'Brien)	<b>English</b>	<b>Lunch</b>	<b>Little Wandle Reading</b>	<b>Music</b>	<b>Indoor PE</b>	<b>Class reader</b>
<b>Wed</b>	Whole School Worship: Class teachers	<b>Maths</b>	<b>Snack and break</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>English</b>	<b>Lunch</b>	<b>Little Wandle Reading</b>	<b>Outdoor PE</b>	<b>Computing</b>	<b>Class reader</b>
<b>Thurs</b>	Class based Worship: <b>See rota for coverage</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>English</b>	<b>Lunch</b>	<b>Little Wandle Reading</b>	<b>RE</b>	<b>PSHE/Library</b>	<b>Class reader</b>
<b>Fri</b>	Celebration/ Class Worship: <b>MG/AM</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>English</b>	<b>Lunch</b>	<b>Book Talk/ Picture News</b>	<b>Science</b>	<b>Science</b>	<b>Class reader</b>

Mrs Hupton will support children in class each day  
Art/DT to be taught over a specific week to be identified across the key phase

***'Never settle for less than your best'***

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

# Curriculum Overview

Headteacher: Mr M Grogan

## St George's Central CE Primary School and Nursery

### Year 1 and Year 2 Curriculum Overview: 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	Staircase House	Autumn Walk	Meerkat Visit	Edith Cavell Workshop Visit to RHS Bridgewater	Blackpool Trip	Seaside Workshop Judaism Workshop
<b>Art</b>	How do colours feel?		How can colours be hot and cold?	How did Vincent paint flowers?		
<b>DT</b>		What did the journey to Bethlehem look like?			What would you take on a picnic?	How will teddy get home?
<b>English</b>	<b>Genre:</b> Narrative (Recount)	<b>Genre:</b> Non-Chronological Report	<b>Genre:</b> Narrative (Stories) Letters/Postcards	<b>Genre:</b> Biographies	<b>Genre:</b> Narrative (Stories) Instructions	<b>Genre:</b> Narrative (Adventure stories)
	<b>Text:</b> <i>Toby and the Great Fire of London</i> Margaret Nash	<b>Text:</b> <i>Tidy</i> Emily Gravett	<b>Text:</b> <i>Meerkat Mail</i> Emily Gravett	<b>Text:</b> <i>The Extraordinary Life of Mary Seacole</i> Nadia Redgrave	<b>Text:</b> <i>The Lighthousekeeper's Lunch</i> Ronda and David Armitage	<b>Text:</b> <i>Journey</i> Aaron Becker
	<b>Audience for Writing:</b> Children in Early Years	<b>Audience for Writing:</b> Young Scientists	<b>Audience for Writing:</b> Characters from the text	<b>Audience for Writing:</b> Young Historians	<b>Audience for Writing:</b> Children in Early Years	<b>Audience for Writing:</b> Children aged 7-9
	<b>Purpose for Writing:</b> To provide a recount of events	<b>Purpose for Writing:</b> To explain	<b>Purpose for Writing:</b> To entertain	<b>Purpose for Writing:</b> To inform	<b>Purpose for Writing:</b> To inform To explain	<b>Purpose for Writing:</b> To entertain
	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words -Capital letters for names and personal pronoun 'I' -Capital letters, full stops, question marks and exclamation marks. -Use subordination and co- ordination -Consistent use of past tense	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words Capital letters, full stops, question marks and exclamation marks. -Use subordination and co-ordination -Consistent use of present tense	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words Capital letters, full stops, question marks and exclamation marks. -Use subordination and co-ordination -Sequence sentences to form short narratives -Form adjectives using suffixes	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words -Capital letters for names Capital letters, full stops, question marks and exclamation marks. -Use subordination and co- ordination Consistent use of past tense Progressive verbs	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words Capital letters, full stops, question marks and exclamation marks. -Use subordination and co-ordination -Sequence sentences to form short narratives -Form adjectives using suffixes	<b>Grammar:</b> - Combine words to make sentences -Leave spaces between words Capital letters, full stops, question marks and exclamation marks. -Use subordination and co-ordination -Sequence sentences to form short narratives -Form adjectives using suffixes

# Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English continued</b>			<ul style="list-style-type: none"> <li>-Expanded noun phrases for description and specification</li> <li>-Consistent use of past or present tense</li> <li>-Use statements, questions, commands and exclamations.</li> <li>-Progressive verbs</li> <li>-Apostrophe's for omission of letters</li> </ul>		<ul style="list-style-type: none"> <li>-Expanded noun phrases for description and specification</li> <li>-Consistent use of past or present tense</li> <li>-Use statements, questions, commands and exclamations.</li> <li>-Progressive verbs</li> <li>-Apostrophe's for omission of letters</li> </ul>	<ul style="list-style-type: none"> <li>-Expanded noun phrases for description and specification</li> <li>-Consistent use of past or present tense</li> <li>-Use statements, questions, commands and exclamations.</li> <li>-Progressive verbs</li> <li>-Apostrophe's for omission of letters</li> </ul>
	<b>Poem:</b> <i>On the Ning Nang Nong</i> Spike Milligan	<b>Poem:</b> <i>Nativity</i> Gervase Phinn	<b>Poem:</b> <i>Art Year haikus</i> John Kitching	<b>Poems:</b> <i>From a Railway to a Carriage</i> R L Stevenson	<b>Poem:</b> <i>One Kind Word</i> Andy Tooze	<b>Poem:</b> <i>Your Dream</i> Andy Tooze
<b>Geography</b>		How do seasons change in the UK?	What are the similarities and differences between the Kalahari Desert and polar regions?		How is Blackpool different from Tyldesley?	
<b>History</b>	Why should The Great Fire of London never be forgotten?			How have Mary Seacole and Edith Cavell helped to make the world a better place?		How have holidays changed in the last 100 years?
<b>Computing</b>	How do I use the technology around me?	How can you create the Word?	Can you get with the program?  How do we begin to Scratch?		Can I be a digital composer?	How can I sort the data?
<b>Maths (Y1)</b>	Place Value Addition and Subtraction	Addition and Subtraction Properties of Shape	Place Value Addition and Subtraction	Place Value Length and Height Mass and Volume	Multiplication and Division Fractions	Position and Direction Place Value Money and Time
<b>Maths (Y1/2)</b>	Place Value Addition and Subtraction	Addition and Subtraction Properties of Shape	Y1 Place Value Y1 Addition/ Subtraction Y2 Money Y2 Multiplication/ Division	Y1 Place Value Length and Height Mass/ Capacity/ Temperature	Y1 Multiplication/ Division Y2 Statistics Fractions	Position and Direction Y1 Place Value Time
<b>Maths (Y2)</b>	Place Value Addition and Subtraction	Addition and Subtraction Properties of Shape	Money Multiplication and Division	Length and Height Mass and Capacity Temperature	Statistics Fractions	Position and Direction Time
<b>Music</b>	What is rhythm?	How does time signature affect a piece of music?	How can tempo and dynamics be represented in music?	How are musical styles different?	How can sounds be described?	What are Latin rhythms like?





# Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE (indoor)	What happens if I don't succeed?	How might I encourage others?	How might I order movement and skills?	How do I compare and develop?	How might I perform a sequence?	How do I exercise safely?
All year groups participate in a mindfulness session each half-term with a class specific focus built around mental health and well-being.						
PE (outdoor)	What is meant by balance and coordination?	What is the best way to throw and catch?	How can I change the way I travel?	Have you seen my moving and passing skills?	How do we go for gold?	
PSHE	What is the same and different about us?	Who is special to us?	What helps us stay safe?	What jobs do people do?	What helps us grow and stay healthy?	How can we look after each other and the world?
RE	How should we care for others and the world and why does it matter?	Why does Christmas matter to Christians?	Who is Muslim and how do they live?  Part 1	Why does Easter matter to Christians?	Who is Muslim and how do they live?  Part 2	What makes some places sacred to believers?
Science	What plants and animals live in our local environment?	Which body parts help us to see, smell, hear, taste and touch?	What different materials are objects made from?	How do seeds and bulbs grow?		How does the weather change through the seasons?
Residential		Year 1: one night in the school hall			Year 2: one night camping on the school field	
Forest School				Year 1: What skills do I need to be a Forest School explorer?	Year 2: Do I need a bow saw or a mallet to help me make a wood cookie?	
All Being Well activities	Year 1, Year 1/2 and Y2: Community litter pick		Year 1, Year 1/2 and Y2: visit to Hillcrest Residential Home			
SGC Life Skill	<p>Year 1: Children can use a knife and fork correctly when eating</p> <p>Year 2: Children can tie their own shoe laces</p>					



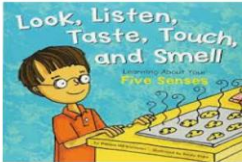
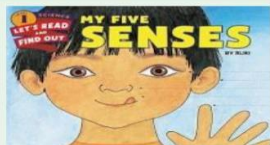
# Knowledge Organisers

