

St. George's Central CE School and Nursery

Welcome to Y2TL

Mrs Leech and Mrs Andersson



'Never settle for less than your best'



St. George's Central CE School and Nursery

Mrs Leech- Class teacher.



This will be my 8th year of teaching but my 9th 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 Andersson - Class Teaching Assistant



I have been a supply teaching assistant in many different primary schools, but this is my first permanent role. I'm very happy and excited to be working here at St. George's Central and I can't wait to get to know you all.

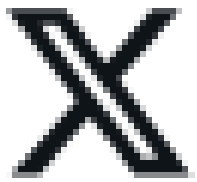
When I'm not in school, I enjoy curling up with a book (my favourite is Harry Potter). I love spending time with my husband and three young children. I also have two fluffy white cats.

Since I was 8 years old, my dream has been to write my own book. I grew up in Sweden and moved to England to study writing. I love travelling and exploring new places and cultures.



'Never settle for less than your best'





Class X account: @LsgcMrs



MrsLSGC
@LsgcMrs

MrsLSGC @LsgcMrs · Jan 22

It's safe to say we've had a very interesting morning learning about mini beasts and animals from Africa and other parts of the world. Thank you to Danny from Curious Critters for coming to teach us all about these fascinating creatures. [@MrGSGC](#)



1 1 2 139



MrsLSGC @LsgcMrs · May 14

We've had a fantastic day at Blackpool Tower today! We loved the 4D cinema, braved the glass floor and enjoyed a fabulous time paddling in the sea and having some delicious ice cream. Thanks to all our helpers today [@MrGSGC](#) [@MissDSGC](#) [@MissKBSGC](#) [#SGCGeography](#)



1 1 3 155



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Y2TL Timetable



St George's Central CE Primary School and Nursery



Mrs Leech (Y2TL): 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 (Miss Gray)	Lunch	Book Talk/ Picture News (Miss Gray)	Indoor PE (Miss Gray)	Computing	Class reader
Tues	Whole School Hymns: VG	Maths	Snack and break	Phonics/ Spelling/ Handwriting	Book Talk/ Picture News	Lunch	English	Science	Science	Class reader
Wed	Whole School Worship: Class teachers	Maths	Snack and break	Phonics/ Spelling/ Handwriting	English	Lunch	Book Talk/ Picture News	Geog/Hist	Geog/Hist	Class reader
Thurs	Class based Worship: See rota for coverage	Maths	Snack and break	Phonics/ Spelling/ Handwriting	Maths (Miss Gray)	Lunch	Book Talk/ Picture News (Miss Gray)	PSHE/Library (Miss Gray)	Music (Miss Gray)	Class reader (Miss Gray)
Fri	Celebration/ Class Worship: MG/AM	Maths	Snack and break	Phonics/ Spelling/ Handwriting	English	Lunch	Book Talk/ Picture News	Outdoor PE	RE	Class reader

Mrs Andersson 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: 2023 – 2024

	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	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.

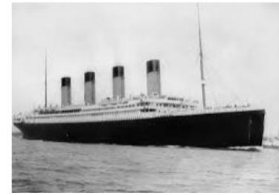

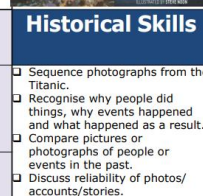

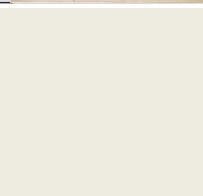



Where in the world is the United Kingdom?

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.	
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	Geographical Skills:
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	

Sticky Knowledge about our world

- ❑ The United Kingdom is made up of England, Scotland, Northern Ireland and Wales.
- ❑ The capital cities of the United Kingdom's four countries are: London (England), Cardiff (Wales), Edinburgh (Scotland) and Belfast (Northern Ireland).
- ❑ There are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.
- ❑ The surface of the planet is approximately 71% water and contains five oceans: the Arctic, Atlantic, Indian, Pacific and Southern. The Arctic Ocean is the smallest of the world's five ocean basins. A polar bear walks on the frozen surface of the Arctic Ocean.
- ❑ A compass is used for navigation, location and direction. The compass greatly improved the safety of travel.

Why is the Titanic so famous?

Subject Specific Vocabulary		Sticky Knowledge about the Titanic	Exciting Books
steamship	A ship that is propelled by a steam engine.		
tragedy	An event causing great suffering, destruction and distress, such as a serious accident, crime or natural catastrophe.		
accommodation	A room, group of rooms, or building in which someone may live or stay.		
passenger	A person who is traveling in an automobile, bus, train, ship or other conveyance.		
maiden voyage	The first voyage of a ship.		
wealthy	Having a great deal of money, resources or assets.		
lifeboat	A specially constructed boat launched from land to rescue people in distress at sea.		
iceberg	A huge chunk of ice floating in the ocean.		
wreck	Any building, structure, or thing reduced to a state of ruin.		

