

St. George's Central CE Primary School and Nursery

Year 1 and Year 2



Monday 7th September 2026
'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Mrs Leech – Year 1 Class Teacher

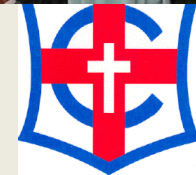


This will be my 9th year of teaching but my 10th year at Saint Georges Central as I completed my teacher training here and was lucky enough to secure a job here when I completed my training.

I have 3 children and 2 dogs. When they aren't keeping me busy, I enjoy reading and support Leigh Leopards.



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Mrs Tomines – Year 1 Teaching Assistant



Mrs Tomines has worked at our school since January 2024. She has previously worked across Reception, Year 1 and Year 2.

She lives with her husband and her 11 year old son. She enjoys travelling and watching movies with her family when she is not in school.



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Miss Dennett – Class Teacher

This will be my 4th year of teaching, having previously taught a Year 1 class at another school and spending the last two years teaching Y1/2 at St George's Central. I am the History subject lead.



When I am not at school, I enjoy spending time with friends and family and going for walks with our Labrador, Penny.



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Miss Derighetti – Y1/2 Teaching Assistant



Miss Derighetti has worked at our school since 2021 for 6 months. She has worked at both our Lancaster Avenue Nursery and our Darlington Street sites. When she is not at school, she likes to spend time with family and friends. She also loves being creative and making clothes and dance costumes.



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Miss Hynes – Y2 Class Teacher

I have been teaching since 2017, predominantly in upper Key Stage 2, most recently in Year 5 here at St George's Central. I am thrilled to be moving to Key Stage 1 and teaching Year 2.



I have a lovely, big family, made recently even bigger by my new niece, Matilda. I enjoy spending time with family and friends and going for dog walks.



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Mrs Andersson– Y2 Teaching Assistant



Mrs Andersson joined our school in Summer 2025.

She grew up in Sweden and moved to England to study writing.

She enjoys spending time with her 3 children, husband and 2 cats. She also loves to read and her favourite books are Harry Potter books.



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PPA Cover



Mrs O'Brien
(Y1/2PD and Y2BH)



Miss Gray
(Y1TL)



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Class 'X' accounts



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Class Timetable



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Miss Dennett (Y1/2PD): 2026 – 2027

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
Mon	Whole School Worship: SLT	Maths	Snack and break	Phonics/ Spelling	English (Handwriting)	Lunch	Little Wandle Reading	Geog/Hist	Geog/Hist	Class reader
Tues	Whole School Hymns: VG	Maths	Snack and break	Phonics/ Spelling	English (Handwriting)	Lunch	Little Wandle Reading	Music	Indoor PE	Class reader
Wed	Whole School Worship: Class teachers	Maths	Snack and break	Phonics/ Spelling	English (Handwriting)	Lunch	Little Wandle Reading	Outdoor PE	Computing	Class reader
Thurs	Class based Worship: See rota for coverage (Mrs O'Brien)	Maths (Mrs O'Brien)	Snack and break (Mrs O'Brien)	Phonics/ Spelling (Mrs O'Brien)	English (Handwriting)	Lunch	Little Wandle Reading	RE	PSHE/Library	Class reader
Fri	Celebration/ Class Worship: MG/AM	Maths	Snack and break	Phonics/ Spelling	English (Handwriting)	Lunch	Book Talk/ Picture News	Science	Science	Class reader

