

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



**Year 5/6RO**

**Miss Offord**

**Mrs Sharma**



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



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

**Miss Offord**



## **A bit about me:**

This is my second year of teaching at St George's Central.

I am new to Y5/6 and I taught in Y5 last year.

I spent a lot of time at St George's Central during my training, so I am excited to continue my teaching career here.



@MissOffordSGC



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

**Mrs Sharma**



Mrs Sharma has worked at St. George's Central for five years as a Teaching Assistant.

She has worked all over school, but has spent the last couple of years in Key Stage Two.





# St George's Central CE Primary School and Nursery



**Miss Offord (Y5/6RO): 2025 – 2026**

Doors open at 8:40am	KS2 9:00am – 9:20am	KS2 9:20am – 10:20am	KS2 10:20am – 10:50am	Snack & Break 10:50am – 11:05am	KS2 11:05am – 12:05pm	KS2 12:05pm – 12:25pm	KS2 Lunch 12:30pm – 1:30pm	KS2 1:15pm – 2:15pm	KS2 2:15pm – 3:00pm	Class Reader 3:00pm – 3:20pm
<b>Mon</b>	Whole School Worship: <b>MG/AM</b>	<b>English</b>	<b>Book Talk/ Pic News</b>	<b>Snack and break</b>	<b>Maths</b>	<b>Spelling</b>	<b>Lunch</b>	<b>PSHE/Library</b>	<b>Indoor PE</b>	<b>Class reader</b>
<b>Tues</b>	Whole School Hymns: <b>VG</b>	<b>English</b>	<b>Book Talk/ Pic News</b>	<b>Snack and break</b>	<b>Maths</b>	<b>Handwriting</b>	<b>Lunch</b>	<b>Computing</b>	<b>RE</b> (Miss Gray)	<b>Class reader</b> (Miss Gray)
<b>Wed</b>	Whole School Worship: Class teachers	<b>English</b>	<b>Book Talk/ Pic News</b>	<b>Snack and break</b>	<b>Maths</b>	<b>Maths skills</b>	<b>Lunch</b>	<b>Handwriting &amp; Spanish</b> (Mrs Sharma)	<b>Music</b> (Mrs Sharma)	<b>SPAG session</b> (Mrs Sharma)
<b>Thurs</b>	Class based Worship: <b>See rota for coverage</b>	<b>English</b>	<b>Book Talk/ Pic News</b>	<b>Snack and break</b>	<b>Maths</b>	<b>Maths skills</b>	<b>Lunch</b>	<b>Outdoor PE</b>	<b>Geog/Hist</b>	<b>Class reader</b>
<b>Fri</b>	Celebration/ Class Worship: <b>MG/AM</b>	<b>English</b>	<b>Book Talk/ Pic News</b>	<b>Snack and break</b>	<b>Maths</b>	<b>Spelling</b>	<b>Lunch</b>	<b>Science</b>	<b>Science</b>	<b>Class reader</b>


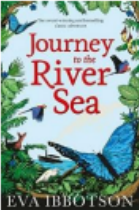
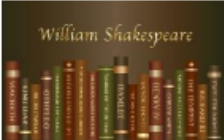



Mrs Sharma will support children in class each day  
Art/DT to be taught over a specific week to be identified across the key phase

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

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Subject Overview for English: Year 5/Year 6 2025-2026

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genre:</b> Biography Narrative	<b>Genre:</b> Explanation text Narrative	<b>Genre:</b> Playscripts (Narrative) Sonnet (Poetry)	<b>Genre:</b> Information Texts (Formal and Informal)	<b>Genre:</b> Non-Fiction (Newspaper) Letter	<b>Genre:</b> Narrative: Speech and action to convey character
<b>Text:</b> 	<b>Text:</b> 	<b>Text:</b> Author study 	<b>Text:</b> 	<b>Text:</b> 	<b>Text:</b> 
<b>Audience for writing:</b> Teenagers/Young adults	<b>Audience for writing:</b> Enthusiasts of the text Children of similar age	<b>Audience for writing:</b> Young teenagers	<b>Audience for writing:</b> Children of different ages	<b>Audience for writing:</b> Characters from the text Readers of local newspapers	<b>Audience for writing:</b> Enthusiasts of Holes
<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To explain To entertain	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To entertain
<b>Grammar:</b> - Relative clauses -Commas to clarify meaning -Parenthesis -Subject -relative clauses -expanded noun phrases	<b>Grammar:</b> - Colons for lists -Punctuating bullet points -Expanded noun phrases -Adverbials -Relative clauses -Cohesion	<b>Grammar:</b> - Commas to clarify meaning -Colons -Parenthesis -Adverbs	<b>Grammar:</b> - Colons for lists -Punctuating bullet points -Adverbials -Parenthesis -Cohesion	<b>Grammar:</b> Relative clauses -Perfect form of verbs -Passive verbs -Direct speech -Cohesion -Commas to clarify meaning	<b>Grammar:</b> -Formal speech -Passive verbs -Relative clauses -Expanded noun phrases -Parenthesis
<b>Poem:</b> <i>The School Goalie's Reasons</i> Brian Moses	<b>Poem:</b> <i>The Rainbow Mystery</i> George Szirtes	<b>Poem:</b> <i>All the World's a Stage?</i> William Shakespeare	<b>Poem:</b> <i>From a distance</i> Lindsay MacRae	<b>Poem:</b> <i>America's Gate (Ellis Island)</i> Brian Moses	<b>Poem:</b> <i>If</i> Rudyard Kipling



