

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

***Welcome to Y1KB***

***Teacher: Miss Beswick***

***Teaching Assistant: Mrs Westlake***

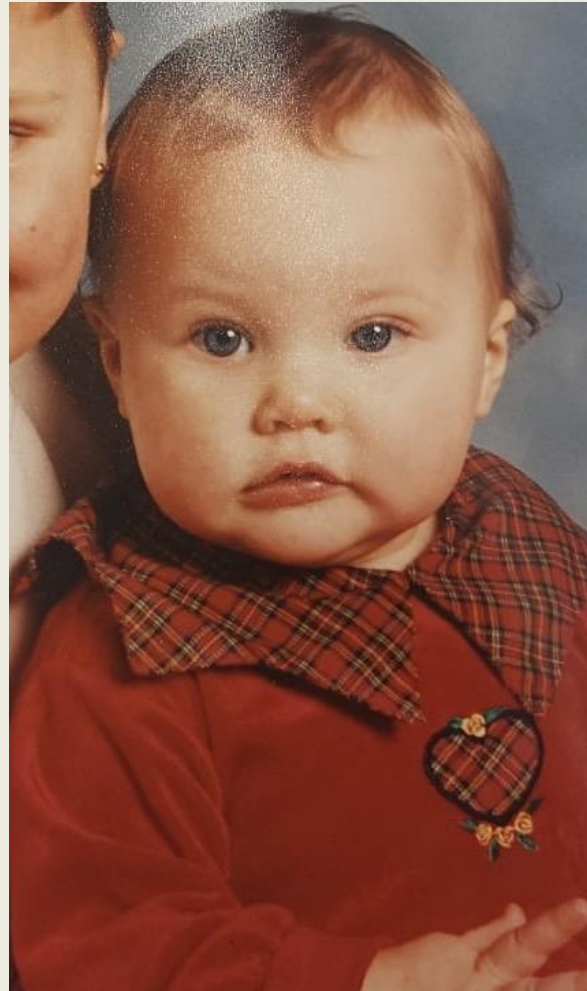


***'Never settle for less than your best'***



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

*Miss Beswick*

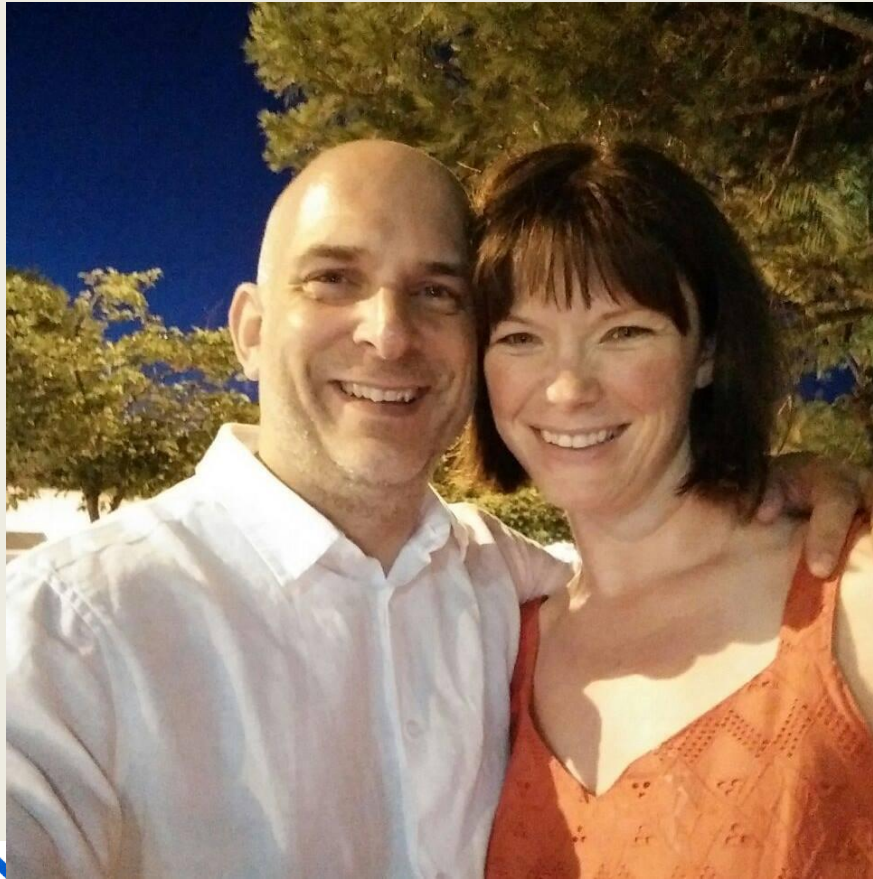


*'Never settle for less than your best'*



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

*Mrs Westlake*



*'Never settle for less than your best'*





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



**@MissKBSGC**



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





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

## Y1KB Class timetable

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>Little Wandle Reading</b>	<b>English</b>	<b>Lunch</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>Science</b>	<b>Science</b>	<b>Class reader</b>
<b>Tues</b>	Whole School Hymns: <b>VG</b> (Mrs Newton)	<b>Music</b> (Mrs Newton)	<b>Snack and break</b> (Mrs Newton)	<b>Little Wandle Reading</b> (Mrs Newton)	<b>English</b>	<b>Lunch</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>Maths</b>	<b>Outdoor PE</b>	<b>Class reader</b>
<b>Wed</b>	Whole School Worship: <b>Class teachers</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Little Wandle Reading</b>	<b>English</b>	<b>Lunch</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>Indoor PE</b>	<b>PSHE/Library</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>Little Wandle Reading</b>	<b>English</b>	<b>Lunch</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>RE</b>	<b>Computing</b>	<b>Class reader</b>
<b>Fri</b>	Celebration/ Class Worship: <b>MG/AM</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Book Talk/Picture News</b>	<b>English</b>	<b>Lunch</b>	<b>Phonics/ Spelling/ Handwriting</b>	<b>Geog/Hist</b>	<b>Geog/Hist</b>	<b>Class reader</b>

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

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

## Y1KB Curriculum Overview

### 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

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

## Y1KB Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English continued			<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
Geography		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?	