Sticky Knowledge about the Titanic

- ❑ Titanic was built by a company called White Star Line. She was ready for the ocean on 31st March 1912, after three years in construction in Belfast, Northern Ireland.
- ❑ Titanic was the most impressive and luxurious ship of her time. She was the biggest too, measuring 28 metres wide, 53 metres tall and 269 metres long.
- ❑ Titanic's full title was RMS Titanic. This stands for 'Royal Mail Steamer'. As well as passengers, the ship carried nearly 3500 sacks of letters, packages and documents.
- ❑ There were over 2,200 people on board Titanic, 900 of which were crew members.
- ❑ On 10th April 1912, Titanic set out on her maiden voyage taking people from Southampton, England, to New York, USA.



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Residential Opportunities: Year 2 Camping-

Friday 15th May 2026



Forest School:

Year 2 Summer term (1st 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.

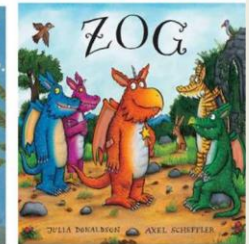
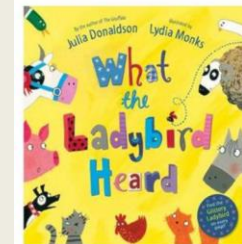
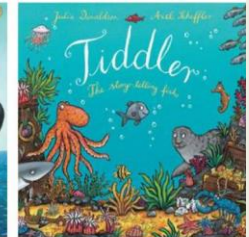
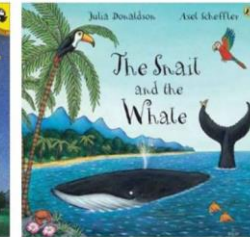
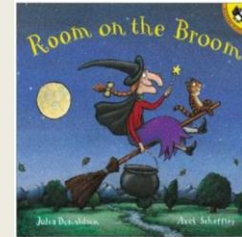
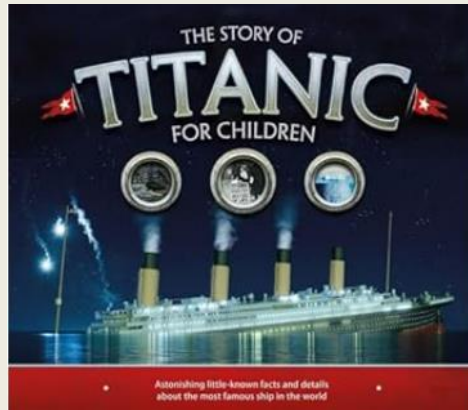
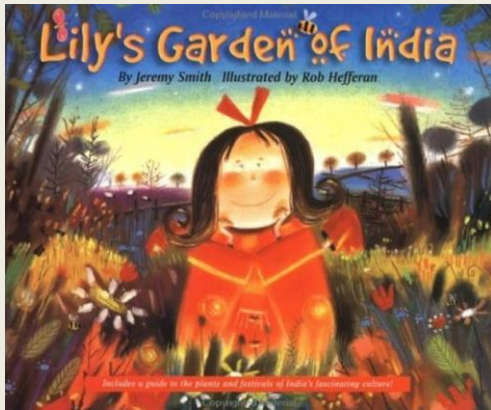
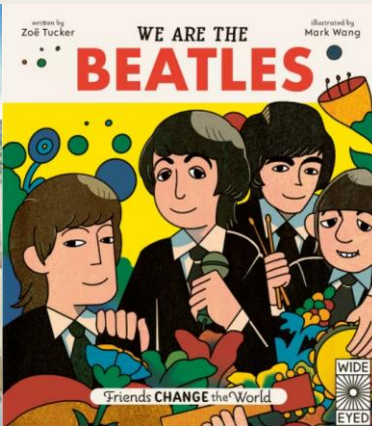
Reading...it's a kind of magic!



'Never settle for less than your best'



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



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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