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# St George's Central CE Primary School and Nursery




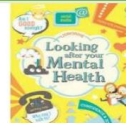

## Subject Overview for Maths: Year 5/6




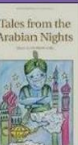

Term	Coverage				
Autumn	<b>Place Value</b> Numbers up to ten million Roman numerals Comparing and ordering Rounding Counting in powers of ten Negative numbers	<b>Four Operations</b> Addition and subtraction Inverse operations Multi-step problems Multiples and factors (including those that are common) Multiply and Divide by 10, 100 and 1000 Mental and formal methods for multiplication and division Squares, cubes and primes Order of operations			<b>Fractions</b> Equivalent fractions (inc. simplifying) Fractions on a number line Mixed and improper fractions Compare and order fractions Addition and subtraction of fractions Multiplication of fractions Fractions of amounts Finding the whole
	Fluency, reasoning and problem solving. Word problems. Making connections. Using a range of contexts (including measures).				
Core Facts	Revision of mental strategies and core facts including addition and subtraction bonds, scaling and multiplication/ division facts.				
Spring	<b>Y5 Multiplication/Division</b> Mental strategies Multiply 4 digits by 1 digit Multiply 2 digit numbers Multiply 3 digits by 2 digits Divide with remainders	<b>Fractions, Decimals and Percentages</b> Decimals up to 3dp Decimals as fractions Rounding decimals Multiply/ divide by 10, 100, 1000 Multiplication and division Converting FDP Equivalence Ordering FDP Percentages of amounts	<b>Y5 Decimals and Percentages</b> Addition and subtraction of decimals Compliments to one Wholes and decimals Sequences Percentages of amounts	<b>Perimeter, Area, Volume</b> Measure area and perimeter Calculate area and perimeter Compound/ irregular shapes Area of triangles Area of parallelograms Compare volume Estimate volume Calculate volume Estimating capacity	<b>Statistics</b> Line graphs Tables Timetables Circles Pie charts Mean
	<b>Y6 Ratio</b> Ratio and fractions Ratio symbol Scale factors Ratio and proportion problems		<b>Y6 Algebra</b> Finding a rule Forming expressions Substitution Formulae and equations		
Fluency, reasoning and problem solving. Word problems. Making connections. Using a range of contexts (including measures).					
Core Facts	Revision of mental strategies and core facts including addition and subtraction bonds, scaling and multiplication/ division facts.				

	Coverage				
Summer	Properties of Shape Measuring angles Calculating angles Angles in a triangle Regular and irregular polygons Nets	Position and Direction Position in first quadrant Four quadrants Reflection (inc. coordinates) Translation (inc. coordinates)	Y5 Negative Numbers Negative numbers Roman Numerals	Y5 Converting Units Metric units Imperial units	Y5 Volume Calculating and comparing volume Estimating volume Estimating capacity
			Y6 SATS Y6 Consolidation of Learning Project based learning Revision of all national curriculum objectives Problem solving using a range of contexts Connectivity between different areas of maths		
	Fluency, reasoning and problem solving. Word problems. Making connections. Using a range of contexts (including measures).				
Core Facts	Revision of mental strategies and core facts including addition and subtraction bonds, scaling and multiplication/ division facts.				