History	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?
Computing	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?
Maths (Y1)	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
Maths (Y1/2)	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
Maths (Y2)	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
Music	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?



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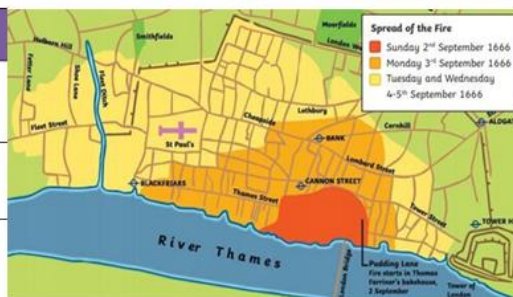
## Y1KB Curriculum Overview

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

PE (indoor)
PE (outdoor)
PSHE
RE
Science

#### Subject Specific Vocabulary

<b>destroy</b>	To put an end to something.
<b>St. Paul's Cathedral</b>	A very large, important church in London. A new St Paul's Cathedral was built after the fire.
<b>diary</b>	A book that people write about their lives in.
<b>firebreak</b>	A gap that stops a fire spreading to nearby buildings.
<b>bakery</b>	A place that makes bread, cakes etc.
<b>Pudding Lane</b>	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.
<b>Thomas Farriner</b>	Thomas Farriner was a baker in 17th century London. His bakery in Pudding Lane was the source point for the Great Fire of London.
<b>King Charles II</b>	King Charles II was King at the time of The Great Fire of London.
<b>Samuel Pepys</b>	Samuel Pepys witnessed and wrote an account of 'The Great Fire of London'.



#### Sticky Knowledge about The Great Fire of London

- ☐ The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- ☐ The fires used for baking were not put out properly.
- ☐ 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.
- ☐ 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.
- ☐ By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.
- ☐ In 1666, people didn't know nearly as much about stopping fires as we do today.

#### Historical Skills

- ☐ Place events on a simple timeline.
- ☐ Sequence 4 artefacts from different periods of time.
- ☐ Explore and compare different recounts of the 'Great Fire of London'.
- ☐ Talk about the passing of time.
- ☐ Handle sources and evidence to ask and answer questions about the 'Great Fire of London'

#### Exciting Books



#### Summer 2

I exercise safely?

?

in we look after  
er and the world?

e church a special  
for Christians?

a synagogue like?

es the weather  
e through the  
seasons?

