

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

**Welcome to Y1/2TL**

**Mrs Leech and Mrs Woodward**



*'Never settle for less than your best'*



# St. George's Central CE School and Nursery

## Mrs Leech- Class teacher.



This will be my 6<sup>th</sup> year of teaching but my 7<sup>th</sup> year at Saint Georges Central as I completed my teacher training here and was lucky enough to secure a job here when I completed my training.

When I am not at school, I am kept busy by my 3 children and 2 dogs.



*'Never settle for less than your best'*



# St. George's Central CE School and Nursery

## Mrs Woodward - Class Teaching Assistant



Mrs Woodward has a range of experience working with different year groups across school. Mrs Woodward had the pleasure of working with year 1 last year and is a familiar face for some of our class.



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# St. George's Central CE School and Nursery

**Mrs O'Brien-PPA cover from November onwards.**



Mrs O'Brien is our Deputy Headteacher. She has many years of experience as a Key Stage 1 teacher and leader and she is looking forward to working with our class on Mondays and Thursdays.

When she is not at school, Mrs O'Brien enjoys spending time with her family and supporting Leigh Leopards.



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



**Miss Gray- cover (Thursdays, 11-12)**



Miss Gray was involved with the school choir and a variety of musical ensembles throughout her time in school.

She attended Manchester Metropolitan University and earned a BA (Hons) in Primary Education, specialising in Music and Languages. She has been teaching at St. George's Central for 17 years.

She lives with her musical family and has a son called Dominic who is an amazing drummer.



# Twitter: @LsgcMrs



MrsLSGC @LsgcMrs · Jul 3

We had such a fun and energetic workout with @Michael\_Churm this morning! Thank you for coming to visit us. @MrGSGC @MrCookeSGC #SGCPE



MrsLSGC @LsgcMrs · Jun 23

Last photos from our lovely morning at Hillcrest @MrGSGC



*'Never settle for less than your best'*



# Y1/2 Timetable



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



**Mrs Leech (Y1/2TL): 2023 – 2024**

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>	<b>Little Wandle Reading</b> (Mrs O'Brien)	<b>Geog/Hist</b> (Mrs O'Brien)	<b>Geog/Hist</b> (Mrs O'Brien)	<b>Class reader</b> (Mrs O'Brien)
<b>Tues</b>	Whole School Hymns: <b>VG</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>Indoor PE</b>	<b>Class reader</b>
<b>Wed</b>	Whole School Worship: Class teachers or Rec Martin	<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> (Mrs O'Brien)	<b>Snack and break</b> (Mrs O'Brien)	<b>Phonics/ Spelling/ Handwriting</b> (Mrs O'Brien)	<b>Music</b> (Miss Gray)	<b>Lunch</b>	<b>Little Wandle Reading</b>	<b>English</b>	<b>PSHE</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 Woodward will support children in class each day  
Art/DT to be taught over a specific week to be identified across the key phase

# Curriculum overview

## Year 1 and Year 2 Curriculum Overview: 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	Curious Critters	Pop Project	Town Walk	Tyldesley Mining Museum	Indian Experience Day	Trip to Liverpool Maritime Museum
<b>Art</b>	Can you draw an animal with just one line?	How do you take a line for a walk?		What shape are the hills?		
<b>DT</b>			How did the Billy Goats Gruff cross the river?		What makes a great tropical fruit salad?	How can you join fabric to create a puppet?
<b>English</b>	<b>Genre:</b> Narrative (Stories)	<b>Genre:</b> Narrative (Diary)	<b>Genre:</b> Persuasive Letters	<b>Genre:</b> Narrative (Stories)	<b>Genre:</b> Non-Chronological Report	<b>Genre:</b> Non Fiction (Information text)
	<b>Text:</b> <i>Once Upon an Ordinary School Day</i> Colin McNaughton	<b>Text:</b> <i>We Are the Beatles</i> Zoe Tucker	<b>Text:</b> <i>Dear Fairy Godmother</i> Michael Rosen	<b>Text:</b> <i>Various stories</i> Julia Donaldson	<b>Text:</b> <i>Lily's Garden of India</i> Jeremy Smith	<b>Text:</b> <i>The Story of the Titanic for Children</i> Joe Fullman
	<b>Audience for writing:</b> Children in Early Years	<b>Audience for writing:</b> Fans of The Beatles	<b>Audience for writing:</b> Characters from the text	<b>Audience for writing:</b> Enthusiasts of Julia Donaldson	<b>Audience for writing:</b> World Explorers	<b>Audience for writing:</b> Young Historians
	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To persuade	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To inform
	<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	<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, 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 -Consistent use of present tense