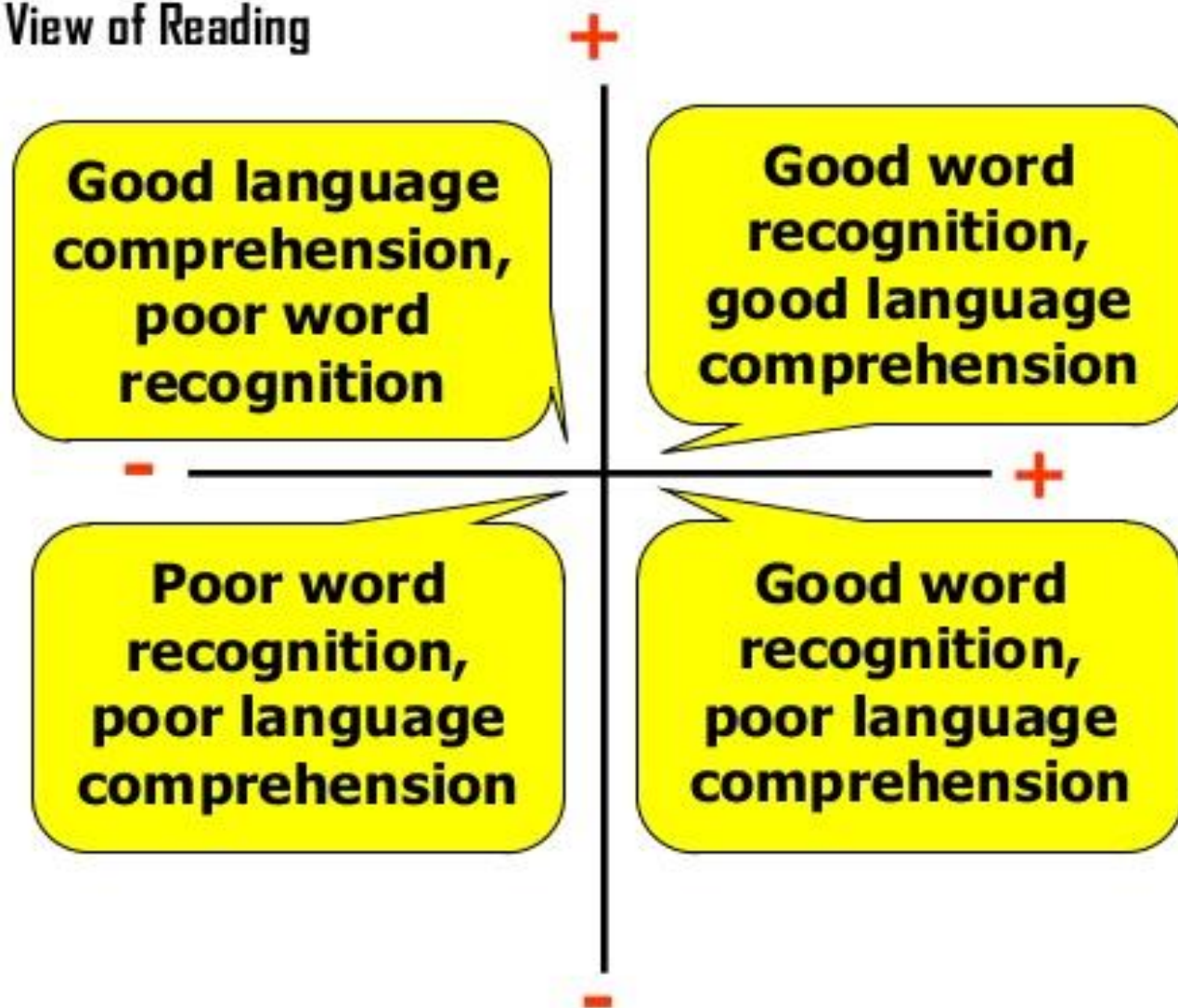
Source: Niles, Anderson and Harris, 1987

"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

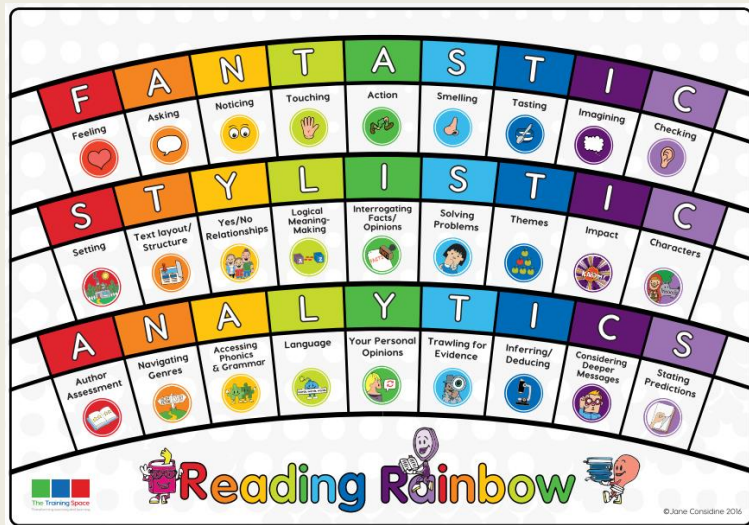
The Simple View of Reading

Word Recognition

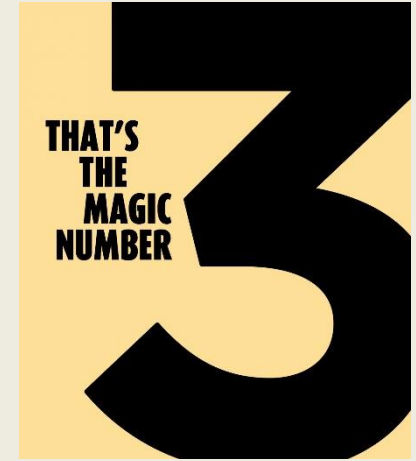


Language comprehension

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.