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



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Great Fire of London Workshop	Autumn Walk	Polar Regions Workshop	Visit to RHS Bridgewater	Blackpool Trip	Seaside Workshop Judaism Workshop
Art	How do colours feel?		How can colours be hot and cold?	How did Vincent paint flowers?		
DT		What did the journey to Bethlehem look like?			What would you take on a picnic?	How will teddy get home?
English	Genre: Simple description/ Narrative (Recount)	Genre: Information Report	Genre: Narrative (Stories) Letters/Postcards	Genre: Instructions	Genre: Recount (Personal experience)	Genre: Narrative (Adventure stories)
	Text: <i>Toby and the Great Fire of London</i> Margaret Nash	Text: <i>Tidy</i> Emily Gravett	Text: <i>Meerkat Mail</i> Emily Gravett	Text: <i>Bloom</i> Anne Booth and Robyn Wilson-Owen	Text: <i>The LighthouseKeeper's Lunch</i> Ronda and David Armitage	Text: <i>Journey</i> Aaron Becker
	Audience for Writing: Young Historians	Audience for Writing: Young Scientists	Audience for Writing: Characters from the text	Audience for Writing: Children in Early Years	Audience for Writing: Children's parents	Audience for Writing: Children in Key Stage 1
	Purpose for Writing: To provide a recount of events or describe a setting	Purpose for Writing: To inform	Purpose for Writing: To entertain	Purpose for Writing: To explain	Purpose for Writing: To provide a recount of a trip	Purpose for Writing: To entertain
	-Combine words to make sentences -Some use of full stops and capital letters to demarcate sentences -Leave spaces between words -Capital letters for names of people and places and personal pronoun 'I'	-Sequence sentences to write short narratives based on fictional and real experiences -Able to write 3 good quality sentences with appropriate punctuation -Use 'and' to join words -Begin to link ideas by subject or pronoun <i>I can see the cat. He is on the mat.</i> -Suffixes 's' and 'es' applied with accuracy where no change is needed to the root word. -Identify common nouns and proper nouns	-Use 'and' to join clauses <i>I can see the cat and he is on the mat</i> -Begin to use question marks -Suffixes 'ed' and 'ing' applied with accuracy where no change is needed to the root word. -Use of capital letters for names of people -Identify what a verb is	-Begin to use exclamation marks -Suffixes 'er' and 'est' applied with accuracy where no change is needed to the root word. -Use of imperative verbs -Use time adverbials 'first, next, then'	-Use 'and' and 'because' to join clauses -Use some simple description -Use of exclamation marks -Many suffixes applied with accuracy 's', 'es', 'ed', 'ing', 'er', 'est' Identify what an adjective is -Use of capital letters for names of places	-Build writing stamina to write short narratives independently, based on fictional experiences, ensuring that many sentences are sequenced accurately -Use of capital letters for names of people and places



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English continued	-Use of coordination (and, but) to join clauses -Some use of subordination to join clauses (because) -Use expanded noun phrases to add description and detail -Demarcate most sentences in writing with capital letters and full stops (including proper nouns) -Identify and write statements, questions and exclamations appropriately	-Use present tense mostly correctly throughout writing -Use of coordination (or, but) to join clauses -Use -ly to turn adjectives into adverbs eg slow to slowly -Some use of commas to separate items in lists -Some use of question marks for effect	-Use past tense mostly correctly throughout writing -Use of verbs to mark actions in progress -Some use of subordination to join clauses (because, but, when) -Adverbs and subordinate clauses used to support sequence of events e.g. <i>suddenly, quickly, when it was dinner time</i> -Some use of exclamation marks for effect -Use of apostrophes for singular possession in nouns	-Use of coordination (and, but, or) to join clauses -Some use of subordination to join clauses (because, but, when, if) -Adverbs and subordinate clauses used to support sequence of ideas e.g. <i>carefully, slowly, when you have put the soil in the pot, you should wet it.</i> -Some use of commas to separate items in lists -Begin to make simple revision, additions and corrections	-Some apostrophes for simple contracted forms -Some accurate use of suffixes to correctly spell words e.g. <i>-ing, -ed, -er, -est, -y</i> where change is needed to the root word and to spell longer words e.g. <i>-ment, -ful</i> -Re-read and evaluate writing, checking for meaning and tense form	-Write with increasing fluency and stamina to produce longer narratives -Use past tense mostly consistently -Some use of subordination to join clauses (because, when, if, that) -Adverbs and subordinate clauses used to support sequence of ideas e.g. <i>quickly, tearfully, when she walked the door, it led to a magical forest</i> -Proof read and edit writing
	Poem: <i>London's burning</i> Traditional Nursery Rhyme	Poem: <i>Jolly Old Saint Nicholas</i> By John Piersol McCaskey	Poem: <i>What is Pink?</i> Christina Rossetti	Poems: <i>The Little Seed</i> Emily Green	Poem: <i>One Kind Word</i> Andy Tooze	Poem: <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?
Green Room projects	History Why should The Great Fire of London never be forgotten?		Year 1: Advert for residential: <i>one night in the school hall</i>	Science How do seeds and bulbs grow?		Year 2: Advert for residential: <i>one night camping on the school field</i>
Maths (Y1)	Place Value Addition and Subtraction	Addition and Subtraction Money	Place Value Counting in 2's, 5's and 10's Multiplication and Division	Fractions Addition and Subtraction	Geometry Measure Addition and Subtraction	Position and Direction Place Value Money and Time