## Why should The Great Fire of London never be forgotten?

Subject Specific Vocabulary		Historical Skills
destroy	To put an end to something.	
St. Paul's Cathedral	A very large, important church in London. A new St Paul's Cathedral was built after the fire.	 <ul style="list-style-type: none"> <li>Place events on a simple timeline.</li> <li>Sequence 4 artefacts from different periods of time.</li> <li>Explore and compare different recounts of the 'Great Fire of London'.</li> <li>Talk about the passing of time.</li> <li>Handle sources and evidence to ask and answer questions about the 'Great Fire of London'.</li> </ul>
diary	A book that people write about their lives in.	
firebreak	A gap that stops a fire spreading to nearby buildings.	
bakery	A place that makes bread, cakes etc.	
Pudding Lane	Pudding Lane is a small street in London widely known as the location of Thomas Farriner's bakery where the Great Fire of London started in 1666.	Exciting Books
Thomas Farriner	Thomas Farriner was a baker in 17th century London. His bakery in Pudding Lane was the source point for the Great Fire of London.	
King Charles II	King Charles II was King at the time of The Great Fire of London.	
Samuel Pepys	Samuel Pepys witnessed and wrote an account of 'The Great Fire of London'.	
Sticky Knowledge about The Great Fire of London		 <ul style="list-style-type: none"> <li>The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.</li> <li>The fires used for baking were not put out properly.</li> <li>In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</li> <li>People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</li> <li>By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</li> <li>In 1666, people didn't know nearly as much about stopping fires as we do today.</li> </ul>

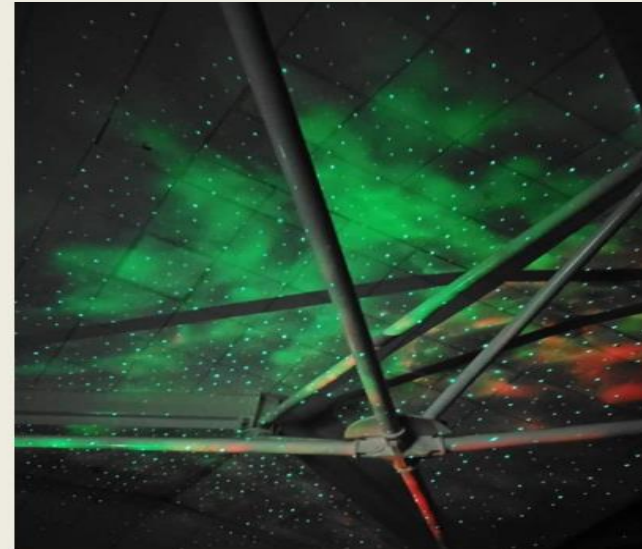
Each topic has an accompanying Knowledge Organiser. These give a bit more detail about what will be learnt over the course of the topic. They can be found on the school website.

## Year 1: Which body parts help us to see, smell, hear, taste and touch?

Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about the senses
senses	To use different parts of our body to see, smell, hear, taste and touch.		<input type="checkbox"/> Hearing is a sense that detects vibration of sound.
see	To use our eyes to see objects and colours in our environment.		<input type="checkbox"/> The tongue contains sensory cells on the top called taste buds.
smell	To detect the odour or scent of something using you nose.		<input type="checkbox"/> There are five tastes sweet, bitter, sour, salty and savoury.
hear	To detect sounds made by something or someone using our ears.		<input type="checkbox"/> Compared to other animals humans have a weak sense of smell.
taste	The sensation of flavour perceived in the mouth and throat when eating or drinking something.		<input type="checkbox"/> Some snakes have sensory organs that can detect infrared light, birds and bees can see ultraviolet light. While bats and dolphins use sonar sounds to interpret their surroundings.
touch	To use our hands to come into contact with other objects to explore what they feel like.	<b>Important facts to know by the end of the plants topic:</b>  <input type="checkbox"/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
body parts	To use different body parts to detect sounds, tastes, smells, see things around us and feel things.		
sensory	To use the senses to explore the environment.		
sour	An acidic taste such as lemon or vinegar.		
sweet	A pleasant taste of sugar or honey not sour, salty or bitter.		
salty	A food that tastes like it contains preserved salt.		

# Residential Opportunities: Year 1

## Sleepover, Friday 15th November 2024



***'Never settle for less than your best'***





# Residential Opportunities: Year 2 Camping, Friday 16th May 2025



***'Never settle for less than your best'***





# Forest School

**Year 1 Spring term (second half). Year 2  
Summer term (first half).**

## Winter requirements

- Wellingtons
- Waterproof all in ones or a waterproof coat and waterproof trousers (a size bigger than age at least)
- Warm trousers to cover legs
- Warm t-shirt and jumper to cover the arms
- Optional: A warm hat
- Spare socks



## Summer requirements

- All in ones (a size bigger than age at least)
  - Wellingtons
  - Trousers and t-shirt, light-weight jacket to cover the arms and legs
  - Optional : A summer hat
  - Sun cream (to be applied before school)
  - Spare socks
- 
- Clothing to avoid due to forest hazards: jeans, skirts, shorts, tights, trainers, scarves





# SGC Life Skills

Year 1: Children learn how to use a knife and fork correctly.



