

# St. George's Central CE School and Nursery

## Welcome to Y1NT

Miss Taylor



*'Never settle for less than your best'*



# St. George's Central CE School and Nursery

## Miss Taylor - Class Teacher



3<sup>rd</sup> year teaching Year 1 and the start of my 8<sup>th</sup> year teaching at St George's Central.

\*Previously taught Reception.

\*PSHE and MHWB Leader.



*'Never settle for less than your best'*





# @MissTSGC



Miss Taylor @MissTSGC · Jun 17

We have been exploring manipulating materials by twisting, tying and taping in Art this week! [@MrGSGC](#) [@MrsMalleySGC](#) [#SGCArt](#)



1 13



Miss Taylor @MissTSGC · Jul 5

KS1 went back in time with the The Pop Project to learn about The Beatles and life in the 1960's. We loved listening to a range of Beatles songs and learning how to do the twist! [@MrGSGC](#) [@missvsgc](#) [@MrKSGC](#) [#SGCMusic](#) [#SGCHistory](#)



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*'Never settle for less than your best'*

# Y1NT Timetable



St George's Central CE Primary School and Nursery



Miss Taylor (Y1NT): 2023 – 2024

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

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



*'Never settle for less than your best'*



# Curriculum Overview

## Year 1 and Year 2 Curriculum Overview: 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	Curious Critters	Pop Project	Town Walk	Tyldesley Mining Museum	Indian Experience Day	Trip to Liverpool Maritime Museum
<b>Art</b>	Can you draw an animal with just one line?	How do you take a line for a walk?		What shape are the hills?		
<b>DT</b>			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?
<b>English</b>	<b>Genre:</b> Narrative (Stories)	<b>Genre:</b> Narrative (Diary)	<b>Genre:</b> Persuasive Letters	<b>Genre:</b> Narrative (Stories)	<b>Genre:</b> Non-Chronological Report	<b>Genre:</b> Non Fiction (Information text)
	<b>Text:</b> <i>Once Upon an Ordinary School Day</i> Colin McNaughton	<b>Text:</b> <i>We Are the Beatles</i> Zoe Tucker	<b>Text:</b> <i>Dear Fairy Godmother</i> Michael Rosen	<b>Text:</b> <i>Various stories</i> Julia Donaldson	<b>Text:</b> <i>Lily's Garden of India</i> Jeremy Smith	<b>Text:</b> <i>The Story of the Titanic for Children</i> Joe Fullman
	<b>Audience for writing:</b> Children in Early Years	<b>Audience for writing:</b> Fans of The Beatles	<b>Audience for writing:</b> Characters from the text	<b>Audience for writing:</b> Enthusiasts of Julia Donaldson	<b>Audience for writing:</b> World Explorers	<b>Audience for writing:</b> Young Historians
	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To persuade	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To inform
	<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	<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, 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 -Consistent use of present tense

# Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English continued</b>	<ul style="list-style-type: none"> <li>-Form adjectives using suffixes</li> <li>-Expanded noun phrases for description and specification</li> <li>-Consistent use of past or present tense</li> <li>-Use statements, questions, commands and exclamations.</li> <li>-Progressive verbs</li> <li>-Apostrophe's for omission of letters</li> </ul>			<ul style="list-style-type: none"> <li>-Expanded noun phrases for description and specification</li> <li>-Consistent use of past or present tense</li> <li>-Use statements, questions, commands and exclamations.</li> <li>-Progressive verbs</li> <li>-Apostrophe's for omission of letters</li> </ul>		
	<p><b>Poem:</b> <i>All the things you can say to places in the UK</i> Brian Moses</p>	<p><b>Poem:</b> <i>Historian</i> John Kitching</p>	<p><b>Poem:</b> <i>The Owl and the Pussy Cat</i> E. Lear</p>	<p><b>Poems:</b> <i>If I were a shape</i> Brian Moses</p>	<p><b>Poem:</b> <i>Bugs</i> Andy Tooze</p>	<p><b>Poem:</b> <i>The Titanic</i> Gillian Clarke</p>
<b>Geography</b>	Where in the world is the United Kingdom?		What is interesting about Tyldesley?		Where would I prefer to live: Tyldesley or Chembakolli?	
<b>History</b>		What was life like in the 1960s?		What happened in Tyldesley in the past?		Why is the Titanic so famous?
<b>Computing</b>	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?
<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>	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?
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	How do we help those who do not have a good harvest?  How do Jews celebrate Sukkot?	What do Christians believe about God and Creation?  Why was the birth of Jesus such Good News?	What made Jesus special?	In what way is the Easter story a new beginning?	Why is Baptism special?  How do people of other faiths celebrate the arrival of a new baby?	What happened at Ascension and Pentecost?  What was Jesus' life like compared to mine today?
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

