

St. George's Central CE Primary School and Nursery

Welcome to Y1/2PD

Miss Dennett and Miss Derighetti



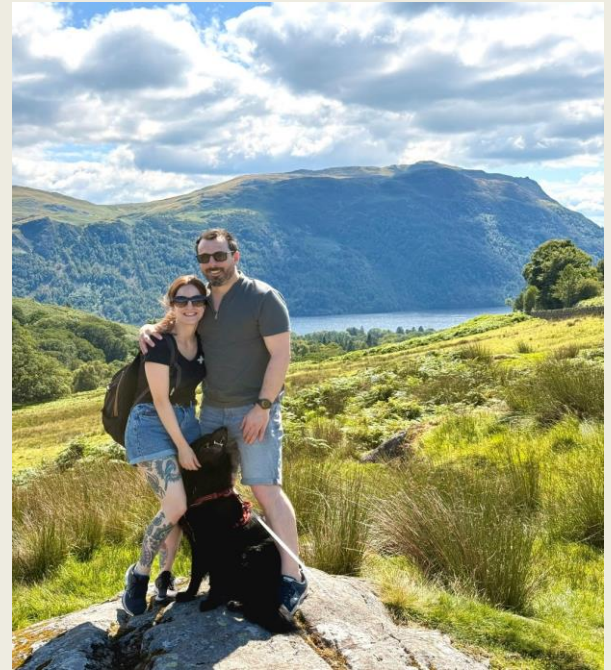
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St. George's Central CE Primary School and Nursery

Miss Dennett – Class Teacher

This will be my 3rd year of teaching, having previously taught a Year 1 class at another school and spending last year teaching Y1/2 at St George's Central. I will be taking on the role of History subject lead too.



When I am not at school, I enjoy spending time with friends and family and am kept busy with our 12 week old puppy.



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St. George's Central CE Primary School and Nursery

Miss Derighetti – Class Teaching Assistant

I started off working at Lancaster Avenue Nursery in 2021 for 6 months. From there, I moved to St George's to work in reception. I am excited for my first year working in Year 1/2.



When I am not at school, I like to spend time with family and friends. I love being creative and making clothes and dance costumes.