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# SGC Life Skills

**Year 2: Children learn how to tie their own shoelaces.**



**Please support by encouraging children to practise at home.**



***'Never settle for less than your best'***



# PE Days and Kit Requirements

Indoor PE: Tuesday

Outdoor PE: Wednesday



Children can come to school in their PE kit on the day that they have outdoor PE and on the day they have indoor PE. The only item that will need to remain in school are their pumps. So that your child feels 'comfortable' all day in school when it is their indoor PE day they could wear their full school tracksuit for both days that they have PE (with maybe their shorts underneath on the indoor days). Some children may prefer to come in their shorts on these days.

# Reading...it's a kind of magic!

Text:



Text:



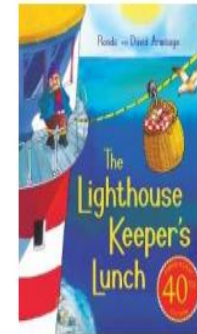
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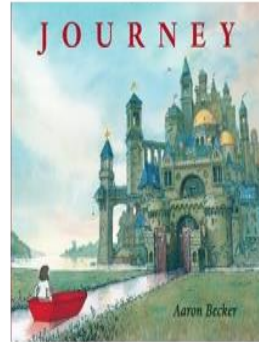
Text:



Text:



Text:



***'Never settle for less than your best'***





# Why is reading important?

"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai

## HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and scores in  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and scores in  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and scores in  
**10th PERCENTILE**  
on standardized tests

 SCHOLASTIC

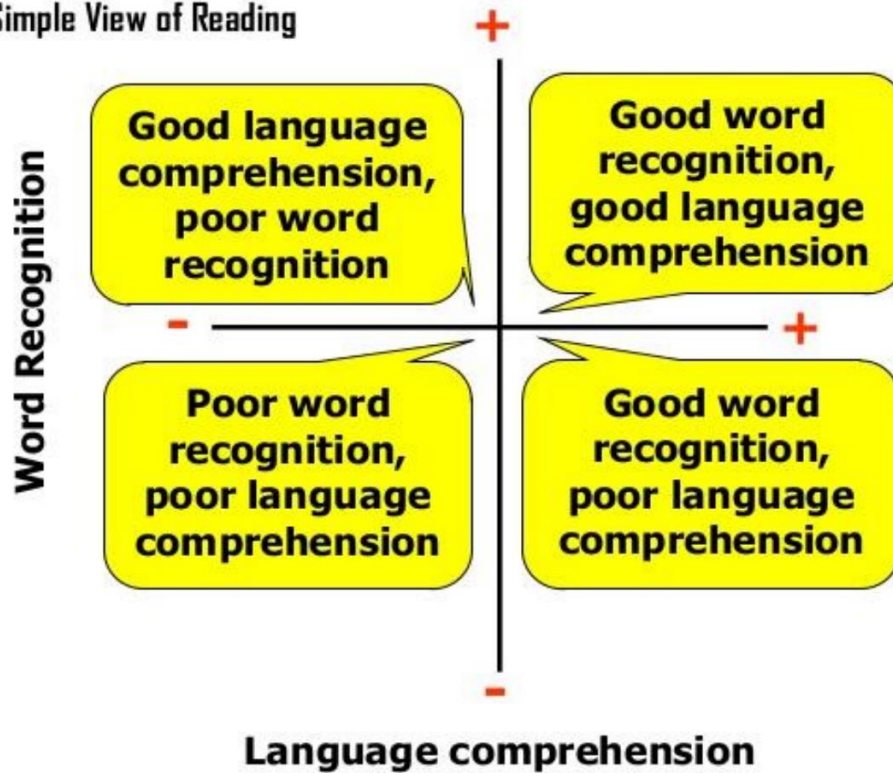


*'Never settle for less than your best'*



# Why is reading important?

The Simple View of Reading



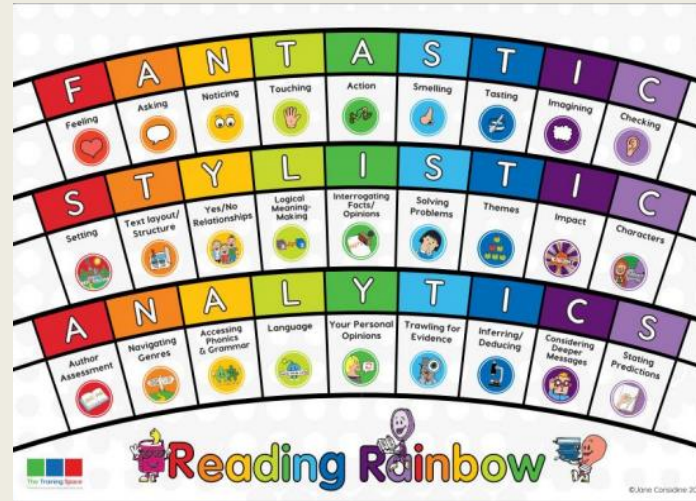
Number of words children would have heard by the age of 5 if they were:



*'Never settle for less than your best'*



# How do we support your child's reading?



***'Never settle for less than your best'***

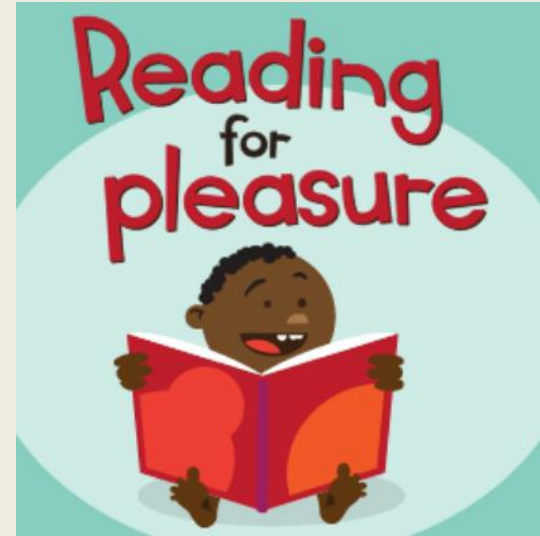




# What you can do to support your child's reading:



<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>



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# E-Safety



We value physical education at St George's Central and we believe it is important to strike a balance between time online and time being physically active.

We invest a lot of time teaching children how to use the internet and devices safely. It is crucial to ensure our children are safe online both in school and at home.

Please see the following for more information and the Computing Guide for parents on our website:

[Jessie & Friends  
\(ceopeducation.co.uk\)](http://ceopeducation.co.uk)

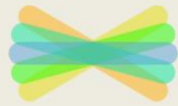
[https://www.saferinternet.org  
.uk](https://www.saferinternet.org.uk)



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# Home Learning



## Seesaw

A copy of the weekly spellings and maths activity will be available on our class Seesaw.

Name:

Total Recall 2 - 30 seconds

**BIG MATHS... BEAT THAT!**

My 'Beat That!' score was...

$9 + 9 =$	$8 + 8 =$	$2 + 8 =$
$3 + 7 =$	$6 + 2 =$	$6 + 6 =$
$5 + 2 =$	$7 + 7 =$	$7 + 2 =$
$6 + 3 =$	$4 + 3 =$	$1 + 9 =$
$9 + 2 =$	$5 + 5 =$	$4 + 2 =$
$4 + 6 =$		$5 + 3 =$

17

TR2 1

Practise Big Maths Beat That each week.



Reading 3 times per week.



Access Times Tables Rock Stars or Numbots.



Practise spellings:  
Friday to Friday





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***'Never settle for less than your best'***







***'Never settle for less than your best'***







***'Never settle for less than your best'***







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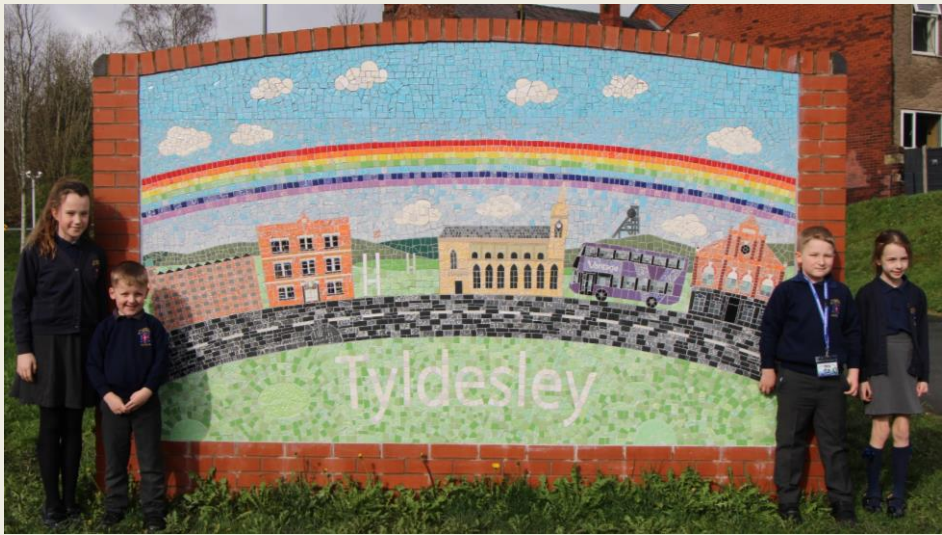