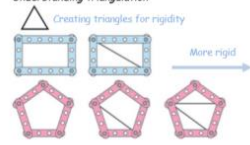

# Why was the Islamic Civilisation around AD900 known as the 'Golden Age'?

## Year 5 and 6: Health and Wellbeing

Subject Specific Vocabulary		How can we keep healthy as we grow?	
Physical health	Is the condition of your body, critical for overall wellbeing and can be affected by lifestyle e.g. diet, exercise.		
Mental health	The wellbeing of a person, how we think, feel and behave.		
Emotions	A strong feeling, from a person's mood, circumstances or relationship with others.		
Mindfulness	Being aware of something, accepting your feelings, thoughts and bodily sensations, used as a therapeutic technique.		
Growth mindset	To believe that your basic abilities can be developed through dedication and hard work.		
Emotional health	Being aware of your emotions, being in control of your thoughts, feelings and behaviour.	<b>What I will learn by the end of this topic:</b> <ul style="list-style-type: none"><li>How positive friendships and being involved in activities such as clubs and community groups support wellbeing.</li><li>How to recognise early signs of physical or mental ill-health and what to do about this, including people to speak to in and outside school.</li><li>That anyone can experience mental ill-health and to discuss concerns with a trusted adult.</li><li>That mental health difficulties can usually be resolved or managed with the right strategies and support</li></ul>	
Peer pressure	Influence from your friends.		
Consequences	A result or effect, typically one that is unwelcome or unpleasant.		
Balanced lifestyle	A healthy balance between work, time spent at home, eating healthily and personal pursuits.		
		<b>Interesting Books</b>   	
		<b>Previous Learning</b> <ul style="list-style-type: none"><li>I understand how regular physical activity benefits bodies and feelings.</li><li>I know how to be active on a daily and weekly basis - how to balance time online with other activities.</li><li>I understand how the lack of physical activity can affect health and wellbeing.</li><li>I know how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</li><li>I'm aware how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li></ul>	

Subject Specific Vocabulary		Exciting Books	
Baghdad	Baghdad is today the capital of Iraq and was the capital of the Muslim world.	 	 
House of Wisdom	This was a library or university where scholars from all over the world were invited to study.		
mosque	A place where Muslims worship.		
Ramadan	The most sacred month in the Islamic culture. Muslims do not eat or drink between dawn and dusk.	<b>Sticky Knowledge about the Islamic civilisation AD900</b>	
scholar	A highly educated person.		
Prophet Muhammad	Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by Muhammad.		
merchant	A person or company involved in wholesale trade.		
manuscript	A book, document or piece of music written by hand rather than typed or printed.	<ul style="list-style-type: none"><li>☐ The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic.</li><li>☐ In 762, the newly-founded city of Baghdad became the capital of the Muslim world.</li><li>☐ Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam.</li><li>☐ Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.</li><li>☐ By the 8th century Islamic scholars were using paper rather than parchment or papyrus for their writing.</li></ul>	
ailments	An illness, typically a minor one.	<b>Historical Skills</b> <ul style="list-style-type: none"><li>☐ Compare life in the Islamic Empire with that in Europe in the 10th-11th century.</li><li>☐ Evaluate the impact that significant discoveries and studies by early Islamic scholars made on the wider world.</li><li>☐ Compare how early Islamic and European medicine in the Middle Ages was different.</li><li>☐ Place features of the Islamic civilisation and people from this society in relation to other periods in a chronological framework.</li></ul> 	
madrassa	A school built in, or alongside, a mosque.		
crusades	The Crusades were a series of wars when Christians invaded the Muslim lands.		

## Year 5/6: Frame Structures-Where would a spider want to live?

Subject Specific Vocabulary		Prior Learning Y1/2 and 3/4	Sticky Knowledge	
<b>frame structure</b>	a structure made from thin components e.g. tent frame.	Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.	<b>Understanding triangulation</b> 	
<b>modelling</b>	the process of making a 3-D representation of a structure or product.	<b>Future Learning KS3</b>		
<b>compression</b>	the application of pressure to squeeze an object	Critique the products and work of others. Use research to identify and understand users needs. Select from and use specialist tools and machinery precisely. Understand developments in DT, its impact on the environment, and the responsibilities of designers. Use the properties of materials and the performance of structural elements to achieve functioning solutions	<ul style="list-style-type: none"> <li>Understand which shapes create the strongest structures.</li> <li>Safely use tools such as hacksaws.</li> <li>Practice different ways to join wood.</li> <li>Use website research to create accurate design criteria based on the preferences of different bugs.</li> <li>Pupils create annotated designs and plans of work collaboratively.</li> <li>Pupils evaluate their by looking at how well they have met the brief and by taking constructive criticism from their peers,</li> </ul> 	
<b>strut</b>	a part of a structure under compression.			
<b>tension</b>	a force pulling on a material or structure.			
<b>tie</b>	a part of a structure under tension.			
<b>diagonal</b>	a straight line that goes from one corner to another inside a shape.			
<b>triangulation</b>	the use of triangular shapes to strengthen a structure.			
<b>horizontal</b>	a line that is parallel to the ground.			
<b>vertical</b>	a line that is at right angles to the ground.			