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Class X Account: @MissDSGC



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Y1/2PD Timetable



St George's Central CE Primary School and Nursery



Miss Dennett (Y1/2PD): 2025 – 2026

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

Curriculum Overview

Headteacher: Mr M Grogan

St George's Central CE Primary School and Nursery

Year 1 and Year 2 Curriculum Overview: 2025 – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Curious Critters	Pop Project	Town Walk	Tyldesley Mining Museum	Indian Experience Day	Trip to Liverpool Maritime Museum
Art	Can you draw an animal with just one line?	How do you take a line for a walk?		What shape are the hills?		
DT			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?
English	Genre: Narrative (Stories)	Genre: Narrative (Diary)	Genre: Persuasive Letters	Genre: Narrative (Stories)	Genre: Non-Chronological Report	Genre: Non Fiction (Information text)
	Text: <i>Once Upon an Ordinary School Day</i> Colin McNaughton	Text: <i>We Are the Beatles</i> Zoe Tucker	Text: <i>Dear Fairy Godmother</i> Michael Rosen	Text: <i>Various stories</i> Julia Donaldson	Text: <i>Lily's Garden of India</i> Jeremy Smith	Text: <i>The Story of the Titanic for Children</i> Joe Fullman
	Audience for writing: Children in Early Years	Audience for writing: Fans of The Beatles	Audience for writing: Characters from the text	Audience for writing: Enthusiasts of Julia Donaldson	Audience for writing: World Explorers	Audience for writing: Young Historians
	Purpose for writing: To entertain	Purpose for writing: To entertain	Purpose for writing: To persuade	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To inform
	Grammar: -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	Grammar: -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	Grammar: -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	Grammar: -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	Grammar: -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	Grammar: -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
English continued	<ul style="list-style-type: none"> -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 			<ul style="list-style-type: none"> -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 		
	Poem: <i>All the things you can say to places in the UK</i> Brian Moses	Poem: <i>Historian</i> John Kitching	Poem: <i>The Owl and the Pussy Cat</i> E. Lear	Poems: <i>If I were a shape</i> Brian Moses	Poem: <i>Bugs</i> Andy Tooze	Poem: <i>The Titanic</i> Gillian Clarke
Geography	Where in the world is the United Kingdom?		What is interesting about Tyldesley?		Where would I prefer to live: Tyldesley or Chembakolli?	
History		What was life like in the 1960s?		What happened in Tyldesley in the past?		Why is the Titanic so famous?
Computing	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?
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	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?
	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 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	Who do Christians say made the world?	Who is Jewish and how do they live?		What is the Good News Christians say Jesus brings?	What do Christians believe God is like?	What does it mean to belong to a faith community?
		Why do we give and receive gifts at Christmas?		In what way is the Easter story a new beginning?		
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
United Kingdom	The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in northwestern Europe.		
symbol	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.	Sticky Knowledge about our world	Geographical Skills: <ul style="list-style-type: none"> 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. Use compass directions (north, east, south and west) to orientate on maps. Compare different cities and towns. Draw maps of school and Tynesley. 
location	In geography, location and place are used to denote a point or an area on the Earth's surface or elsewhere.		
compass	A tool used for finding the direction e.g. North, East, South and West		
direction	Where things are in relation to other things.		
country	A nation with its own government, occupying a particular territory.		
continent	Any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).		
capital city	The city or town that functions as the seat of government and administrative centre of a country or region.		
sea	The expanse of salt water that covers most of the earth's surface and surrounds its land masses.		
ocean	A very large expanse of sea. In particular each of the main areas into which the sea is divided geographically		

Each topic has an accompanying Knowledge Organiser. These give a bit more detail about what will be learnt over the course of the topic. They can be found on the school website.

Year 1: What different groups do animals belong to?

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about animals
fish	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.		<input type="checkbox"/> The blue whale can produce the loudest sound of any animal.
amphibians	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.		<input type="checkbox"/> Horses and cows sleep while standing up.
reptiles	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales.		<input type="checkbox"/> Giant Arctic jellyfish have tentacles that can reach over 36 metres in length.
birds	Birds have feathers and wings. They lay eggs and are warm-blooded animals.	Wild Animals 	<input type="checkbox"/> Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed.
mammals	Mammals are also warm blooded animals. They breathe air and have a backbone.		<input type="checkbox"/> There are about 400 million+ dogs in the entire world. The average life of a dog depending on the breed can vary from 10 to 14 years.
carnivore	A carnivore is a meat-eating animal that gets its food from killing other animals.		<input type="checkbox"/> Dolphins use whistling, clicking and other sounds to communicate with each other.
herbivore	A herbivore eats plants.		<input type="checkbox"/> Camels can survive up to six months without water or food due to the fatty tissues stored in their humps.
omnivore	An omnivore eats plants and meat.		<input type="checkbox"/> The cheetah is the fastest animal to roam the earth with top speeds of 113 km per hour.
tame	Domesticated animals that are not frightened of humans and do not try to hurt humans.		
wild	Living in the natural environment and not belonging to humans.		
nocturnal	Animals that are active during the night time.		

Residential Opportunities: Year 1

Sleepover, Friday 14th November 2025



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Residential Opportunities: Year 2 Camping, Friday 15th May 2026



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Forest School

**Year 1 Spring term (second half). Year 2
Summer term (first 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: Children learn how to use a knife and fork correctly.



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SGC Life Skills

Year 2: Children learn how to tie their own shoelaces.



Please support by encouraging children to practise at home.



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PE Days and Kit Requirements

Indoor PE: Tuesday

Outdoor PE: Wednesday



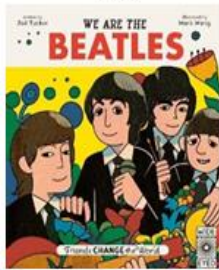
Children can come to school in their PE kit on the day that they have outdoor PE and on the day they have indoor PE. The only item that will need to remain in school are their pumps. So that your child feels 'comfortable' all day in school when it is their indoor PE day they could wear their full school 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.