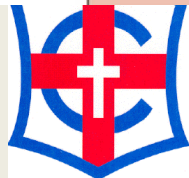
Knowledge organisers detail the key knowledge to be learnt over the course of the topic. They are available on the school website.

## Where in the world is the United Kingdom?

Subject Specific Vocabulary		Exciting Books	
<b>United Kingdom</b>	The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in northwestern Europe.		<b>Geographical Skills:</b>
<b>symbol</b>	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.		
<b>location</b>	In geography, location and place are used to denote a point or an area on the Earth's surface or elsewhere.		<ul style="list-style-type: none"> <li>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.</li> <li>Use compass directions (north, east, south and west) to orientate on maps.</li> <li>Compare different cities and towns.</li> <li>Draw maps of school and Tyldesley.</li> </ul>
<b>compass</b>	A tool used for finding the direction e.g. North, East, South and West		
<b>direction</b>	Where things are in relation to other things.	<b>Sticky Knowledge about our world</b> <ul style="list-style-type: none"> <li>The United Kingdom is made up of England, Scotland, Northern Ireland and Wales.</li> <li>The capital cities of the United Kingdom's four countries are: London (England), Cardiff (Wales), Edinburgh (Scotland) and Belfast (Northern Ireland).</li> <li>There are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.</li> <li>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.</li> <li>A compass is used for navigation, location and direction. The compass greatly improved the safety of travel.</li> </ul>	
<b>country</b>	A nation with its own government, occupying a particular territory.		
<b>continent</b>	Any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).		
<b>capital city</b>	The city or town that functions as the seat of government and administrative centre of a country or region.		
<b>sea</b>	The expanse of salt water that covers most of the earth's surface and surrounds its land masses.		
<b>ocean</b>	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically		

## Year 1: What different groups do animals belong to?

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about animals
<b>fish</b>	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.
<b>amphibians</b>	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.
<b>reptiles</b>	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.
<b>birds</b>	Birds have feathers and wings. They lay eggs and are warm-blooded animals.	<b>Wild Animals</b> 	<input type="checkbox"/> Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed.
<b>mammals</b>	Mammals are also warm blooded animals. They breath 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.
<b>carnivore</b>	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.
<b>herbivore</b>	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.
<b>omnivore</b>	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.
<b>tame</b>	Domesticated animals that are not frightened of humans and do not try to hurt humans.		
<b>wild</b>	Living in the natural environment and not belonging to humans.		
<b>nocturnal</b>	Animals that are active during the night time.		



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# Residential - Y1 Sleepover

**Friday 17<sup>th</sup> November 2023**



Y1 pupils will spend one night sleeping in the school hall. They will enjoy lots of fun activities, such as Zumba, games and watching a film.

# Forest School

## Spring 2

### **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

A letter will come home prior to starting forest school sessions.

A seesaw post will be sent one week prior to a session to inform you of the day your child attends school in forest school clothing not uniform.

Please label wellingtons and waterproofs.

Waterproofs and wellingtons will only be in school during the period of time your child is attending sessions.

Forest School gloves will be provided during any given session.