# 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>-Form adjectives using suffixes</li> <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>		
	<p><b>Poem:</b> <i>All the things you can say to places in the UK</i> Brian Moses</p>	<p><b>Poem:</b> <i>Historian</i> John Kitching</p>	<p><b>Poem:</b> <i>The Owl and the Pussy Cat</i> E. Lear</p>	<p><b>Poems:</b> <i>If I were a shape</i> Brian Moses</p>	<p><b>Poem:</b> <i>Bugs</i> Andy Tooze</p>	<p><b>Poem:</b> <i>The Titanic</i> Gillian Clarke</p>
<b>Geography</b>	Where in the world is the United Kingdom?		What is interesting about Tyldesley?		Where would I prefer to live: Tyldesley or Chembakolli?	
<b>History</b>		What was life like in the 1960s?		What happened in Tyldesley in the past?		Why is the Titanic so famous?
<b>Computing</b>	What is IT?	Do you have the power to create a slide?	Can you be the boss of the robot?  Can you be a chase creator?		How do you capture a moment?	How can pictures represent 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>	How could different instruments represent different animals?	What are the features of pop and rock music?	What instruments can be found in an orchestra?	How can songs tell us about history?	What is the difference about Indian music when compared with Western music?	What do African rhythms sound 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?
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 makes a good friend?	How can we make sure everyone is treated equally?	What helps us stay healthy?	What can we do with money?	Who helps keep us safe?	How do we recognise our feelings?
RE	How do we help those who do not have a good harvest?  How do Jews celebrate Sukkot?	What do Christians believe about God and Creation?  Why was the birth of Jesus such Good News?	What made Jesus special?	In what way is the Easter story a new beginning?	Why is Baptism special?  How do people of other faiths celebrate the arrival of a new baby?	What happened at Ascension and Pentecost?  What was Jesus' life like compared to mine today?
Science	What different groups do animals belong to?	What material is best for.....?	What do we need to grow and stay healthy?		How do plants and animals obtain their food?	Why do some objects float?
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

## Where in the world is the United Kingdom?

Subject Specific Vocabulary			Exciting Books
<b>United Kingdom</b>	The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in northwestern Europe.		<p><b>Sticky Knowledge about our world</b></p> <ul style="list-style-type: none"> <li>□ The United Kingdom is made up of England, Scotland, Northern Ireland and Wales.</li> <li>□ The capital cities of the United Kingdom's four countries are: London (England), Cardiff (Wales), Edinburgh (Scotland) and Belfast (Northern Ireland).</li> <li>□ There are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.</li> <li>□ The surface of the planet is approximately 71% water and contains five oceans: the Arctic, Atlantic, Indian, Pacific and Southern. The Arctic Ocean is the smallest of the world's five ocean basins. A polar bear walks on the frozen surface of the Arctic Ocean.</li> <li>□ A compass is used for navigation, location and direction. The compass greatly improved the safety of travel.</li> </ul>
<b>symbol</b>	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.	<p><b>Geographical Skills:</b></p> <ul style="list-style-type: none"> <li>□ Use online and offline maps to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>□ Use compass directions (north, east, south and west) to orientate on maps.</li> <li>□ Compare different cities and towns.</li> <li>□ Draw maps of school and Tydesley.</li> </ul>	
<b>location</b>	In geography, location and place are used to denote a point or an area on the Earth's surface or elsewhere.		
<b>compass</b>	A tool used for finding the direction e.g. North, East, South and West		
<b>direction</b>	Where things are in relation to other things.		
<b>country</b>	A nation with its own government, occupying a particular territory.		
<b>continent</b>	Any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).		
<b>capital city</b>	The city or town that functions as the seat of government and administrative centre of a country or region.		
<b>sea</b>	The expanse of salt water that covers most of the earth's surface and surrounds its land masses.		
<b>ocean</b>	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically		


Each topic in our curriculum has an accompanying Knowledge Organiser. They detail the key knowledge to be learnt over the course of the topic. They are available on the school website.



