

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

**Welcome to Y2TL**

**Mrs Leech and Mrs Tomines**



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



# St. George's Central CE School and Nursery

## Mrs Leech- Class teacher.



This will be my 7<sup>th</sup> year of teaching but my 8<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 Tomines - Class Teaching Assistant



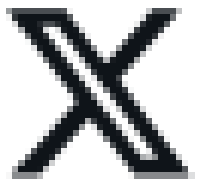
I was previously a teaching assistant at another school and worked at Saint George's Central last year for 6 months. Last year I worked in Reception and Year 1 so I will be a familiar face for some of our class. I am very happy to be working here at Saint George's Central.

My family keeps me busy when I am not in school, especially my 9-year-old son. My family loves watching movies and traveling.



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





# Class X account: @LsgcMrs



*'Never settle for less than your best'*





# Y2TL Timetable



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



**Mrs Leech (Y2TL): 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> (Miss Gray)	<b>Lunch</b>	<b>Book Talk/ Picture News</b> (Miss Gray)	<b>Indoor PE</b> (Miss Gray)	<b>Computing</b> (Miss Gray)	<b>Class reader</b> (Miss Gray)
<b>Tues</b>	Whole School Hymns: <b>VG</b>	<b>Maths</b>	<b>Snack and break</b>	<b>Phonics/ Spelling/ Handwriting</b>	(Mrs Newton) <b>Book Talk/ Picture News</b>	<b>Lunch</b>	<b>English</b>	<b>Science</b>	<b>Science</b>	<b>Class reader</b>
<b>Wed</b>	Whole School Worship: <b>Class teachers</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>Geog/Hist</b>	<b>Geog/Hist</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>	(Miss Gray) <b>Maths</b>	<b>Lunch</b>	(Miss Gray) <b>Book Talk/ Picture News</b>	(Miss Gray) <b>PSHE/Library</b>	(Miss Gray) <b>Music</b>	(Miss Gray) <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>Outdoor PE</b>	<b>RE</b>	<b>Class reader</b>

Mrs Tomines 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: 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 Lighthouse Keeper'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
			- Expanded noun phrases for description and specification - Consistent use of past or present tense - Use statements, questions, commands and exclamations. - Progressive verbs - Apostrophe's for omission of letters		- Expanded noun phrases for description and specification - Consistent use of past or present tense - Use statements, questions, commands and exclamations. - Progressive verbs - Apostrophe's for omission of letters	- Expanded noun phrases for description and specification - Consistent use of past or present tense - Use statements, questions, commands and exclamations. - Progressive verbs - Apostrophe's for omission of letters
	<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

# Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<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





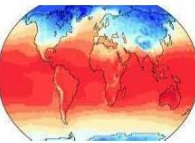
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE (indoor)	What happens if I don't succeed?	How might I encourage others?	How might I order movement and skills?	How do I compare and develop?	How might I perform a sequence?	How do I exercise safely?
All year groups participate in a mindfulness 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	Year 1: Children can use a knife and fork correctly when eating  Year 2: Children can tie their own shoe laces					



# Knowledge Organisers

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.

## What are the similarities and differences between the Kalahari Desert and polar regions?

Subject Specific Vocabulary		Exciting Books	
North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.		 SIMON JAMES  Dear Greenpeace David Almond  LOST AT SEA DAVID ALMOND
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		
equator	An imaginary line around the centre of the Earth. It is very hot around the equator. It divides the Earth into the northern and southern hemispheres.		
Kalahari Desert	The Kalahari Desert is a large semi-arid sandy savannah in Southern Africa.		
region	An area with geographical boundaries.		
Sticky Knowledge about desert and polar regions		Geographical Skills:	
adaptations	Adaptations are special body parts or behaviors that help a living thing survive in a specific environment.	<ul style="list-style-type: none"><li>□ Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.</li><li>□ During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.</li><li>□ Hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night.</li><li>□ Even though we think they should be, not all deserts are hot. Two of the worlds biggest deserts are in the North and South Poles.</li></ul>	<ul style="list-style-type: none"><li>□ Use world maps, atlases and globes to locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>□ Use aerial photographs and plan views to recognise human and physical features.</li><li>□ Use geographical vocabulary to discuss key physical and human features.</li></ul>
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.		
hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.		
temperature	This measures how hot or cold something or somewhere is.		
climate	The average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.		



