

St. George's Central CE School and Nursery

Welcome to Y4CB



Miss Billington
Teacher

Mrs White
Teaching Assistant



Monday 9th September 2024

'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Staff Information

Miss Billington



This is my fourth year teaching and working at St George's central. However I was off on maternity leave for the majority of last year, after having my little boy Jenson. Outside of work I currently enjoy weekends at soft play centres and going for long walk to help Jenson sleep.

Mrs White

Mrs White will be our teaching assistant in class this year, so will be able to assist when necessary in the classroom. She worked in Miss Scotting's class last year, so you may recognise her. I am sure we will make a fantastic team.



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St. George's Central CE Primary School and Nursery

Timetable

Doors open at 8:40am	KS2 9:00am – 9:20am	KS2 9:20am – 10:20am	KS2 10:20am – 10:35am	Snack & Break 10:35am – 10:50am	KS2 10:50am – 11:50am	KS2 11:50am – 12:15pm	KS2 Lunch 12:15pm – 1:15pm	KS2 1:15pm – 2:15pm	KS2 2:15pm – 3:00pm	Class Reader 3:00pm – 3:20pm
Mon	Whole School Worship: MG/OB	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Computing	*Outdoor PE	Class reader
Tues	Whole School Hymns: VG	English	Maths skills	Snack and break	Maths	Book Talk/ Pic News	Lunch	Indoor PE	RE	Class reader
Wed	Whole School Worship: Class teachers (Miss Gray)	Spanish (Miss Gray)	Music (Miss Gray)	Snack and break	Maths	Book Talk/ Pic News	Lunch	English	Geog/Hist	Class reader
Thurs	Class based Worship: See rota for coverage	English	Maths skills	Snack and break	Maths	Book Talk/ Pic News	Lunch	Handwriting Wider Opportunities Music	SPAG session/ PSHE/Library	Class reader
Fri	Celebration/ Class Worship: MG/AM	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Science	Science	Class reader
Mrs White will support children in class each day Art/DT to be taught over a specific week to be identified across the key phase *Until February half term (swimming)										



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Topic/Knowledge Organisers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Genre: Narrative (Recount)	Genre: Non-Chronological Report	Genre: Narrative (Diary)	Genre: Narrative (Character descriptions of Villains in Literature)	Genre: Information Text	Genre: Narrative (Mystery story)
	Text: <i>Little Nose</i> John Grant	Text: <i>The Captive Celt</i> Terry Deary	Text: Various texts by Roald Dahl	Text: Various texts by David Walliams	Text: <i>Spain Unpacked</i> Susie Brooks	Text: <i>I Know What You Did Last Wednesday</i> Anthony Horowitz
	Audience for writing: Young Historians	Audience for writing: Young historians	Audience for writing: Enthusiasts of Roald Dahl	Audience for writing: Enthusiasts of heroes and villains	Audience for writing: Mediterranean Tourists	Audience for writing: Children aged 7-9
	Purpose for writing: To provide a recount of events	Purpose for writing: To explain	Purpose for writing: To entertain	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To entertain
	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Plural and possessive -Paragraphs -Cohesion -Headings and sub-headings Commas to mark fronted adverbials -Prepositions	Grammar: - Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Verb inflections -Plural and possessive	Grammar: -Paragraphs -Cohesion -Headings and sub-headings -Commas to mark fronted adverbials -Prepositions	Grammar: - Conjunctions of time and place -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Plural and possessive -Clause
	Poem: <i>Star Turn</i> Frances Nagle	Poem: <i>Embryonic Megastars</i> Brian Patten	Poem: <i>Daffodils</i> William Wordsworth	Poems: <i>William the Conqueror Sent a Letter Home</i> John Coldwell	Poem: <i>Let No One Steal Your Dreams</i> Paul Cookson	Poem: <i>Macavity</i> T.S. Eliot



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Stone Age carousel activities	Roman Experience: Chester visit	Lowry Gallery	Park Walk	Mediterranean Experience Day (including food)	
Art	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?	
DT		What is the best way to construct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
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Topic/Knowledge Organisers