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

Text:



Text:



Text:



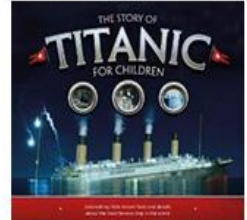
Text:



Text:



Text:



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Why is reading important?

"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

 SCHOLASTIC

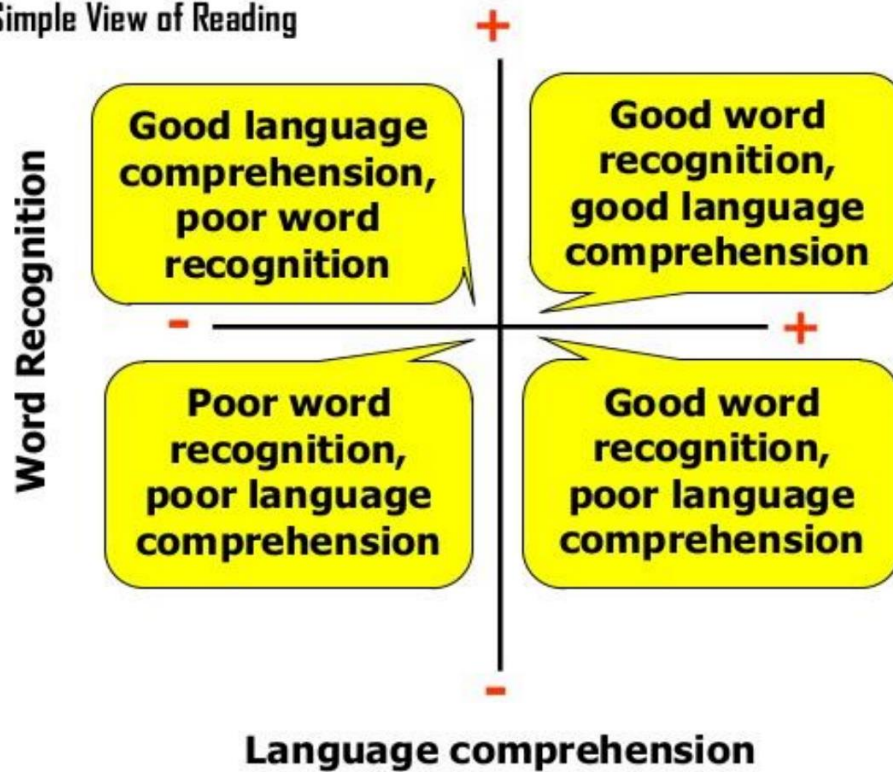


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Why is reading important?

The Simple View of Reading



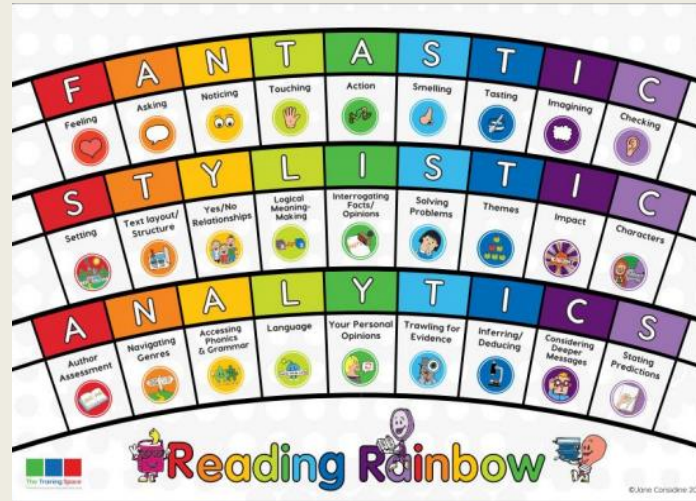
Number of words children would have heard by the age of 5 if they were:



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How do we support your child's reading?