***'Never settle for less than your best'***





***'Never settle for less than your best'***







***'Never settle for less than your best'***





***'Never settle for less than your best'***







***'Never settle for less than your best'***





***‘Never settle for less than your best’***







***‘Never settle for less than your best’***





***'Never settle for less than your best'***







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*'Never settle for less than your best'*







***'Never settle for less than your best'***





*'Never settle for less than your best'*







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***'Never settle for less than your best'***







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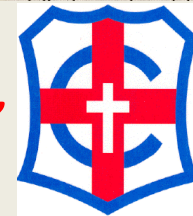


I SMOKED  
AFTER  
SEEING  
MY MUM  
LIGHT UP

MAN  
OF THE  
MATCHES  
James In  
goal at 2010  
World Cup



*'Never settle for less than your best'*





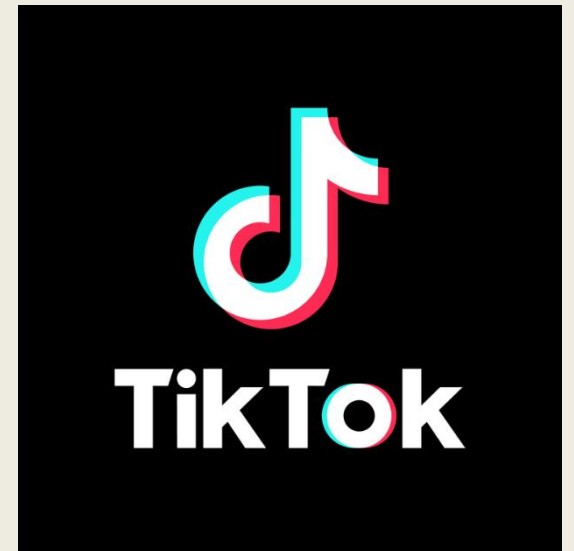


***'Never settle for less than your best'***









***'Never settle for less than your best'***





reading  plus®



***'Never settle for less than your best'***





# Importance of Reading

*‘Children with higher reading skills at age 10 see the impact through their salaries more than 25 years later’*



*‘Never settle for less than your best’*



# Importance of Reading

*‘A strong reader at age 10 would earn 21% more per hour at age 38, on average, than someone from a similar background with poor reading skills’*