## Life Skill

**Children can use a knife and fork correctly when eating.**



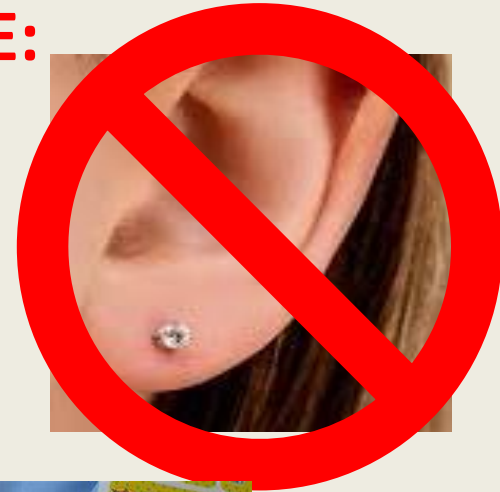
Best way to practice – **mealtimes at home!**

# PE days and kit requirements.

**Indoor PE:**  
**Wednesday**



**Outdoor PE:**  
**Tuesday**



The **only** item that will need to remain in school are **pumps**.

Please ensure all parts of the PE (and uniform) are **clearly labelled**.

Earrings **must be removed** before coming to school on these days.



# E-Safety



We value physical education at St George's Central.

**How much time does your child spend being active each day?**

**Please monitor the amount of time spent on devices.**

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 <https://www.saferinternet.org.uk> for more information or the following:

[Computing guides for parents](#)

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

**S** Stay Safe  
Don't give out your personal information to people / places you don't know.

**M** Don't Meet Up  
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

**A** Accepting Files  
Accepting emails, files, pictures or texts from people you don't know can cause problems.

**R** Reliable?  
Check information before you believe it. Is the person or website telling the truth?

**T** Tell Someone  
Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

© Teaching Internet  
www.teachinginternet.co.uk



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



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

Text:



Text:



Text:



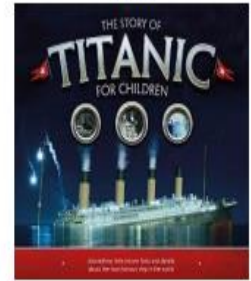
Text:



Text:



Text:



*'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

The **MORE** that you  
**READ**, the **More things**  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the **More places**  
you'll **GO**.

