

St. George's Central CE School and Nursery

Y6AM

Mrs Malley and Mrs Gray



Tuesday 2nd September 2025

'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Mrs Malley – Class Teacher



I have been teaching for 19 years and have worked across both Key Stages 1 and 2. I have been teaching Year 6 for the last 9 years. I am Acting Deputy Headteacher with responsibility for KS2, English, Maths and mentoring ECTs.

I have two children, enjoy reading and support Wigan Warriors.



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Mrs Gray – Teaching Assistant

Mrs Gray joined our school in the Summer Term 2024.

She has 2 children, an older step son and 2 dogs. Her favourite subject is English and she loves reading and going on holiday.



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PPA Cover

Mrs Sharma - HLTA

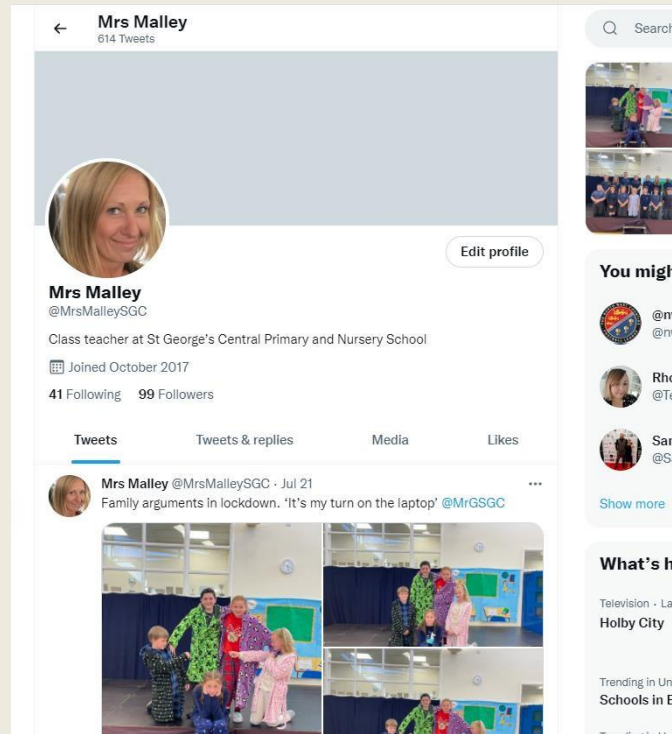


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Y6AM Class Twitter



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Y6AM Class Timetable



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Mrs Malley (Y6AM): 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
Mon	Whole School Worship: MG/AM	English	Book Talk/ Pic News	Snack and break	Maths	Spelling	Lunch	Science	Science	Class reader
Tues	Whole School Hymns: VG	English	Book Talk/ Pic News	Snack and break (Miss Gray)	Maths (Miss Gray)	Handwriting (Miss Gray)	Lunch	Outdoor PE (Mrs Sharma)	PSHE (Mrs Sharma)	Class reader (Mrs Sharma)
Wed	Whole School Worship: Class teachers	English	Book Talk/ Pic News	Snack and break	Maths	Maths skills	Lunch	Geog/Hist	Handwriting & SPAG/ Library	Class reader
Thurs	Class based Worship: See rota for coverage	English	Book Talk/ Pic News	Snack and break	Maths	Maths skills	Lunch	Music & Spanish (Mrs Sharma)	RE (Mrs Sharma)	Class reader (Mrs Sharma)
Fri	Celebration/ Class Worship: MG/AM	English	Book Talk/ Pic News	Snack and break	Maths	Spelling	Lunch	Indoor PE (Mrs Sharma)	Computing (Mrs Sharma)	Class reader (Mrs Sharma)