*‘Never settle for less than your best’*





# Importance of Reading



*'Never settle for less than your best'*





*'Never settle for less than your best'*





# Y6



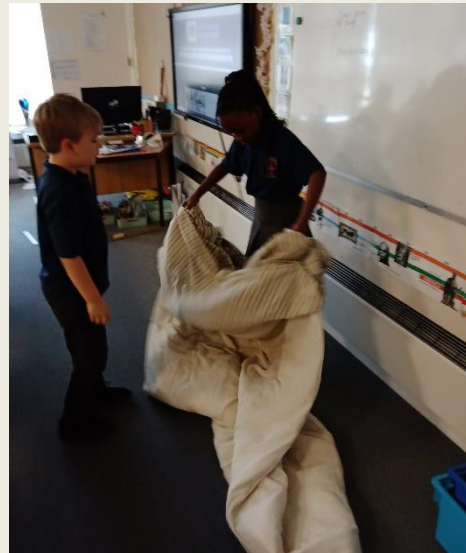
# Y5



# Y4



# Y3





Y2



Y1



# Reception



# Nursery





# To reach 50 million users:



**75 years**



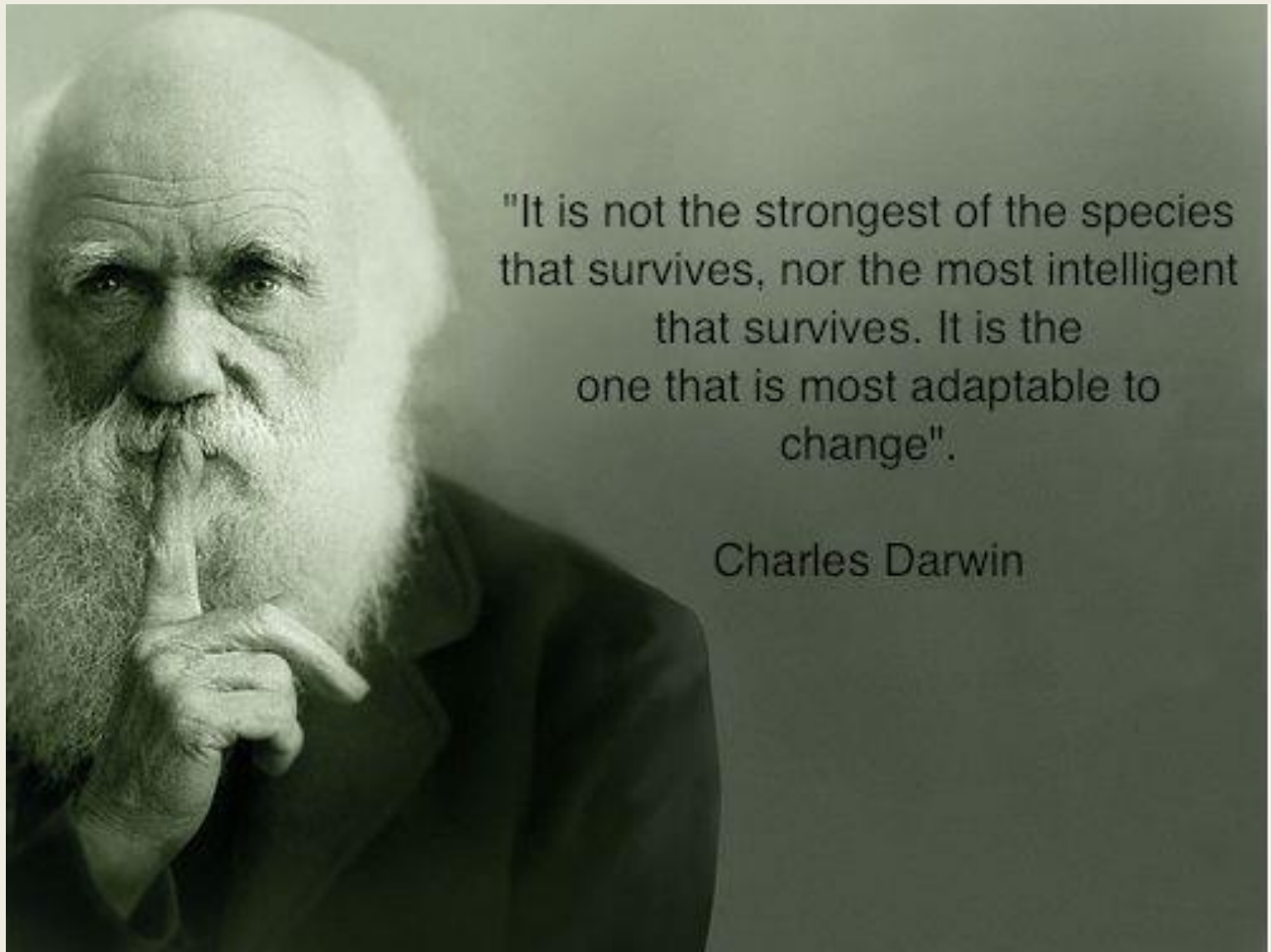
**4 years**



**2 years**



**19 days**



"It is not the strongest of the species  
that survives, nor the most intelligent  
that survives. It is the  
one that is most adaptable to  
change".