# Creation and Science: conflicting or complementary?

Key Vocabulary	
<b>Christianity</b>	The religion based on the person and teachings of Jesus Christ and its beliefs and practices.
<b>Genesis 1</b>	Referred to as the 'beginning'. The first book in the Old Testament of the Bible which tells the story of Creation.
<b>Complementary</b>	Combining different things in a way which enhance and support each other.
<b>Conflicting</b>	When things do not agree or coincide with each other, sometimes creating upset.
<b>Jennifer Wiseman</b>	Dr. Wiseman is a Fellow and former President of the American Scientific Affiliation, a network of Christians in Science.
<b>The Garden of Eden</b>	Biblical earthly paradise inhabited by the first created man and woman, Adam and Eve.

**Prior learning:**  
Children will have learnt about the story of Creation and how it is depicted in the Bible.  
Children will have learnt about why the story of Creation is so important to Christians.

## Big Ideas Key Concepts



Creation

## Key Learning Assessment

I can...	✓	X
Identify what type of text some Christians say Genesis 1 is, and its purpose.		
Suggest (using context) what Genesis 1 might mean to Christians in different ways.		
Make clear connections between Genesis 1 and Christian belief about God as Creator.		
Show understanding of why many Christians find science and faith go together.		
Identify key areas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring.		
Consider how far the Genesis 1 creation narrative is either a conflict or complement to scientific accounts.		

## Year 6: Who is Carl Linnaeus?

Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about Classification of animals	
<b>micro-organism</b>	Micro-organisms are tiny. They are so small they can only be seen with a microscope.		<input type="checkbox"/> The largest vertebrate is the blue whale, which can grow to 25m long and weighs 140,000kg.	
<b>vertebrates</b>	A vertebrate animal is one that has a backbone.		<input type="checkbox"/> The smallest vertebrate is thought to be a tiny frog called the Paedophryne amauensis. It only grows to about 8mm in length.	
<b>invertebrates</b>	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.		<input type="checkbox"/> Vertebrates tend to be much more intelligent than invertebrates.	
<b>species</b>	This is the grouping together of similar types of plants, animals and other organisms that can reproduce with each other.		<input type="checkbox"/> Vertebrate animals can be either warm or cold-blooded. A cold-blooded animal cannot maintain a constant body temperature. The temperature of their body is determined by the outside surroundings.	
<b>fungi</b>	Fungi are a classification or group of living organisms. This means they are not animals, plants, or bacteria.	<b>Important facts to know by the end of the classification of animals topic:</b> <ul style="list-style-type: none"> <li>Be able to classify living things into broad groups according to observable characteristics and based on similarities and differences.</li> <li>Know how living things have been classified.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<input type="checkbox"/> An invertebrate is an animal that does not have a backbone. 97% of all animal species are invertebrates.	
<b>monera</b>	The whole organism is made up of just one cell. This cell is more basic than cells of other organisms.		<input type="checkbox"/> Frogs can breathe through their skin.	
<b>bacteria</b>	Bacteria are tiny little organisms that are everywhere around us.		<input type="checkbox"/> There are a wide variety of interesting ocean animals that are invertebrates. These include sponges, corals, jellyfish, anemones, and starfish.	
<b>protista</b>	Protists are not animals, plants, fungi, or bacteria. Many protists are so small that people can see them only through a microscope.			
<b>algae</b>	Algae is a single or multi-cellular organism that has no roots, stems or leaves and is often found in water.			
<b>Carl Linnaeus</b>	Carl Linnaeus is famous for his work in Taxonomy, the science of identifying, naming and classifying organisms (plants, animals, bacteria, fungi etc.).			