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

## *Y1 Residential – Sleepover*



**Friday 15<sup>th</sup> November 2024**



*'Never settle for less than your best'*





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

## *Forest School – Spring 2*

Clothing requirements:

Wellingtons, waterproof's, warm trousers to cover legs warm t-shirt and jumper to cover the arms. OR, trousers, T-Shirt and light weight jacket.

Optional: A warm hat/summer hat/ Sun cream, spare socks



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

*Y1 Life Skill: To use a knife and fork correctly*



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

## *PE & Kit Requirements*

Outdoor PE – Tuesday Afternoon

Indoor PE – Wednesday Afternoon

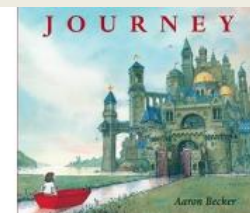
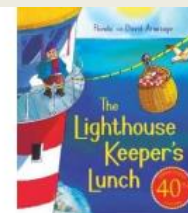
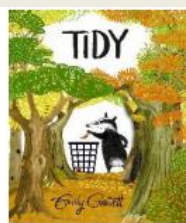
Indoor PE – Pumps are to be worn in the hall

PE kit is worn to school on PE days



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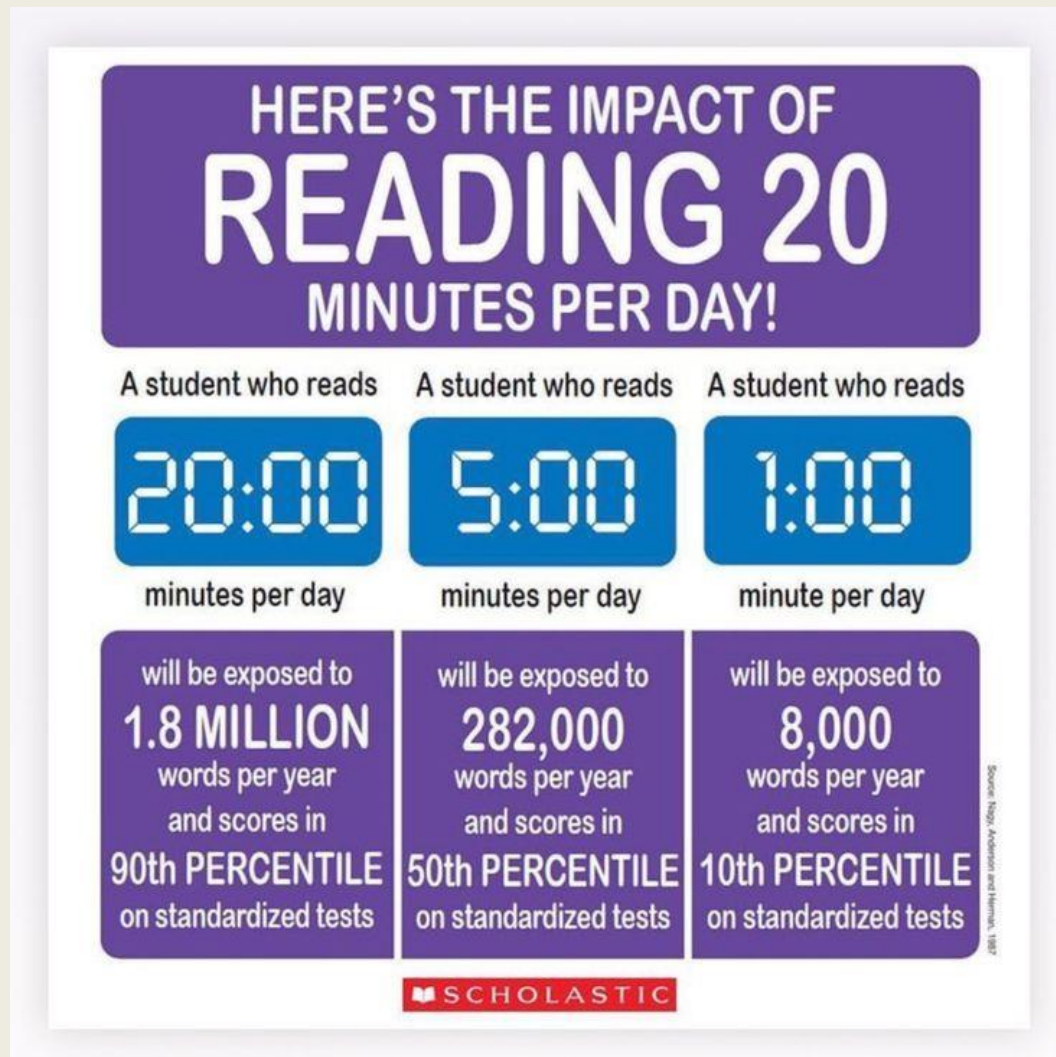
*Reading – it's a kind of magic*





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

*Reading – it's a kind of magic*



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

## E-Safety

### SCREEN TIME RECOMMENDATIONS



Under 2 years

ZERO screen  
time.