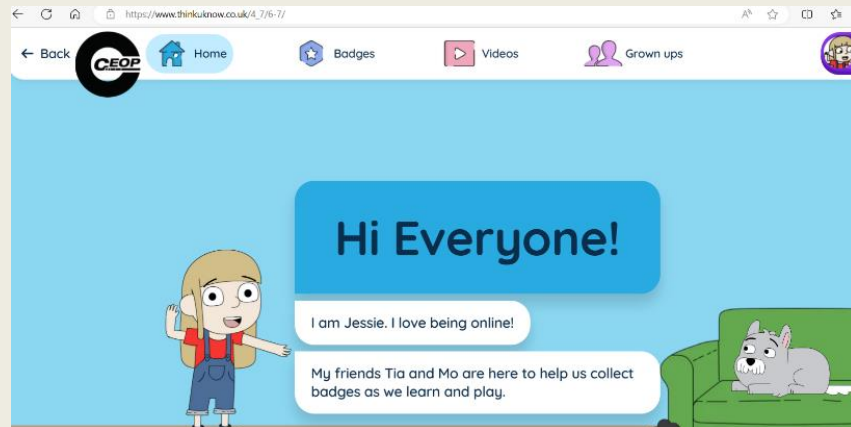
Computing guides for parents

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)



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Home learning



Seesaw



Reading 3 times
per week.

Look → Say → Cover → Write → Check

Spellings.

Friday 1st March for your test on Friday 8th March.

Look/Say	Write / Check	Write / Check	Write / Check
watch			
squash			
towards			
quarter			
work			
worst			
because			
mind			

Name:

Year 2 - 90 seconds

**BIG MATHS...
★ BEAT THAT! ★**

My 'Beat That'
score was...



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 spellings.

Practise Big Maths Beat
That each week.

Access Times Tables
Rock Stars or Numbots.



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‘Never settle for less than your best’





'Never settle for less than your best'





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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’



‘Never settle for less than your best’



Importance of Reading



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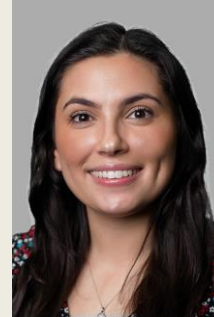


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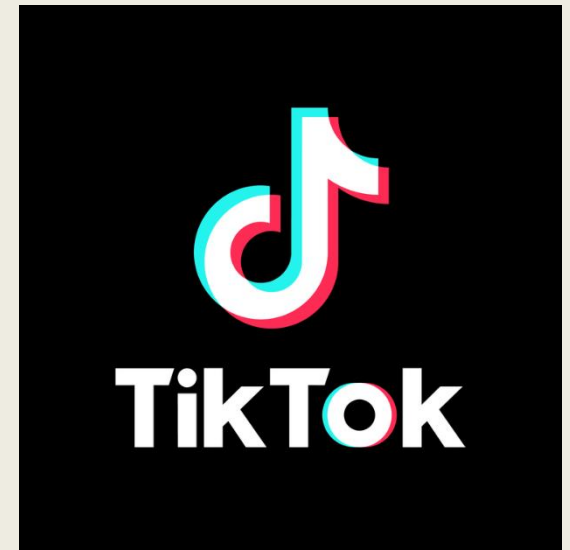
Who to contact when I have a concern – General Guide

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



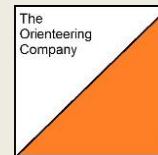
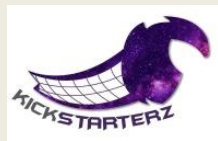
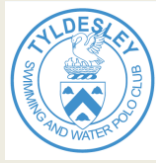
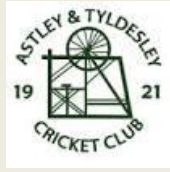
'Never settle for less than your best'





'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

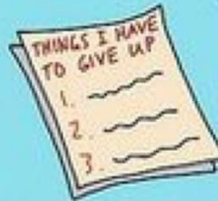
Persistence



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'





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St. George's Central CE Primary School and Nursery



Home/school partnership



Seesaw



Year 2 TL

- Y2TL In Action
- Y2TL Class Timetable
- Y2TL Information
- Y2TL Curriculum Overviews 2025-26
- Y2TL Curriculum Overviews 2026-27
- Y2TL Maths Overview
- Y2TL English Overview 2025-2026
- Y2TL English Overview 2026-2027
- 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’