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Geography			Why is Manchester a unique place to live?		What attracts tourists to the Mediterranean?	
History	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on us?		
Computing	How are computers like a family?	How can you improve the Word?	How do we continue to Scratch		Where does the data go?	How can the picture move?
Maths (Y3)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money	Time Properties of Shape Statistics
Maths (Y3/4)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Area, Perimeter	Fractions Mass and Capacity (Y3) Decimals (Y4)	Y3 Fractions Y4 Decimals Money	Time Statistics Geometry
Maths (Y4)	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money and Time Properties of Shape	Statistics Position and Direction
Music	What is minimalist music?	What are the features of R&B music?	How can a repeating motif be used?	How can dynamics affect mood and create atmosphere?	How do I play the notes B, A and G on a recorder?	How can voices be used to represent sounds?
Wider Opportunities: Year 4	Children study a range of percussion instrument across the school year. They will spend a term each on African drumming, Samba and tuned percussion.					
PE (indoor)	How do I show responsibility?	What does it mean to work as a team?	How might I explain simple decisions?	How might I change the way I respond?	How do I perform with control?	Why does our body change during exercise?
	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)	How many ways can you throw and catch?	Which sports involve striking a ball?	What does it take to win?	What is the importance of being able to swim? How do I swim using a range of strokes? What makes a confident/ competent swimmer? How can we be safe in the water?		
PSHE	How can we be a good friend?	How do we treat each other with respect?	What makes a community?	How can we manage our feelings?	What strengths, skills and interests do we have?	How can we manage risk in different places?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	How and why do people try and make the world a better place?	What is the Trinity and why is it important to Christians?	What do Hindus believe that God is like?	Why do Christians call the day Jesus died Good Friday?	For Christians what was the impact of Pentecost?	What does it mean to be a Hindu in Britain today?
Science	Why do we need a skeleton?	What are the components of a simple circuit?	What are the functions of the parts of a flower?		How can animals be classified in our local and wider environment?	How are shadows formed?
Spanish	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuántos años tienes? <i>(How old are you?)</i>	¿Qué color es? <i>(What colour is it?)</i>	¿Qué me pide mi maestro que haga? <i>(What does my teacher ask me to do?)</i>	¿Cómo se llaman las diferentes partes de mi cuerpo? <i>(What are the different parts of my body called?)</i>	
Residential				Year 3: two nights at Low Bank Ground	Year 4: three nights at Low Bank Ground	
Forest School		Year 4: What could I cook on the forest fire for breakfast?	Year 3: What would Bear Grylls make using tools in the Forest School?			
All Being Well activities	Year 3, Year 3/4 and Y4: visit to Hillcrest Residential Home	Year 3, Year 3/4 and Y4: Community litter pick				
SGC Life Skill	<p>Year 3: Children can put a quilt on a duvet</p> <p>Year 4: Children can tell the time on a digital and analogue clock</p>					



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Residential



Low Bank Ground

Tuesday 6th May 2025 - Friday 9th May 2025



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Forest School



Autumn 2



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Life Skill



Telling The Time



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PE days and requirements

Monday: Outdoor PE

Tuesday: Indoor PE



Pumps to stay in school

Please could you ensure that all children from Y1 – Y6 have both our indoor and outdoor PE kits as outlined in the pictures.

Reception children only need the indoor PE kit and this is to be kept in school.

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

As per the '3 stars and a wish' feedback, from September 2022, **children in Year 1 – Year 6 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 of PE kit that will need to remain in school are pumps as children may prefer to walk to school in trainers. So that your child feels 'comfortable' all day in school when it is their indoor PE day (especially on a cold Autumn 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.

After February half term outdoor PE will change to swimming lessons, children are to still come to school in their outdoor PE kit, and bring swimming kit to school with them.



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The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

Reading

Reading is one of the most important parts of your child's education!

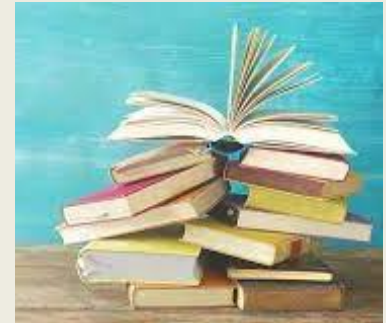
Just some of the advantages of reading are;

- Improving creativity and imagination
- Increase vocabulary
- Improve memory
- Increase concentration

We ask that children
read at home at home
daily for 15 minutes at
least, 3 times a week,
and access reading plus
where possible.