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Y2)	Place Value Addition and Subtraction	Addition and Subtraction Money	Place Value Scale Multiplication and Division	Fractions Addition and Subtraction	Geometry Measure Addition and Subtraction	Position and Direction Time Statistics
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?
PE (indoor)	What happens if I don't succeed? <i>Dodgeball</i>	How might I encourage others? <i>Gymnastics (Unit 1)</i>	How might I order movement and skills? <i>Badminton</i>	How do I compare and develop? <i>Dance</i>	How might I perform a sequence? <i>Gymnastics (Unit 2)</i>	How do I exercise safely? <i>Fitness</i>
	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? <i>Basketball</i>	What is the best way to throw and catch? <i>Tag Rugby</i>	How can I change the way I travel? <i>Football</i>	Have you seen my moving and passing skills? <i>Cricket</i>	How do we go for gold?	
					<i>Rounders/Orienteering</i>	<i>Athletics/Orienteering</i>
PSHE	Me, my body and staying safe How can we look after ourselves, our bodies, and stay safe? Christian Value: Trust	Celebrating me, you and our families What is there to celebrate about me, you and our families? Christian Value: Friendship	Keeping safe online How can we keep safe online? Christian Value: Justice	Money and work Why do people work and use money? Christian Value: Hope	Mental health and wellbeing How can we manage our feelings? Christian Value: Compassion	Showing kindness to ourselves and others How can we show kindness to ourselves and others? Christian Value: Forgiveness
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? Scientist: <i>Gerry Tissier</i>	Which body parts help us to see, smell, hear, taste and touch? Scientist: <i>Danielle Johnson</i>	What different materials are objects made from? Scientist: <i>Pearl Agyakwa</i>	How do seeds and bulbs grow? Scientist: <i>Tijana Blanusca</i>		How does the weather change through the seasons? Scientist: <i>Paola A. Arias</i>
	Residential	Year 1: one night in the school hall			Year 2: one night camping on the school field	
Forest School	Science What plants and animals live in our local environment?	Geography How do seasons change in the UK?	Art How can colours be hot and cold?	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?	English Narrative (Adventure stories)
Community Care	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	Year 1: Children can use a knife and fork correctly when eating					
	Year 2: Children can tie their own shoe laces					



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Knowledge Organisers

All of our topics have a Knowledge Organiser to explain what is taught in the topic and introduce key vocabulary and sticky knowledge.

These are available on our school website.



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Why should The Great Fire of London never be forgotten?

Subject Specific Vocabulary			Historical Skills - Place events on a simple timeline. - Sequence 4 artefacts from different periods of time. - Explore and compare different accounts 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'.
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.	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 fire spread 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.	
diary	A book that people write about their lives in.		
firebreak	A gap that stops a fire spreading to nearby buildings.	Exciting Books 	
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.		
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'.		

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Year 1 Residential: One night in the school hall

Friday 13th November 2026



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Year 2 Residential: Camping on the school field

Friday 21st May 2027



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Forest School

Spring 2 – Year 1
Summer 1 – Year 2



*Waterproof all in ones or a waterproof coat and waterproof trousers (a size bigger than age at least)

*Wellingtons

*Trousers and t-shirt/ light weight jacket to cover the arms and legs.

*Optional: A sun hat

*Sun cream (to be applied before school)

*Spare socks

*Clothing to avoid due to forest hazards: jeans, skirts, shorts, tights, trainers, scarves



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Year 1 Life Skill



Learn how to use a
knife and fork correctly



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Year 2 Life Skill



Learn how to tie
own shoelaces



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PE requirements

The indoor PE kit should include:

- School blue PE t-shirt with school logo
- Plain navy blue shorts
- Black Pumps

The outdoor kit should include:

- School tracksuit top with school logo
- School tracksuit trousers
- Trainers



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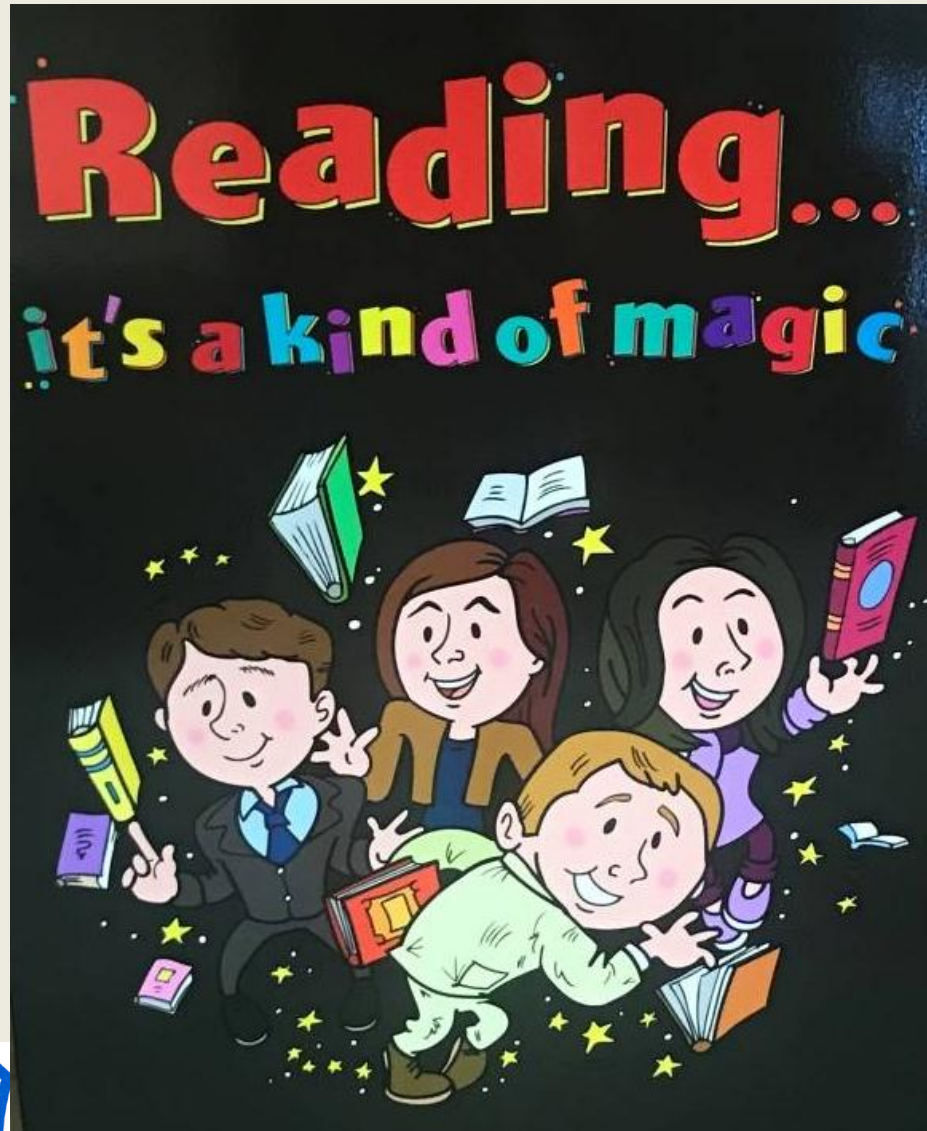
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PE requirements

PE timetable: September 2026

PE timetable: September 2026					
Outdoor lessons: Kit needs to be worn for school on these days			Indoor lessons: Kit needs to be worn for school on these days (Y1 – Y6)		
Day	Class	Time	Day	Class	Time
Monday			Monday	Y2BH	
Tuesday	Y1TL		Tuesday	Y1/2PD	
Wednesday	Y1/2PD		Wednesday	Y1TL	
Friday	Y2BH		Friday		