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



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

Subject Specific Vocabulary		Sticky Knowledge about The Great Fire of London		<h3>Historical Skills</h3> <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>
<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>Sticky Knowledge about The Great Fire of London</b> <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 fire 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. That also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</li> </ul>	<h3>Exciting Books</h3>	
<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.	<ul style="list-style-type: none"> <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> </ul>		
<b>King Charles II</b>	King Charles II was King at the time of The Great Fire of London.	<ul style="list-style-type: none"> <li>By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</li> </ul>		
<b>Samuel Pepys</b>	Samuel Pepys witnessed and wrote an account of 'The Great Fire of London'.	<ul style="list-style-type: none"> <li>In 1666, people didn't know nearly as much about stopping fires as we do today.</li> </ul>		



# Residential Opportunities: Year 2 Camping- Friday 16<sup>th</sup> May 2025





# Forest School:

## Year 2 Summer term (1<sup>st</sup> half).

### 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 2: Learn how to tie own shoelaces





# PE days and kit requirements.

Indoor PE:  
Monday.

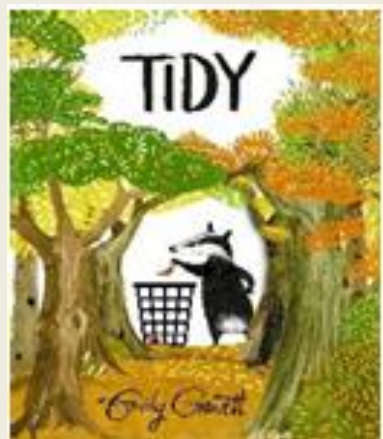
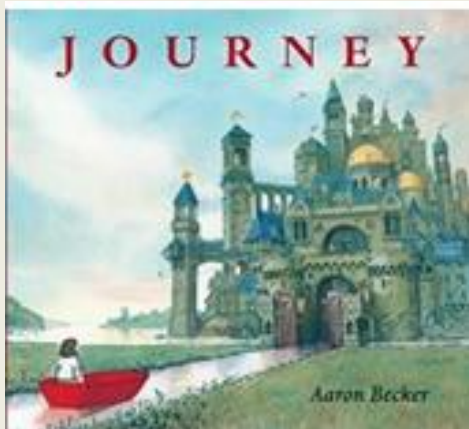


Outdoor PE:  
Friday



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!