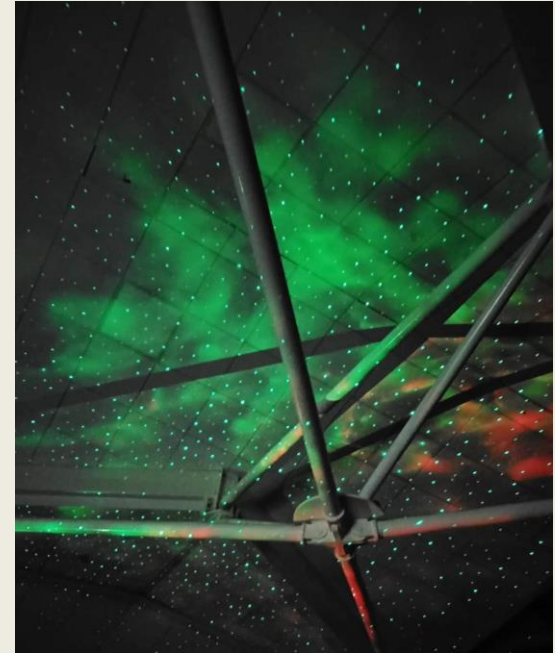
*'Never settle for less than your best'*



## Why is the Titanic so famous?

Subject Specific Vocabulary			Exciting Books
<b>steamship</b>	A ship that is propelled by a steam engine.		<p><b>Sticky Knowledge about the Titanic</b></p> <ul style="list-style-type: none"> <li>□ Titanic was built by a company called White Star Line. She was ready for the ocean on 31<sup>st</sup> March 1912, after three years in construction in Belfast, Northern Ireland.</li> <li>□ Titanic was the most impressive and luxurious ship of her time. She was the biggest too, measuring 28 metres wide, 53 metres tall and 269 metres long.</li> <li>□ Titanic's full title was RMS Titanic. This stands for 'Royal Mail Steamer'. As well as passengers, the ship carried nearly 3500 sacks of letters, packages and documents.</li> <li>□ There were over 2,200 people on board Titanic, 900 of which were crew members.</li> <li>□ On 10<sup>th</sup> April 1912, Titanic set out on her maiden voyage taking people from Southampton, England, to New York, USA.</li> </ul>
<b>tragedy</b>	An event causing great suffering, destruction and distress, such as a serious accident, crime or natural catastrophe.	<p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>□ Sequence photographs from the Titanic.</li> <li>□ Recognise why people did things, why events happened and what happened as a result.</li> <li>□ Compare pictures or photographs of people or events in the past.</li> <li>□ Discuss reliability of photos/accounts/stories.</li> <li>□ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	
<b>accommodation</b>	A room, group of rooms, or building in which someone may live or stay.		
<b>passenger</b>	A person who is traveling in an automobile, bus, train, ship or other conveyance.		
<b>maiden voyage</b>	The first voyage of a ship.		
<b>wealthy</b>	Having a great deal of money, resources or assets.		
<b>lifeboat</b>	A specially constructed boat launched from land to rescue people in distress at sea.		
<b>iceberg</b>	A huge chunk of ice floating in the ocean.		
<b>wreck</b>	Any building, structure, or thing reduced to a state of ruin.		

# Residential Opportunities: Year 1 Sleepover, Friday 17<sup>th</sup> November 2023.



# Residential Opportunities: Year 2 Camping- Friday 17<sup>th</sup> May 2024



# Forest School:

Year 1 Spring term (second half). Year 2 Summer term (1<sup>st</sup> 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: Learn how to use a knife and fork correctly