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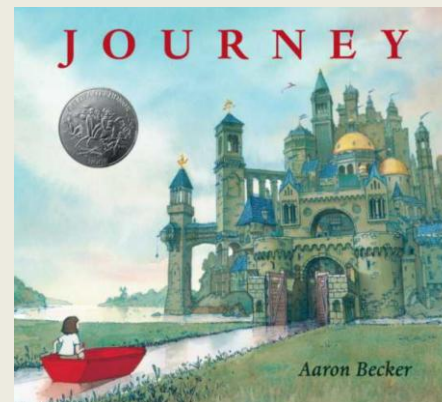
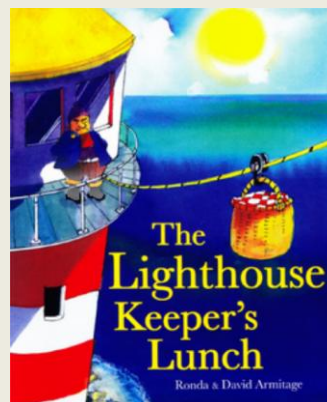
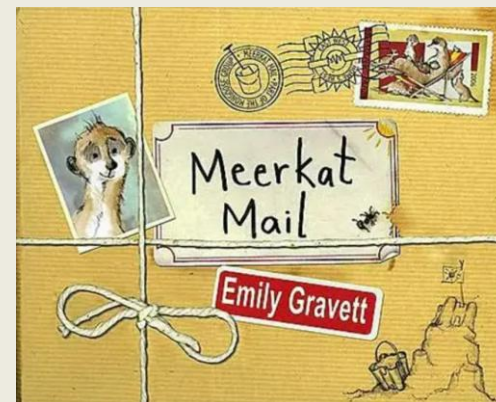
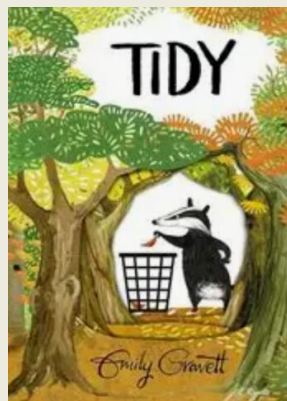
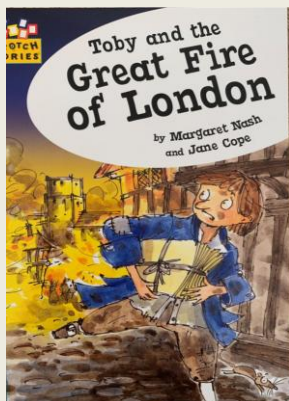


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Texts for the year



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Importance of reading

Reading is the most amazing thing!

You could be snuggled up on the couch with a book,
but in your head you could be whizzing through the
ocean in a speedboat, soaring through the sky with
eagles or even riding through the jungle on the back of
a stolen elephant!

Where will your reading take you?



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Importance of reading

Benefits of reading:

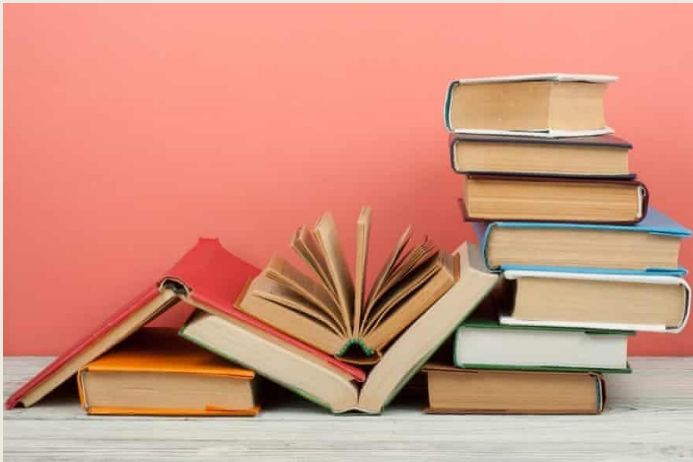
- Calms and relaxes
- Reduces stress
- Increases happiness
- Opens doors of new knowledge
- Increases vocabulary
- Improves memory, concentration and attention
- Improves writing skills
- Key skill for all of life's learning



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Expectations of reading



Read at least 3 times a week
and record in school planner
each time your child has read
at home.

Read home reading book or Little
Wandle ebooks



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E-Safety and use of devices

Children should be encouraged to be active and time spent on devices should be kept minimal.

Attention should be paid to the PEGI ratings of games that children are playing.



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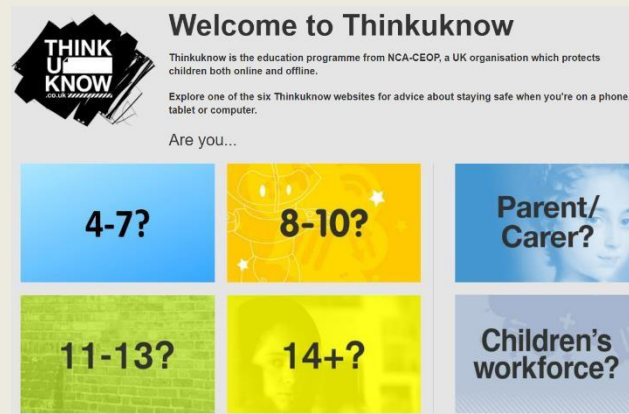


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E-Safety and use of devices

Use of devices at home should be monitored to ensure online safety of children and suitability of materials accessed.