2-5 years old

No more than 1  
hour per day.



5-17 years old

No more than 2  
hours per day.

### Computing - Guides for Parents

- Age Ratings Guide
- 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
- Safer Apps for Children
- Safety Net
- Setting Internet Controls
- Smart Phone Safety
- SnapChat
- Social Media Top Tips
- Twitter
- Supporting Mental Health
- WhatsApp
- Youtube Kids
- Youtube

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

## Home Learning



# 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







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







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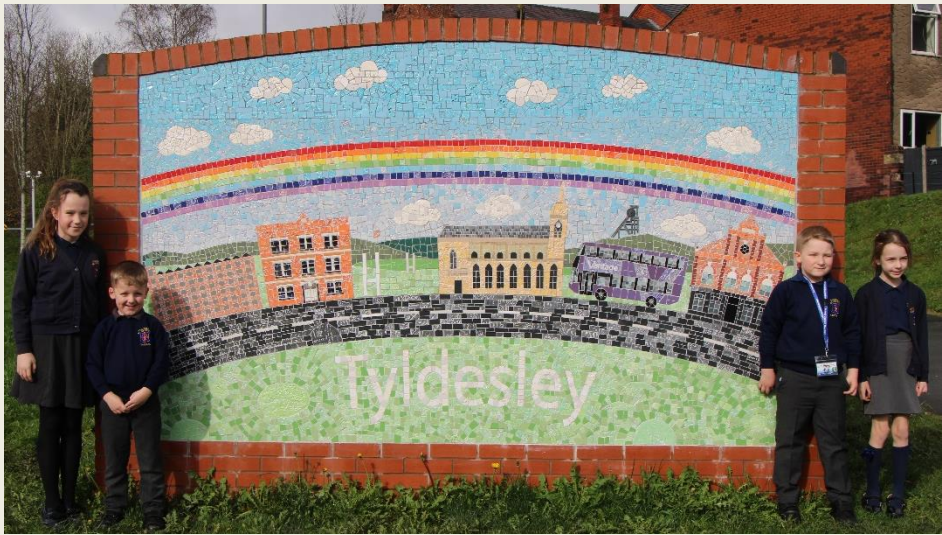