# SGC Life skills:

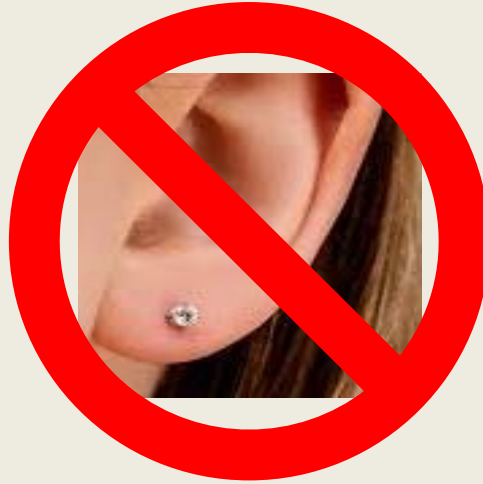
Year 2: Learn how to tie own shoelaces





# 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.

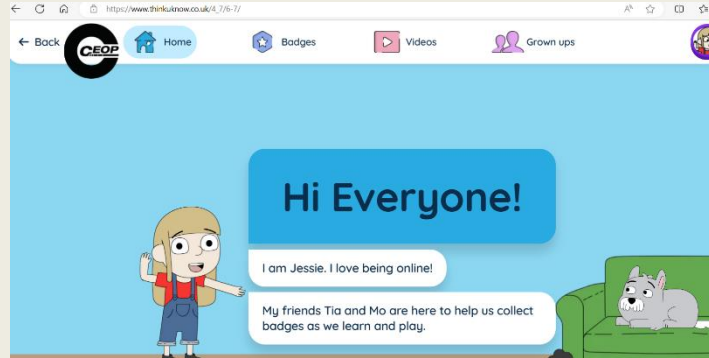
# E-Safety.

## Computing guides for parents

### Computing - Guides for Parents

- Age Ratings Guide
- Call of Duty
- Fifa 20
- Conversation Starters with your child about Online Safety
- Cyberbullying
- Fortnite Battle Royale
- Roblox
- Fortnite Chapter 2
- Grand Theft Auto
- TikTok
- Instagram
- Minecraft
- Nintendo Switch
- Online Challenges
- Online Gaming & Gambling
- Online Safety For Children
- Pokemon GO
- Safer Apps for Children
- Setting Internet Controls
- Smart Phone Safety
- SnapChat
- Social Media Top Tips
- Twitter
- Supporting Mental Health
- WhatsApp
- Youtube Kids
- Youtube

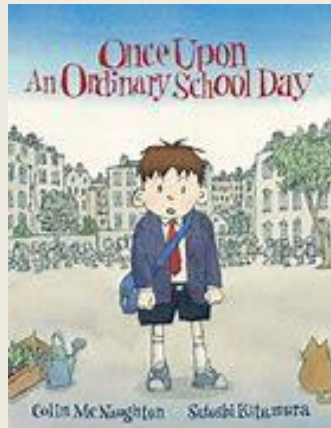
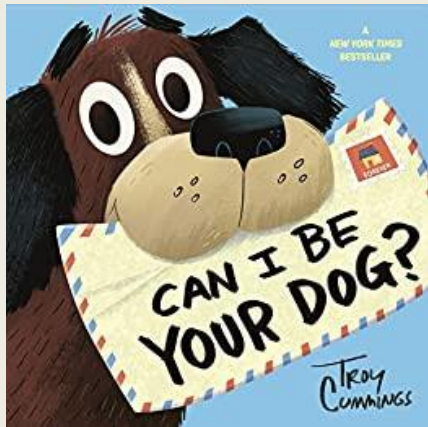
## Jessie & Friends (thinkuknow.co.uk)