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# ***Residential Information***

<b>Year group</b>	<b>Venue</b>	<b>Parents/carers meeting</b>	<b>Date(s)</b>
5	Brathay Hall	6pm on Tuesday 24 <sup>th</sup> June 2025	Monday 2 <sup>nd</sup> Feb – Friday 6 <sup>th</sup> Feb 2026 <b>(4 nights)</b>
6	London	6pm on Wednesday 25 <sup>th</sup> June 2025	Thurs 11 <sup>th</sup> June – Fri 12 <sup>th</sup> June 2026 <b>(1 night)</b>

**Year 5 – Brathay Hall**

**Year 6 – London**



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# Forest School



**Year 5 – Every Friday, beginning  
12<sup>th</sup> September until 24<sup>th</sup> October.**

**Year 6 – Sessions begin 22<sup>nd</sup> June  
for one week.**





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# Life Skills

## SGC Life Skills

Year group	Life skills	
5	Children can <i>communicate using Makaton: a language programme combining signs, symbols and speech</i>	
6	Children know <i>some emergency First Aid skills</i>	

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# PE Timetable

## PE kits and timetable: 2025/2026



### PE kits

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

*Nursery children will keep their PE pumps in school;*

*No branded or named sportswear is to be worn for PE lessons, other than trainers (eg no Nike tracksuit pants or football shirts etc)*

## Indoor PE – Monday

## Outdoor PE - Thursday

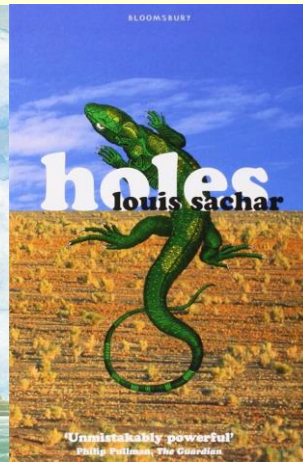
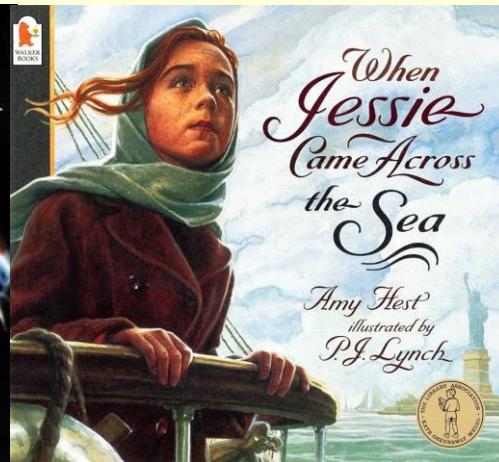
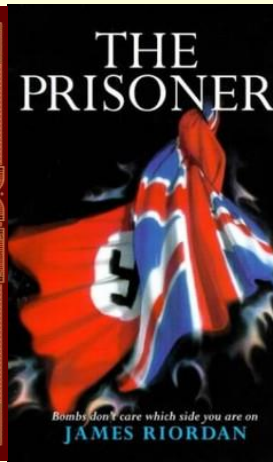
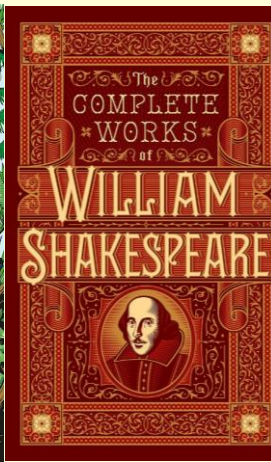
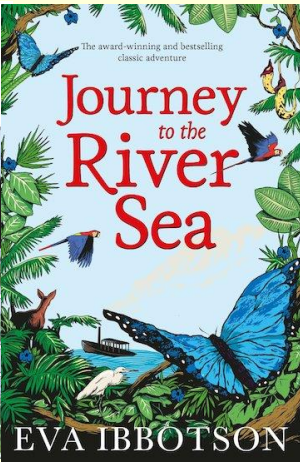


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# Reading



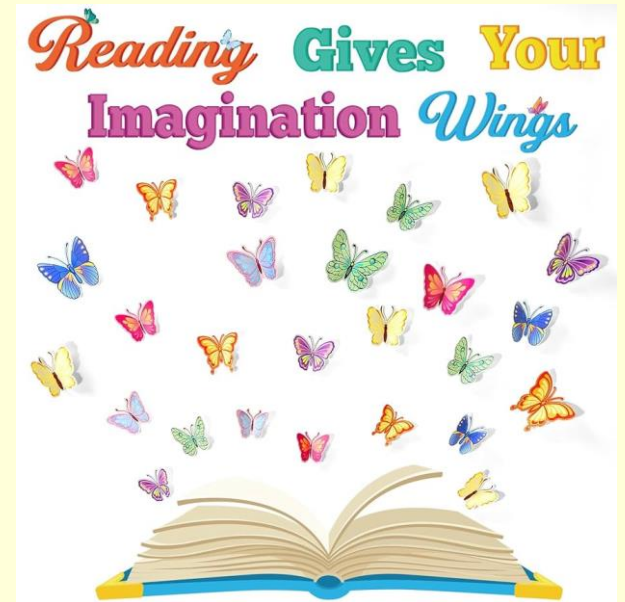
reading  plus<sup>®</sup>

**Reading improves so much, and  
helps to improve imagination.**

**We ask that the children read at least  
3 times a week.**



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We understand that as the world develops, children are using more and more technology.