***‘Never settle for less than your best’***







***'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'*





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





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





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'*





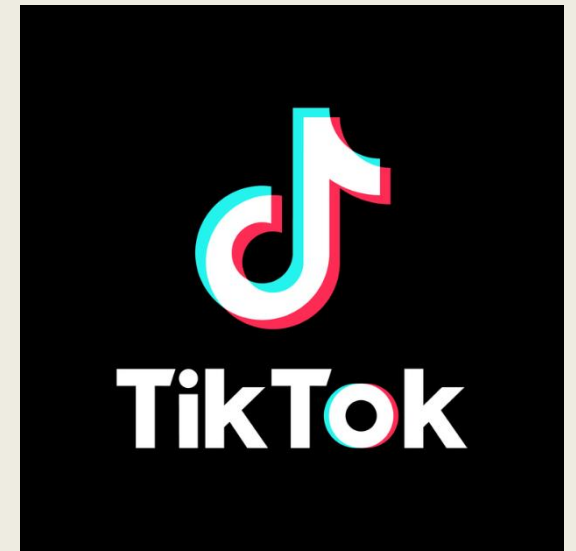


***'Never settle for less than your best'***









***'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

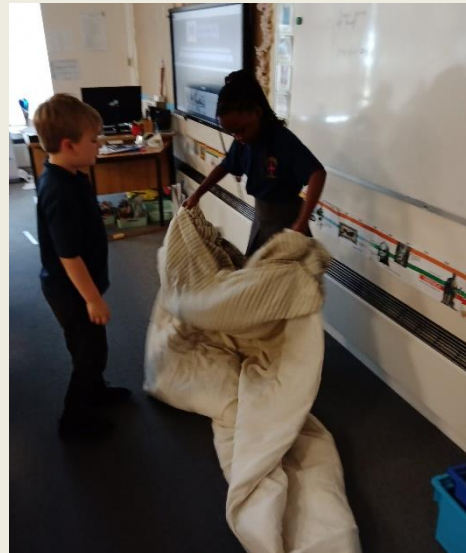




# Y4



# Y3



Y2



Y1