Further information on E-Safety is available on our school website.



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Home Learning Expectations

- Home Learning will be set on a Friday and needs to be completed for the following Friday:

Look → Say → Cover → Write → Check			
Spellings, Friday 1 st March for your test on Friday 8th March.			
Look/Say	Write / Check	Write / Check	Write / Check
watch			
squash			
towards			
quarter			
work			
worst			
because			
mind			



Seesaw



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- Read at least 3 times a week.
- Access home learning set on Seesaw each week/paper copy – piece of Maths homework/Big Maths/TTRockstars
- Learn weekly spellings for test each week.



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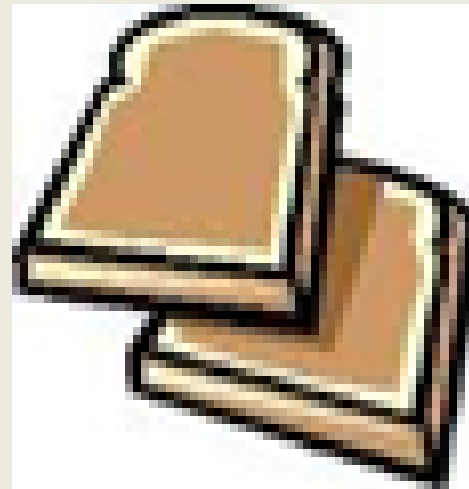
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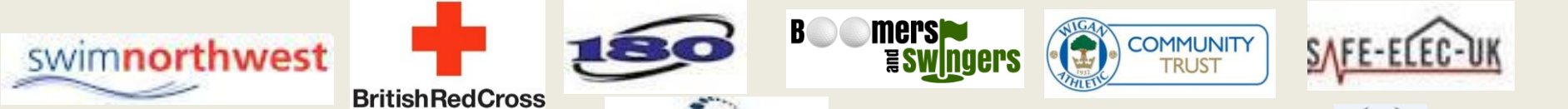
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Headline data

Year 1 Phonics: Expected Standard

	SGC	National		Wigan		ATHOS	
Achieved	83%	82%	+1%	81%	+2%	80%	+3%

Year 2 Phonics: Expected Standard

	SGC	National		Wigan		ATHOS	
Achieved	91%	N/A	N/A	85%	+6%	90%	+1%

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Headline data

*Year 4 MTC: Average Score

	SGC	Wigan		ATHOS	
Achieved	18.3	21.5	-3.2	21.5	-3.2

*not all schools

*Year 4 MTC: Full marks

	SGC	Wigan		ATHOS	
Achieved	27.5%	42.1%	-14.6%	38.4%	-10.9

*not all schools

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Headline data

End of Key Stage 2: **Expected Standard**

Subject	SGC	National		Wigan		ATHOS	
RWM combined	74%	63%	+11%	66%	+8%	69%	+5%
Reading	85%	75%	+10%	77%	+8%	81%	+4%
Writing	90%	73%	+17%	75%	+15%	80%	+10%
Maths	79%	75%	+4%	78%	+1%	80%	-1%
SPAG	85%	74%	+11%	76%	+9%	80%	+5%

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Headline data

End of Key Stage 2: **Higher Standard**

Subject	SGC	National		Wigan		ATHOS	
RWM combined	10%	9%	+1%	10%	0%	10%	0%
Reading	33%	31%	+2%	31%	+2%	31%	+2%
Writing	15%	13%	+2%	16%	-1%	16%	-1%
Maths	13%	27%	-14%	28%	-15%	27%	-14%
SPAG	28%	30%	-2%	33%	-4%	35%	-7%

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PE days – Take note of your child's PE days and please ensure that a pair of pumps is sent into school at the beginning of the year.

Read 3 times a week – access ebooks/ physical copy of book and record in planner

Homework set on Friday to be returned following Friday.

Class 'X' and class page on website.



ANY QUESTIONS?

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