 Dr. Seuss

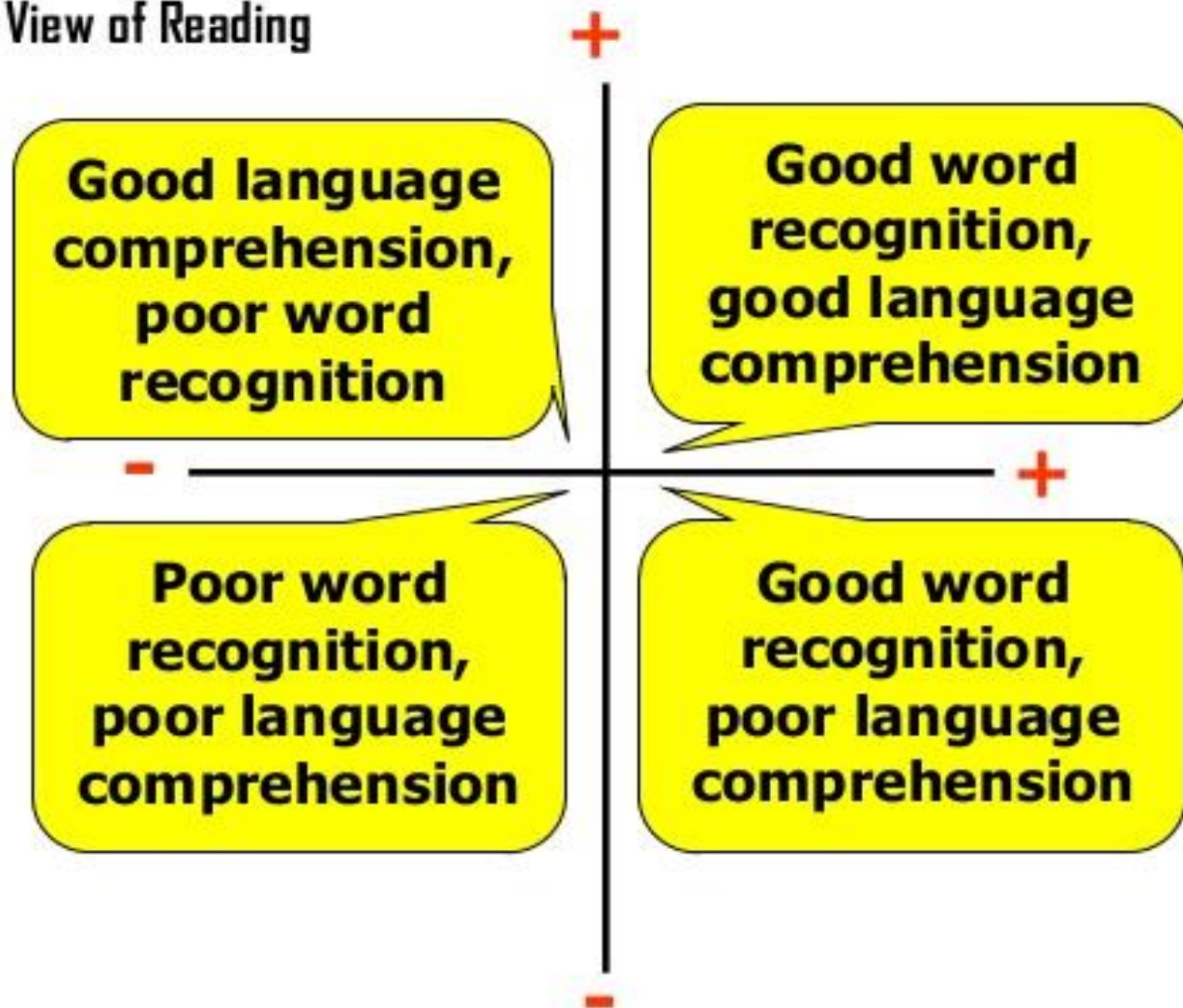
*ReadingMatters.com*

"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 do support your child's reading?

<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
<b>S</b>	<b>T</b>	<b>Y</b>	<b>L</b>	<b>I</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Setting	Text layout/Structure	Yes/No Relationships	Logical Meaning-Making	Interrogating Facts/Opinions	Solving Problems	Themes	Impact	Characters
<b>A</b>	<b>N</b>	<b>A</b>	<b>L</b>	<b>Y</b>	<b>T</b>	<b>I</b>	<b>C</b>	<b>S</b>
Author Assessment	Navigating Genres	Accessing Phonics & Grammar	Language	Your Personal Opinions	Trawling for Evidence	Inferring/Deducing	Considering Deeper Messages	Stating Predictions

 **Reading Rainbow**

The Training Space ©Jane Considine 2016

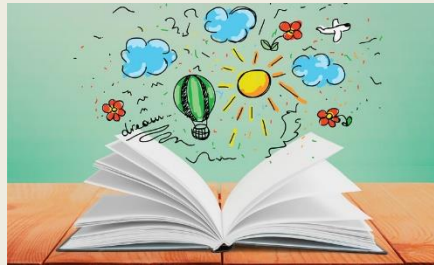


# What can you do?



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

# Home learning



Reading 3 times per week.



Practise spellings.

Name:

Total Recall 2 - 30 seconds

**BIG MATHS...  
★ BEAT THAT!**

My 'Beat That' score was... 17

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 =

TR2  
1

Practise Big Maths Beat That.



Access Numbots regularly.

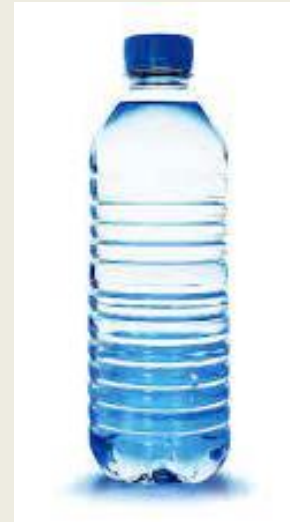
## Year 1 NT

- [Y1NT In Action](#)
- [Y1NT Class Timetable](#)
- [Y1NT Information](#)
- [Y1NT Curriculum Overviews 2023-24](#)
- [Y1NT Curriculum Overviews 2024-25](#)
- [Y1NT Maths Overview](#)
- [Y1NT English Overview 2023-2024](#)
- [Y1NT English Overview 2024-2025](#)
- [Y1NT Spelling Overview](#)
- [Y1NT Common Exception Words](#)
- [Y1NT End of Year Expectations](#)
- [Y1NT Seesaw](#)

Check the website.