# Reception



# Nursery



# To reach 50 million users:



**75 years**



**4 years**

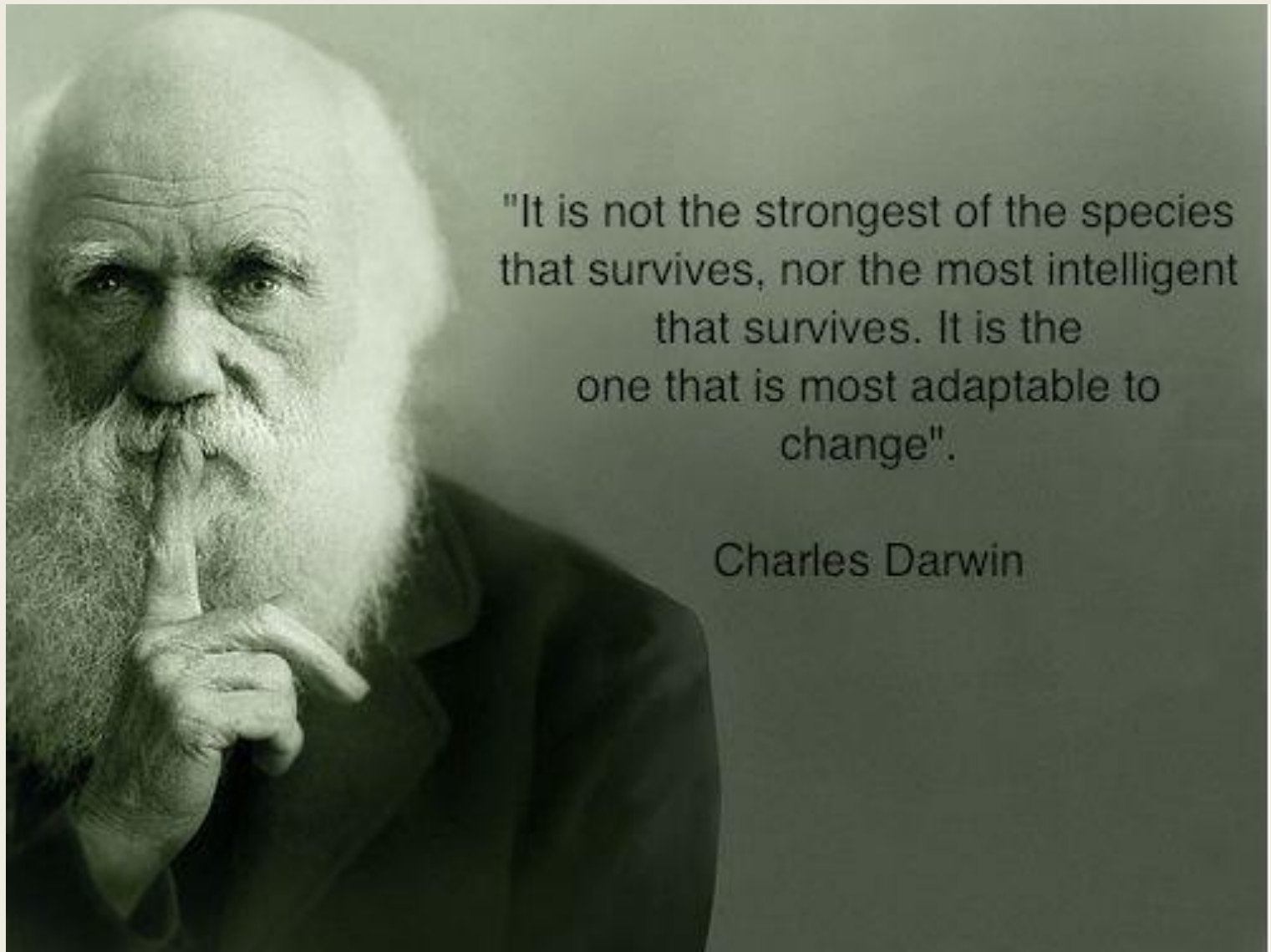


**2 years**



**19 days**





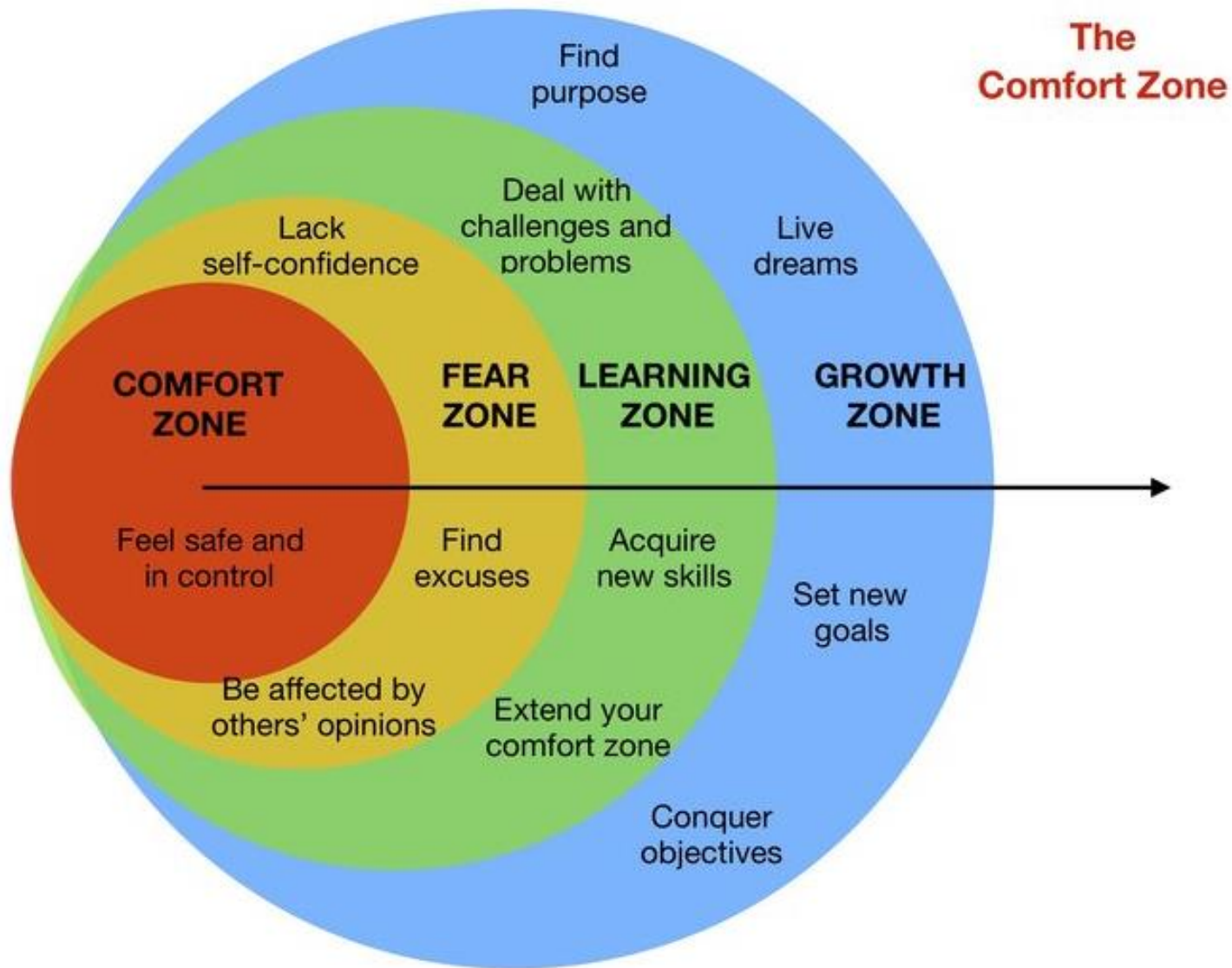
"It is not the strongest of the species  
that survives, nor the most intelligent  
that survives. It is the  
one that is most adaptable to  
change".

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'***



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

*A few things to remember*





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

“

**Work hard,  
be kind, and  
amazing things  
will happen.”**

CONAN O'BRIEN