It is really important that children engage with physical activity along with less screen time.

## Being careful with social media use

- Group chats
- Privacy settings



Mobile phones in school



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## Year 5/6 RO

- Y5/6RO In Action
- Y5/6RO Class Timetable
- Y5/6RO Information
- Y5/6RO Curriculum Overviews 2025-26
- Y5/6RO Curriculum Overviews 2026-27
- Y5/6 Maths Overview
- Y5/6RO English Overview 2025-2026
- Y5/6RO English Overview 2026-2027
- Y5/6RO Spelling List
- Y5 End of Year Expectations
- Y6 End of Year Expectations
- Y5/6RO Seesaw



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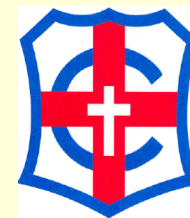


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# Atherton & Tyldesley Sports Association



# 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’*



*‘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'*







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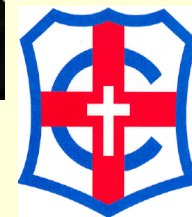


### Who to contact when I have a concern – General Guide

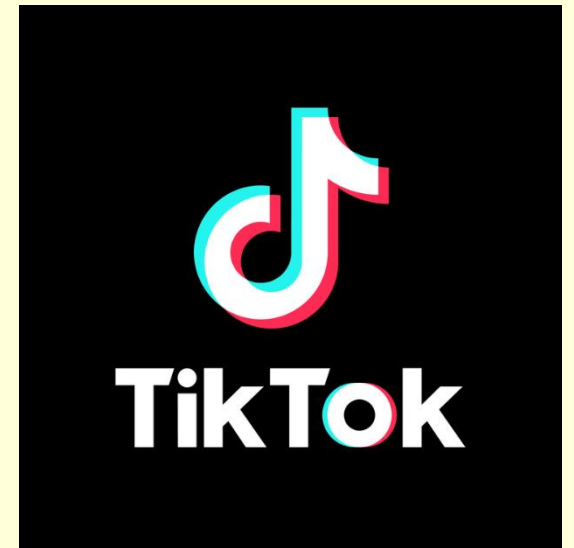
General concerns	Safeguarding concerns
<b>Step 1</b>	
Class teacher – first instance for class matters.	Miss Peaty – first instance for safeguarding matters which are not class based.  If it is not about your child, we are limited in what we can share/discuss.
<b>If this does not resolve the situation,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



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

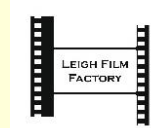
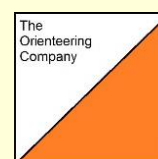
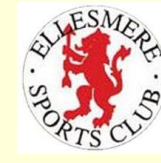
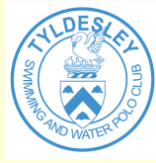
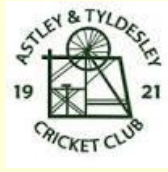






***'Never settle for less than your best'***





*'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

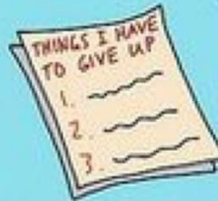
Persistence



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'***







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





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



# Key information:

Forest School for Y5 will begin on Friday 12<sup>th</sup> September 2025 and will run every Friday until the 24<sup>th</sup> October 2025.

Forest School for Y6 will begin on Monday 22<sup>nd</sup> June, for one week.

Brathay Hall is 2<sup>nd</sup> February 2026 – 6<sup>th</sup> February 2026.

London is 11<sup>th</sup> June – 12<sup>th</sup> June 2026.

Y5/6 Life Skills are learning Makaton and First Aid.

PE days are Mondays and Thursdays.

All curriculum information is on our school website, along with our Timetable, Spellings, Seesaw and End of Year Expectations. If you are struggling to find them, just feel free to ask and I can show you where to find them!

## Does anyone have any questions?



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





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

***Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.'* John 8:12**