*'Never settle for less than your best'*



# Why Read?

## 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

Source: Niles, Anderson and Harris, 1987

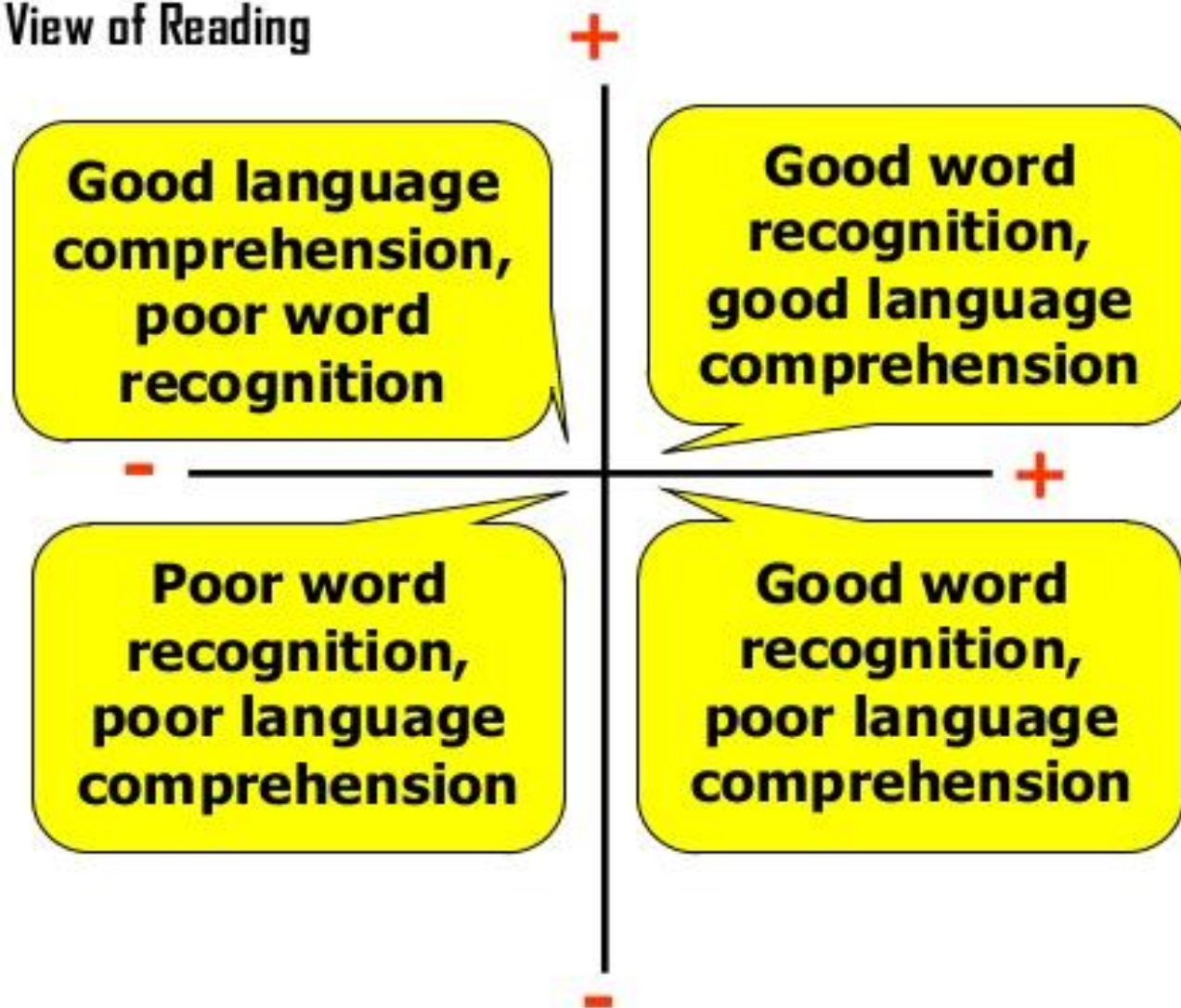
"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai



## The Simple View of Reading

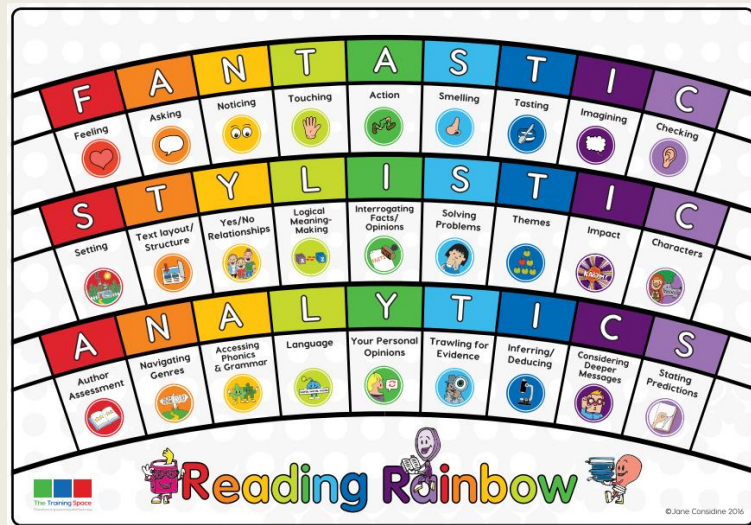
**Word Recognition**



**Language comprehension**



# How do we support your child's reading?



# What can you do?



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

# E-Safety.

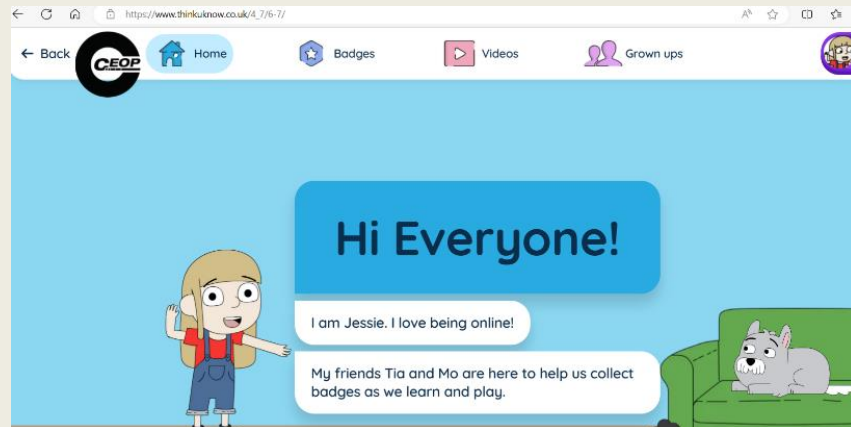
## Computing guides for parents

### 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



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



*'Never settle for less than your best'*



# Home learning



## Seesaw



Reading 3 times  
per week.