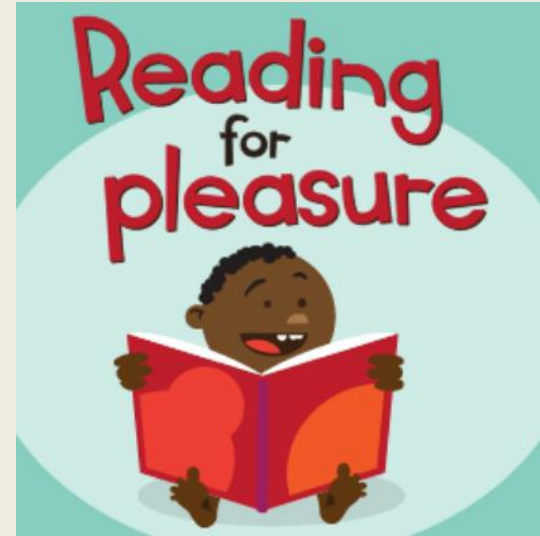
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What you can do to support your child's reading:



<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>



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E-Safety



We value physical education at St George's Central and we believe it is important to strike a balance between time online and time being physically active.

We invest a lot of time teaching children how to use the internet and devices safely. It is crucial to ensure our children are safe online both in school and at home.

Please see the following for more information and the Computing Guide for parents on our website:

[Jessie & Friends
\(ceopeducation.co.uk\)](http://ceopeducation.co.uk)

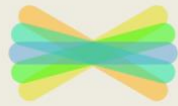
<https://www.saferinternet.org.uk>



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Home Learning



Seesaw

A copy of the weekly spellings and maths activity will be available on our class 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

Practise Big Maths Beat That each week.



Reading 3 times per week.



Access Times Tables Rock Stars or Numbots.



Practise spellings:
Friday to Friday



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Atherton & Tyldesley Sports Association



Friendship through sport



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reading  plus®



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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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Who to contact when I have a concern – General Guide

General concerns	Safeguarding concerns
Step 1	
Class teacher – first instance for class matters.	Miss Peaty – first instance for safeguarding matters which are not class based. If it is not about your child, we are limited in what we can share/discuss.
If this does not resolve the situation, proceed to Step 2	
Step 2	
Class teacher and a senior member of staff.	Miss Peaty – go back and speak again or ask for clarification. If it is not about your child, we are limited in what we can share/discuss.
If this does not resolve the situation, proceed to Step 3	
Step 3	
Headteacher	Headteacher
If this does not resolve the situation, proceed to Step 4	
Step 4	
Compliments and Complaints Policy	Compliments and Complaints Policy Safeguarding, Child Protection and Early Help Policy
If this does not resolve the situation, proceed to Step 5	
Step 5	
Ofsted Department for Education	Ofsted Department for Education Wigan LA Manchester Diocese



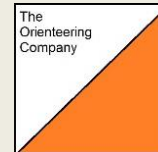
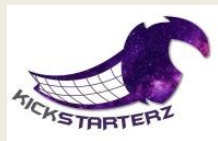
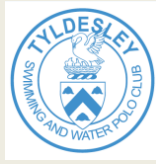
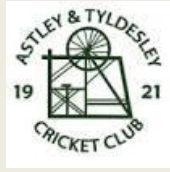
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8 out of 10



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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



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Remember!



Reading 3 times per week.

Year 1/2 PD

- Y1/2PD In Action
- Y1/2PD Class Timetable
- Y1/2PD Information
- Y1/2PD Curriculum Overviews 2025-26
- Y1/2PD Curriculum Overviews 2026-27
- Y1/2PD Maths Overview
- Y1/2PD English Overview 2025-2026
- Y1/2PD English Overview 2026-2027
- Y1 Spelling Overview
- Y2 Spelling Overview
- Y1 Common Exception Words
- Y2 Common Exception Words
- Y1 End of Year Expectations
- Y2 End of Year Expectations
- Y1/2PD Seesaw



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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.



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Thank you!

**I may not be
the best... but
I sure am trying
my best.**



**The beautiful
thing about
learning is that no
one can take it
away from you.**

B.B. King