Texts we will cover in class:

- Little Nose
- The Captive Celt
- Various texts by Roald Dahl & David Walliams
- Spain Unpacked
- I know what you did last Wednesday



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E-Safety and general use of devices

As much as possible we want our children to lead healthy, active lifestyles, and not spend all of their time using devices.



That being said, in today's world there will be times when children are using devices both at school and at home. We ask that children do this safely and responsibly, with the guidance of an adult.



Mobile phones are not allowed in school, if a child needs to bring their phone to school for their safety (e.g. when walking home), then it must be kept in the school office throughout the day.



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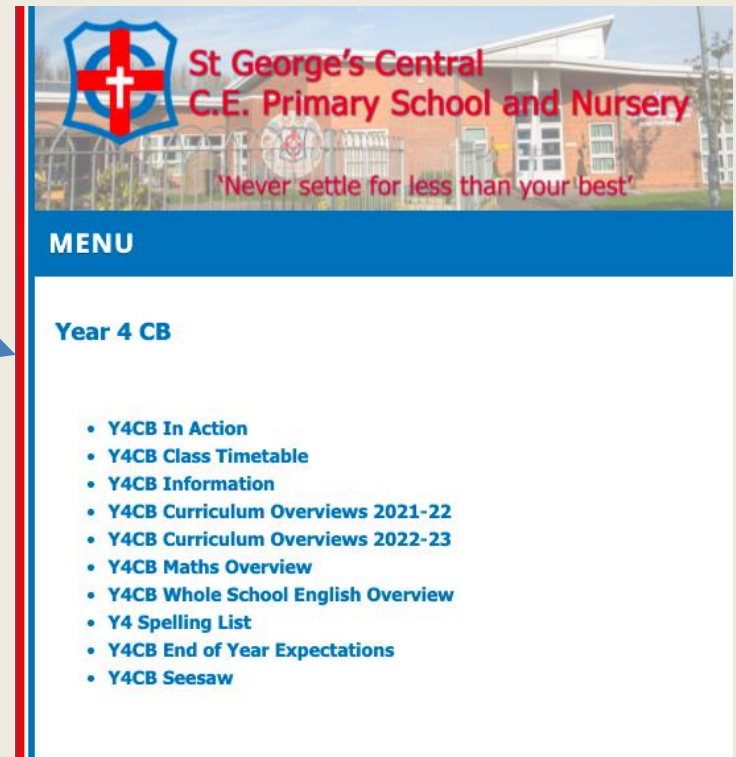
Home Learning/Seesaw

Throughout the year I will use Seesaw to update you on what is going on at school, and what the children are expected to do at home.

Lots of information about our class can be found on the school website here. Including a link to Seesaw.

Please check Seesaw regularly to ensure you are aware of what is going on in school, and what is required of your child.

Homework will be added to Seesaw, if paper copies are required please let me know.



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Home Learning



The expectations are that at home children will;

- **Read** daily for a minimum 15 mins (3 signatures from home in planners each week, and 3 completed exercises on Reading Plus)
- Learn their **spellings** for a weekly spelling test
- Rehearse maths skills for their **times tables** using TTRockstars/or maths worksheets provided.

Please remember to send reading books and planners into school every day.