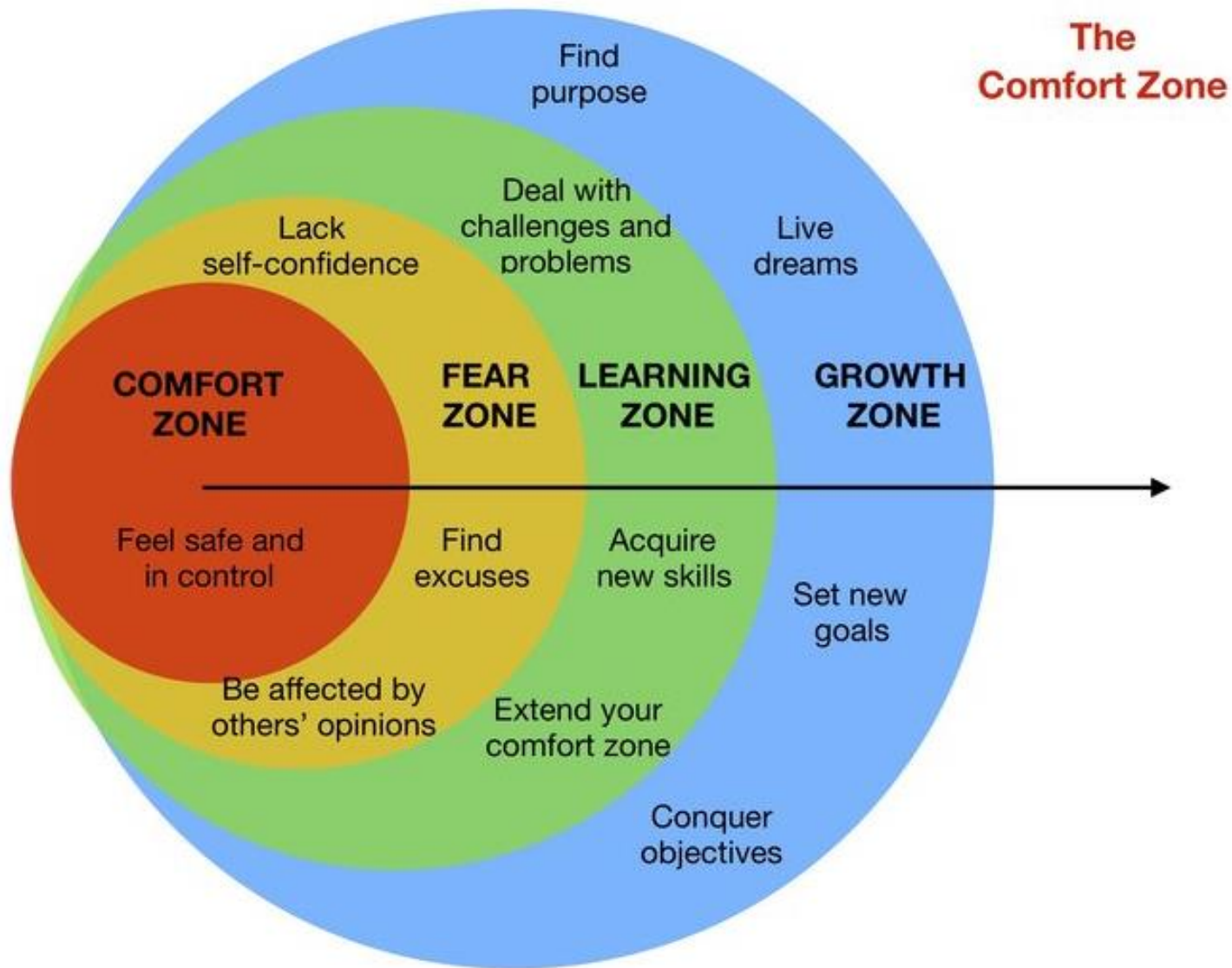
Charles Darwin



***'Never settle for less than your best'***







***'Never settle for less than your best'***



# 8 out of 10



*'Never settle for less than your best'*





# 8 out of 10



*'Never settle for less than your best'*



# The Iceberg Illusion

Success  
is an  
iceberg

**SUCCESS!**

WHAT PEOPLE  
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE  
DON'T SEE

Dedication



Hard work



Discipline



*'Never settle for less than your best'*







*'Never settle for less than your best'*





***'Never settle for less than your best'***





***HARDWORK =***

***H+A+R+D+W+O+R+K***

***8+1+18+4+23+15+18+11=***

***98%***



***'Never settle for less than your best'***



***KNOWLEDGE =***

***K+N+O+W+L+E+D+G+E***

***11+14+15+23+12+5+4+7+5 =***

***96%***



***'Never settle for less than your best'***





*ATTITUDE =*

*A+T+T+I+T+U+D+E*

*1+20+20+9+20+21+4+5 =*

*100%*



*'Never settle for less than your best'*



Avoid posting your  
personal problems on  
social media.

Your personal problems  
require personal solutions  
not social attention.



***'Never settle for less than your best'***







***'Never settle for less than your best'***





***‘Never settle for less than your best’***







***'Never settle for less than your best'***





***'Never settle for less than your best'***





# Remember!



Reading 3 times per week.

## Year 1/2 PD

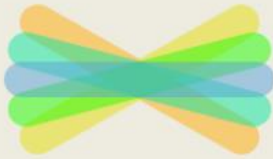
- Y1/2PD In Action
- Y1/2PD Class Timetable
- Y1/2PD Information
- Y1/2PD Curriculum Overviews 2024-25
- Y1/2PD Curriculum Overviews 2025-26
- Y1/2PD Maths Overview
- Y1/2PD English Overview 2024-2025
- Y1/2PD English Overview 2025-2026
- Y1 Spelling Overview
- Y2 Spelling Overview
- Y1 Common Exception Words
- Y2 Common Exception Words
- Y1 End of Year Expectations
- Y2 End of Year Expectations
- Y1/2PD Seesaw



*'Never settle for less than your best'*



# Home/school partnership



Seesaw



In Year 1 / 2 we build on children's prior learning in EYFS and Year 1. We have high expectations for behaviour and effort but we want all children to have fun and enjoy their learning. If you have any concerns, please come and speak with us.



***'Never settle for less than your best'***





# Thank you!

**I may not be  
the best... but  
I sure am trying  
my best.**



**The beautiful  
thing about  
learning is that no  
one can take it  
away from you.**

B.B. King