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

Practise spellings.

Name:

Year 2 - 90 seconds

My 'Beat That' score was...

BIG MATHS...  
★ BEAT THAT!

40

6x5=	4+8=	6x10=	7+8=	9x10=
5+8=	9x2=	3+8=	9x5=	3+9=
6+8=	3x10=	6x2=	6+9=	2x5=
5x5=	4x5=	5+9=	2x2=	7x2=
5+6=	4x10=	5x2=	8+9=	4+7=
8x10=	6+7=	4+9=	8x5=	5x10=
3x2=	8x2=	4x2=	3x5=	7x5=
7x10=	2x10=	7+9=	5+7=	5+4=

Y2  
3

Practise Big Maths Beat  
That each week.



Access Times Tables  
Rock Stars or Numbots.





***'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'***







***'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'***



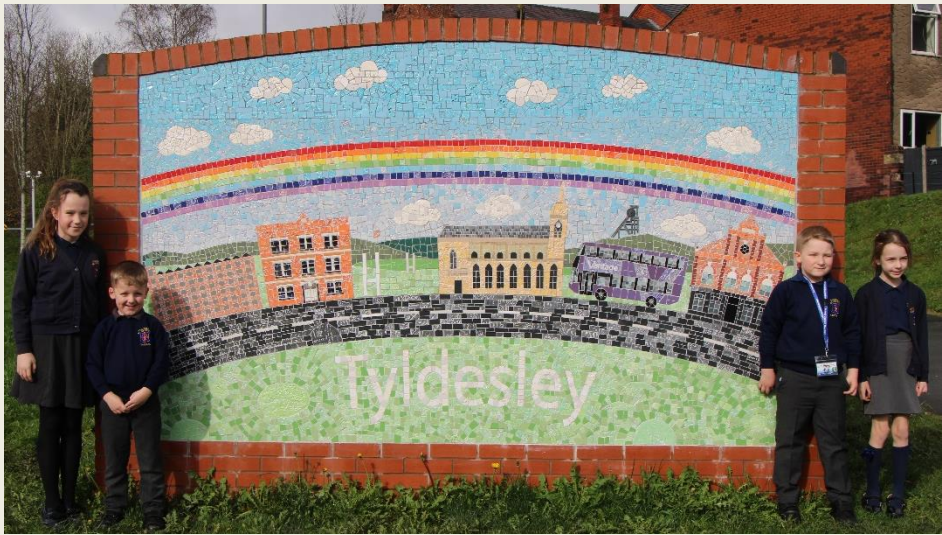