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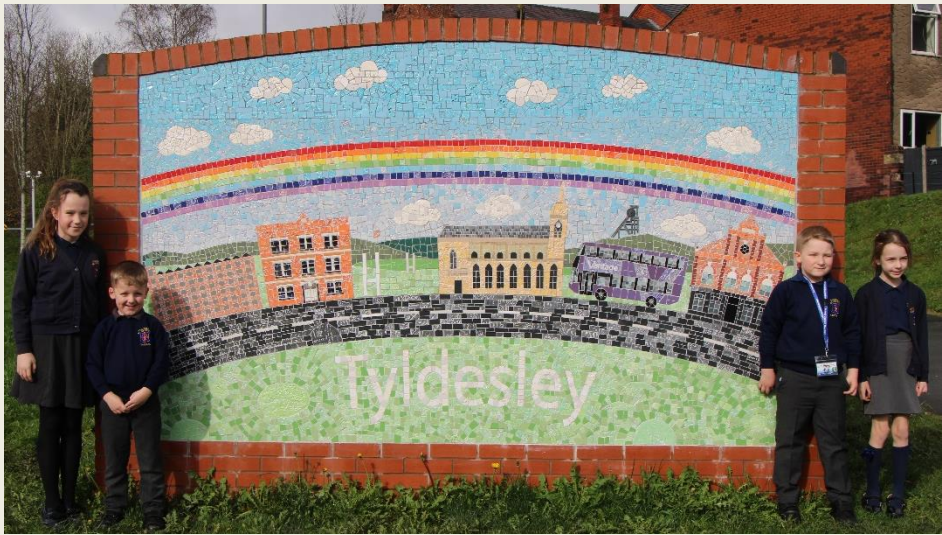
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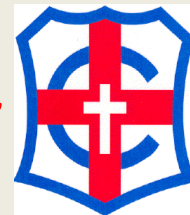


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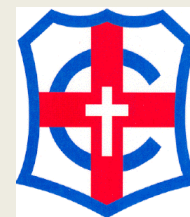


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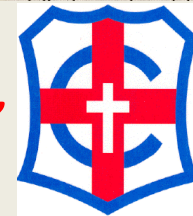


I SMOKED
AFTER
SEEING
MY MUM
LIGHT UP

MAN
OF THE
MATCHES
James In
goal at 2010
World Cup



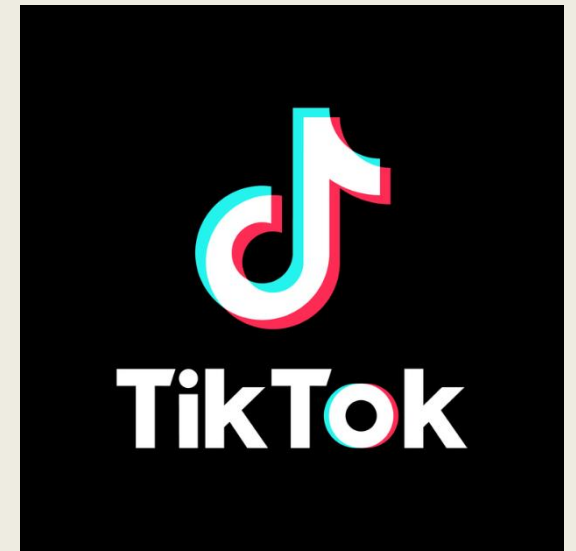
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Importance of Reading

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



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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’



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Importance of Reading



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Y6



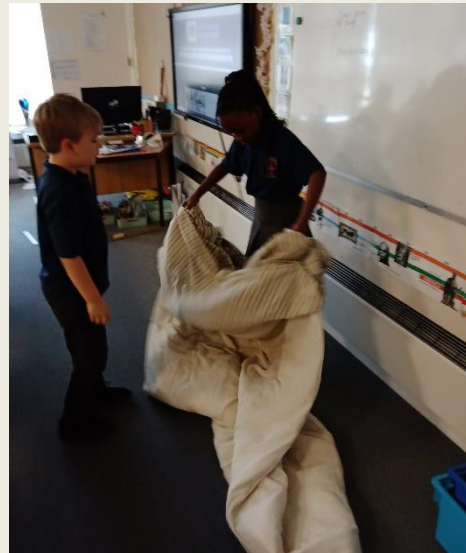
Y5



Y4



Y3



Y2



Y1



Reception



Nursery



To reach 50 million users:



75 years



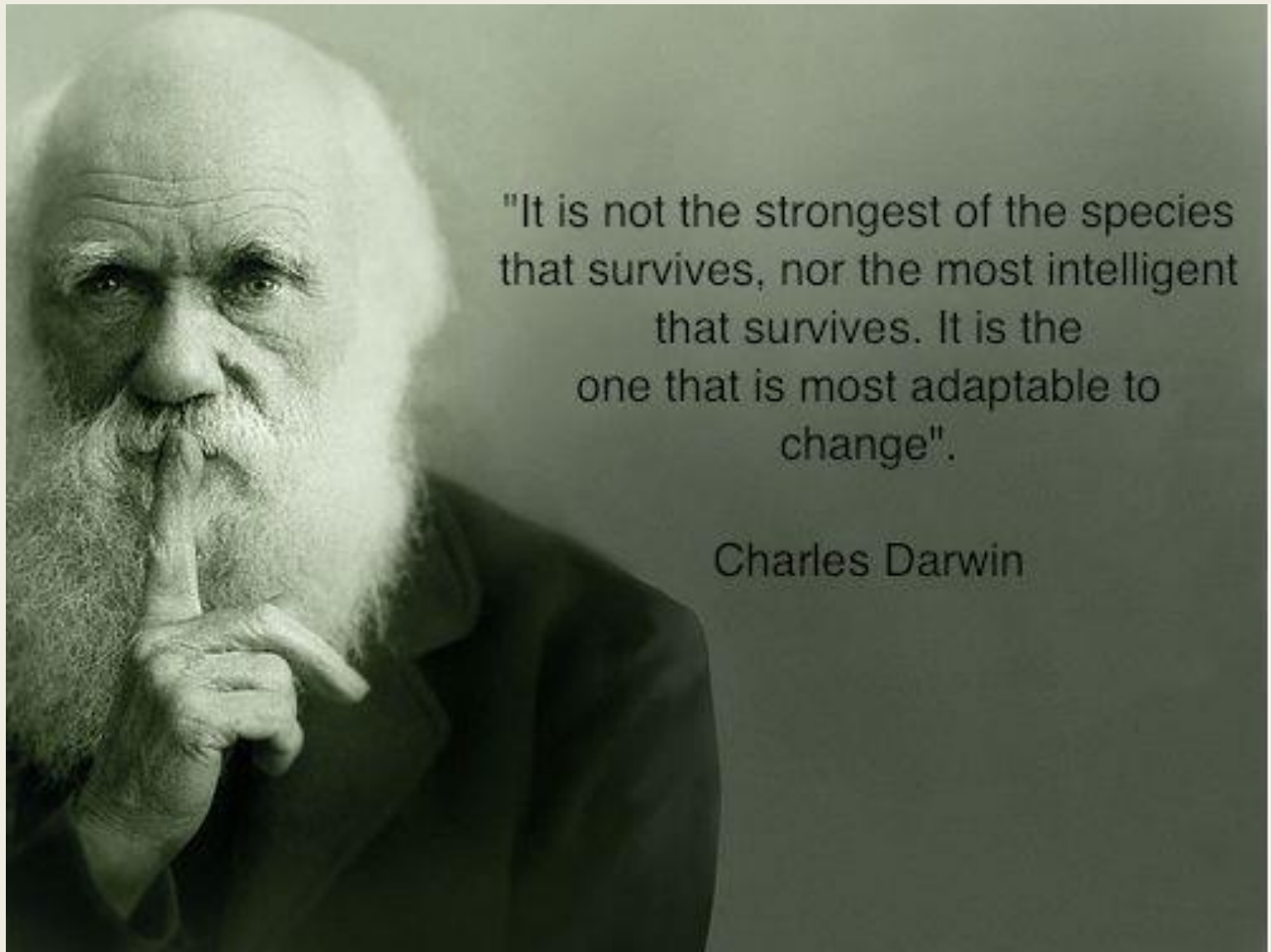
4 years



2 years

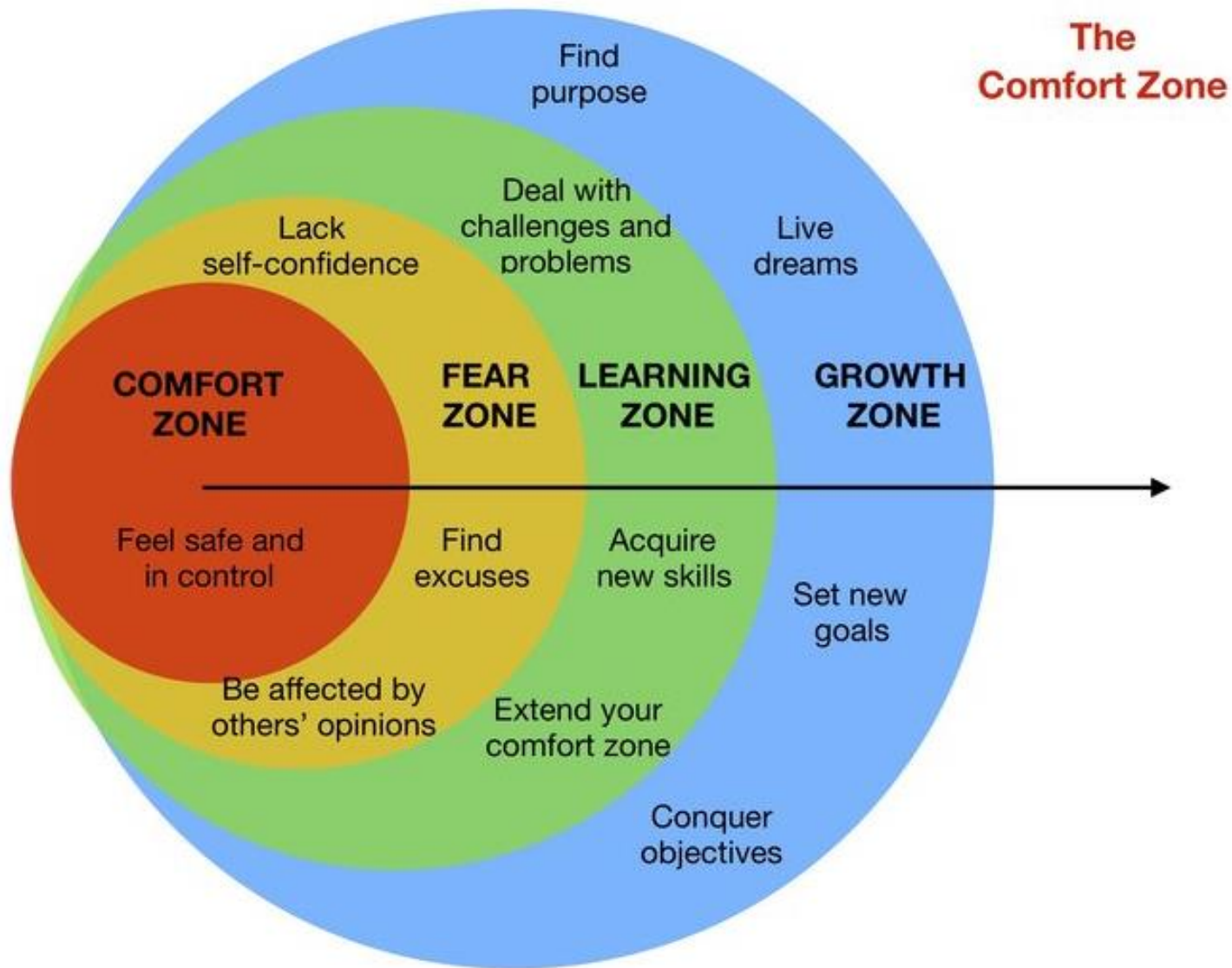


19 days



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8 out of 10



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8 out of 10



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The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline (((alarm clock)))



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HARDWORK =

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

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

98%



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KNOWLEDGE =

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

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

96%



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ATTITUDE =

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

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

100%



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Avoid posting your
personal problems on
social media.

Your personal problems
require personal solutions
not social attention.



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St. George's Central CE Primary School and Nursery

Class Twitter



Follow our class twitter account to see what we get up to in the week!



@MissCBSGC



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Key Points



The key things to remember:

- Send your child to school in their PE kits on Monday and Tuesday
- Children should be reading at home every day, and working on spellings and timetables at home
- Use Seesaw and Twitter to keep up to date with what is going on in school
- Bring planners and reading books into school every day



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Yet as a team, we can pull
together to do some
incredible work.

Randy West



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