# Remember!



**Water only** – no flavoured water or juice.



In Year 1 we build on children's prior learning in EYFS. We have high expectations for behaviour and effort reinforcing our school motto 'never settle for less than your best'. We want all children to feel safe, thrive and enjoy their learning.

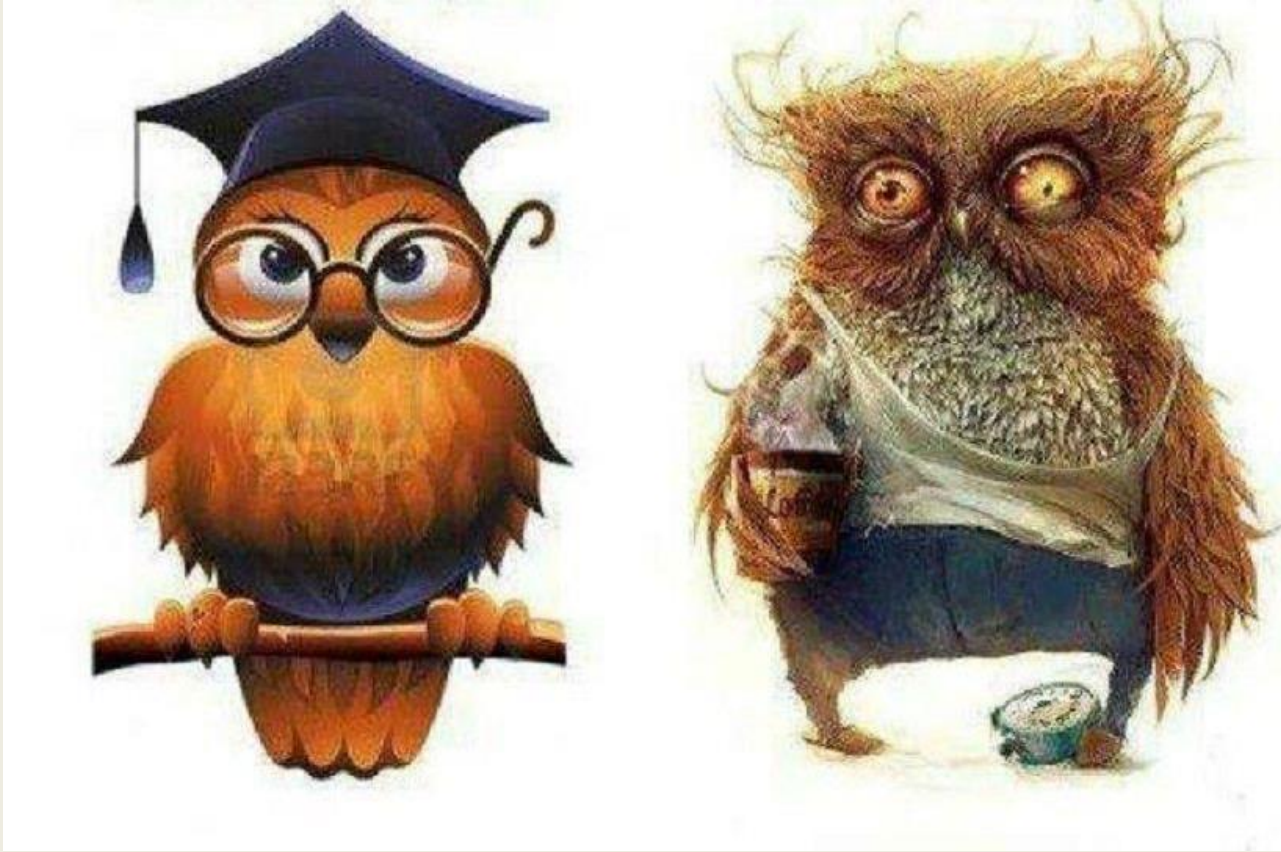
If you have any concerns or queries please come and speak with us.

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

**Thank you!**

September 2023:

July 2024:



Let the fun commence!