***‘Never settle for less than your best’***







*'Never settle for less than your best'*





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







***'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'***







***'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'***





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

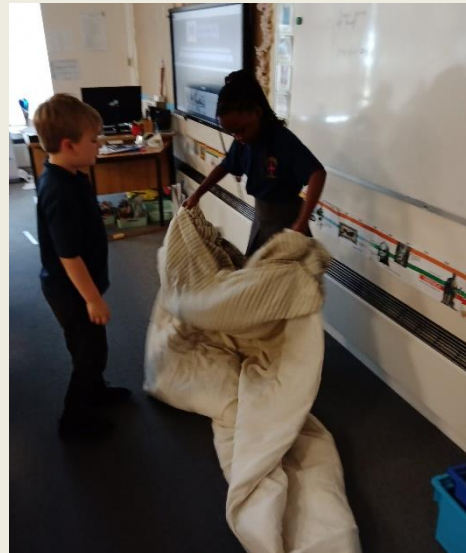




# Y4



# Y3



Y2



Y1





# Reception



# Nursery



# To reach 50 million users:



**75 years**



**4 years**

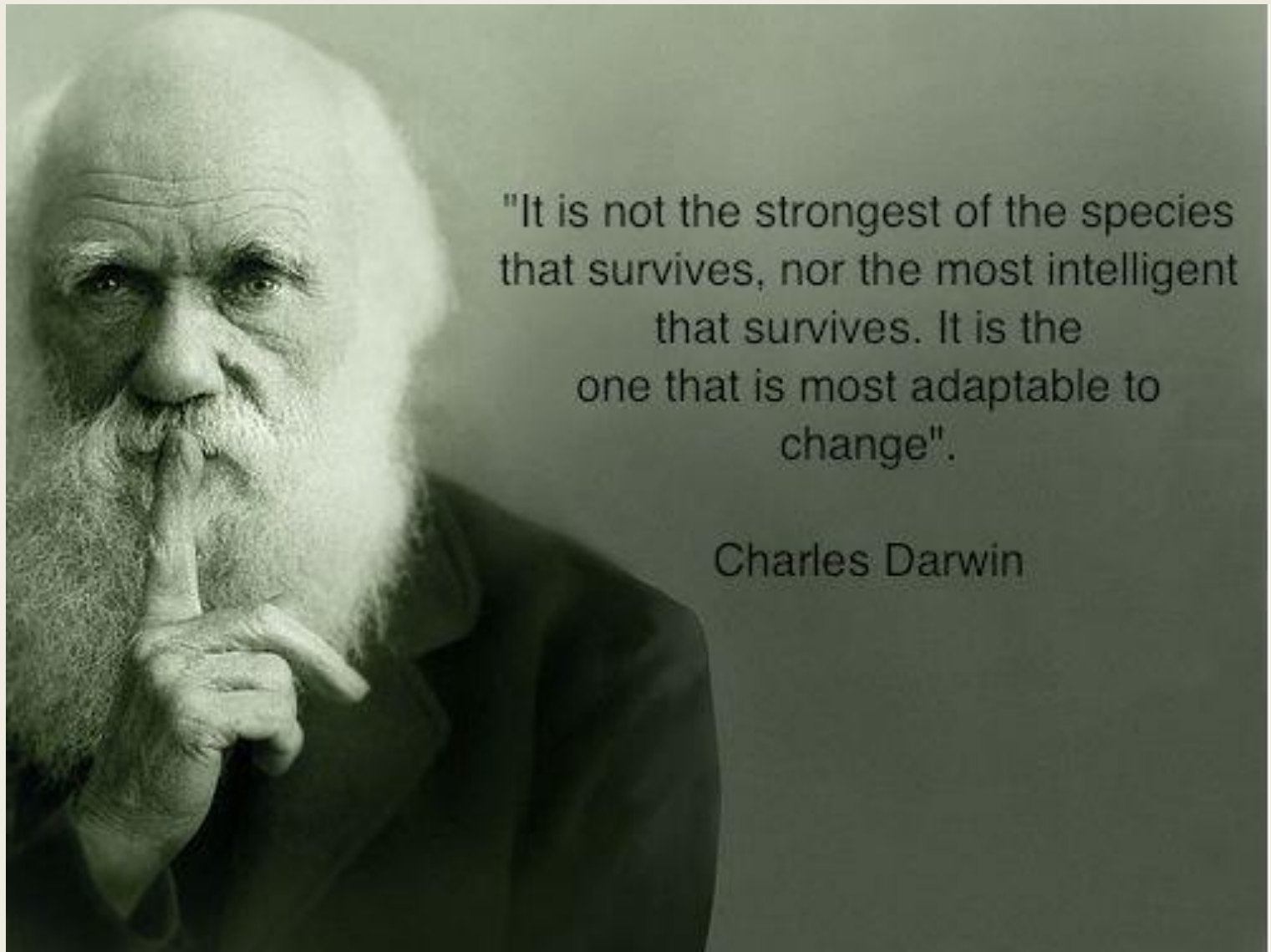


**2 years**



**19 days**





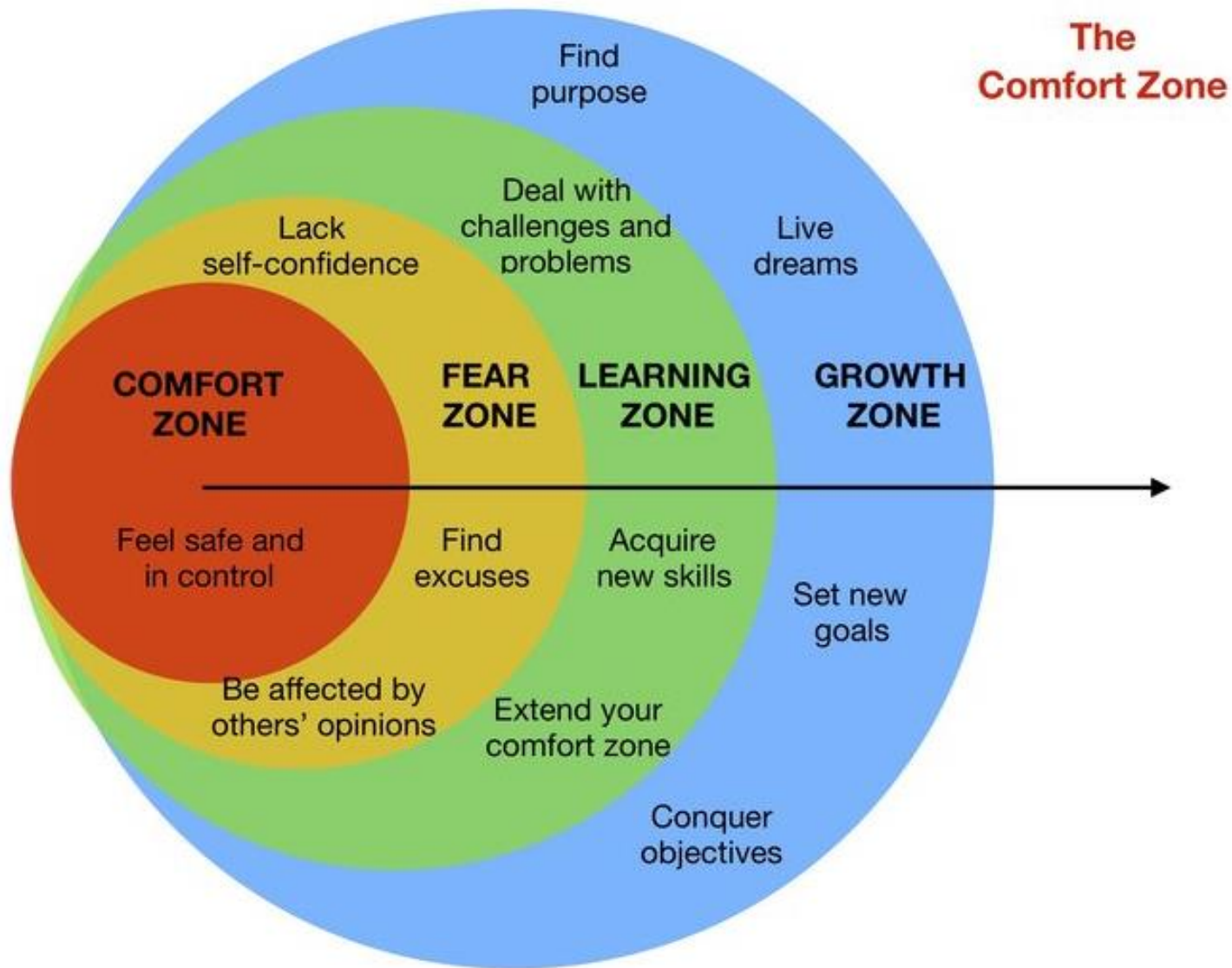
"It is not the strongest of the species  
that survives, nor the most intelligent  
that survives. It is the  
one that is most adaptable to  
change".

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'***



# Home/school partnership

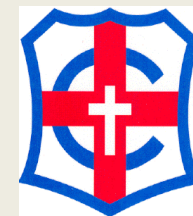


## Year 2 TL

- Y2TL In Action
- Y2TL Class Timetable
- Y2TL Information
- Y2TL Curriculum Overviews 2024-25
- Y2TL Curriculum Overviews 2025-26
- Y2TL Maths Overview
- Y2TL English Overview 2024-2025
- Y2TL English Overview 2025-2026
- Y2TL Spelling Overview
- Y2TL Common Exception Words
- Y2TL End of Year Expectations
- Y2TL Seesaw



*'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'*