*'Never settle for less than your best'*



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



*'Never settle for less than your best'*



# Why Read?

"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

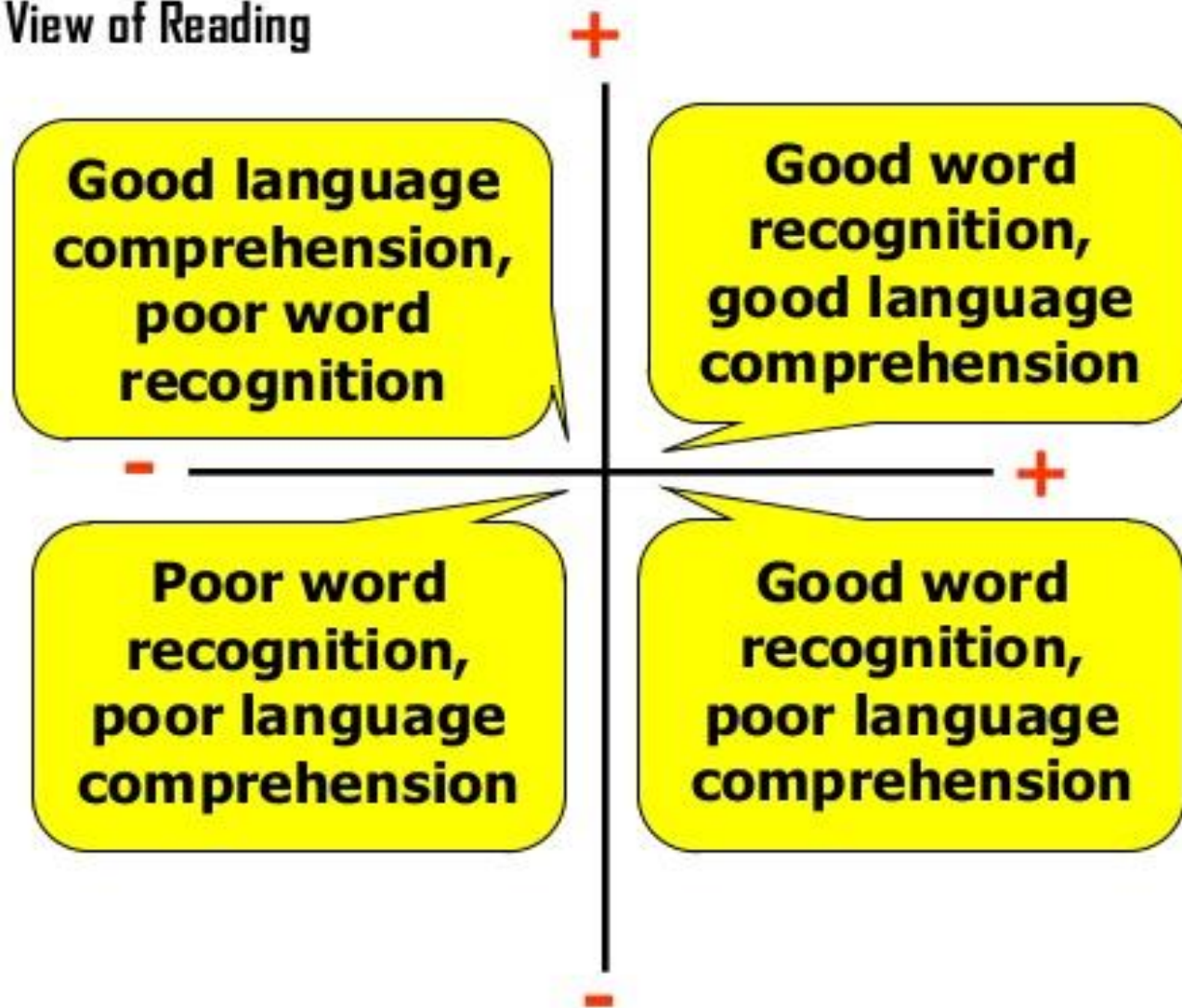
1:00

minute per day

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

## The Simple View of Reading


**Word Recognition**



**Language comprehension**

# How do we support your child's reading?

<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
<b>S</b>	<b>T</b>	<b>Y</b>	<b>L</b>	<b>I</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Setting	Text layout/Structure	Yes/No Relationships	Logical Meaning-Making	Interrogating Facts/Opinions	Solving Problems	Themes	Impact	Characters
<b>A</b>	<b>N</b>	<b>A</b>	<b>L</b>	<b>Y</b>	<b>T</b>	<b>I</b>	<b>C</b>	<b>S</b>
Author Assessment	Navigating Genres	Accessing Phonics & Grammar	Language	Your Personal Opinions	Trawling for Evidence	Inferring/Deducing	Considering Deeper Messages	Stating Predictions

 The Training Space ©Jane Considine 2016



# What can you do?

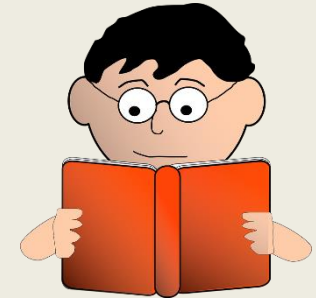


[Enjoy Reading: A guide to reading at home \(pearson.com\)](http://pearson.com)

# Home learning



# Seesaw



Reading 3 times per week.



Practise spellings.

Name:

Total Recall 2 - 30 seconds

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

My 'Beat That' score was...

~~17~~

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

TR2  
1

Practise Big Maths Beat That each week.



Access Times Tables Rock Stars or Numbots.



# 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 for your time

Here are some messages that your children will become familiar with this year.



“It’s okay to make mistakes but it is never okay not to try.”



*‘Never settle for less than your best’*