Mrs Gray will support children in class each day

Art/DT to be taught over a specific week to be identified across the key phase



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Topics taught this year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Places of Worship visit	Catalyst Museum visit	Shakespeare experience	Imperial War Museum North visit	American Cuisine: Restaurant visit or in house cooking experience.	
Art		Why did Monet paint outside?		How was Henry Moore inspired by nature?	Who made art pop?	
DT	Where would a spider want to live?		How do the seasons affect the availability of food?			How can electrical circuits improve a game?
English	Genre: Biography Narrative	Genre: Information Texts (Explanation) Narrative	Genre: Playscripts (Narrative) Sonnet (Poetry)	Genre: Information Texts (Formal and Informal)	Genre: Non-Fiction (Newspaper) Letter	Genre: Narrative Speech and action to convey character
	Text: <i>Coraline</i> Neil Gaiman	Text: <i>Journey to the River Sea</i> Eva Ibbotson	Text: Author study: William Shakespeare	Text: <i>The Prisoner</i> James Riordan	Texts: <i>The Arrival</i> : Shaun Tan <i>When Jessie Came Across the Sea</i> Amy Hest	Texts: <i>Holes</i> Louis Sachar
	Audience for writing: Teenagers/Young adults	Audience for writing: Enthusiasts of the text Children of similar age	Audience for writing: Young teenagers	Audience for writing: Children of different ages	Audience for writing: Characters from the text Readers of local newspapers	Audience for writing: Enthusiasts of Holes
	Purpose for writing: To inform	Purpose for writing: To explain To entertain	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To inform	Purpose for writing: To entertain
	Grammar: - Relative clauses - Commas to clarify meaning - Parenthesis - Subject - relative clauses - expanded noun phrases	Grammar: - Colons for lists - Punctuating bullet points - Expanded noun phrases - Adverbials - Relative clauses - Cohesion	Grammar: - Commas to clarify meaning - Colons - Parenthesis - Adverbs	Grammar: - Colons for lists - Punctuating bullet points - Adverbials - Parenthesis - Cohesion	Grammar: Relative clauses - Perfect form of verbs - Passive verbs - Direct speech - Cohesion - Commas to clarify meaning	Grammar: - Formal speech - Passive verbs - Relative clauses - Expanded noun phrases - Parenthesis
	Poem: <i>The School Goalie's Reasons</i> Brian Moses	Poem: <i>The Rainbow Mystery</i> George Szirtes	Poem: <i>All the World's a Stage</i> William Shakespeare	Poems: <i>From a Distance</i> Lindsay MacRae	Poem: <i>America's Gate (Ellis Island)</i> Brian Moses	Poem: <i>If</i> Rudyard Kipling



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Topics taught this year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		How does the water cycle work?			What is unique about the USA?	
History	Why was the Islamic Civilization around AD900 known as the 'Golden Age'?		How has British culture been influenced by William Shakespeare?	What was life like in Tyldesley during World War 2?		
Computing	How does the data transfer?	How do you Excel?	What variable gets changed? Can you pass the microbit challenge		What web page can you create?	Do you have the power to create the ultimate slideshow?
Maths (Y5)	Place Value Addition and Subtraction	Multiplication Division Fractions	Multiplication Division Fractions	Decimals and Percentages Area and Perimeter Statistics	Properties of Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Maths (Y5/6)	Place Value Addition and Subtraction Multiplication and Division	Addition and Subtraction Multiplication and Division Fractions	Multiplication/ Division Fractions Decimals and Percentages Y6 Ratio	Decimals/ Percentages (Y5) Algebra (Y6) Perimeter/ Area/ Volume Statistics	Properties of Shape Position and Direction	Y5 Negative numbers Y5 Converting Units Y5 Volume Y6 Problem Solving
Maths (Y6)	Place Value Addition and Subtraction Multiplication and Division	Fractions Measurement	Ratio Algebra Decimals	Fractions/Percentage/Decimals Measurement Statistics	Properties of Shape Position and Direction	Efficient Methods Problem Solving
Music	How are common rhythms played on drums?	What are the features of Indian music?	How do I play chords on a guitar and keyboard?	Why is some music written for certain occasions?	How can music tell a story?	How do I play as part of a band?
PE (indoor)	How do I embrace challenge?	How do I organise and guide others?	How do I judge effectively?	How do I refine a performance?	How can I link movements with quality?	How do I stay healthy?
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 are the best ways to defend?	Why is Lionel Messi such a great attacker?	What is 'reading a game' and why is it so important?	Does practise make perfect?	What does it take to be an Olympian?	How do I achieve my personal best? How do I navigate my environment successfully?
PSHE	How can we keep healthy as we grow? How do we change as we grow? (puberty)	What decisions can people make with money?	How can we help in an accident or emergency?		How can drugs common to everyday life affect health?	What will change as we become independent?
RE	Creation and Science: conflicting or complementary?	Why do Christians believe Jesus is the Messiah?	What kind of king was Jesus?	Why is the Torah important to Jewish people? Why do Christians celebrate the Eucharist?	What does it mean to be a Muslim in Britain today?	Why do some people believe in God and some not? <i>or</i> What matters most to humanists and Christians?



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Topics taught this year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Who is Carl Linnaeus?	How do chemists create new materials?	How do forces effect how objects fall?	Which everyday objects use magnets?	Why do we have day and night?	How does diet, drugs, exercise and lifestyle impact on our bodies?
Spanish	¿Cómo puedo ampliar mi comprensión de los saludos en español? <i>(How can I extend my understanding of greetings in Spanish?)</i>	¿Cuanto cuesta? <i>(How much does it cost?)</i>	¿Qué deportes te gusta jugar? <i>(What sports do you like to play?)</i>	¿Cuál es tu comida favorita? <i>(What is your favourite food?)</i>	¿Cómo se describe usted? <i>(How do you describe yourself?)</i>	¿Tocas algún instrumentos musicales? <i>(Do you play any musical instruments?)</i>
Residential			Year 5: four nights at Brathay Hall			Year 6: one night in London
Forest School	Year 5: What can I create using Forest School tools and natural treasures?					Year 6: How would Ray Mears prepare a feast in Forest School?
All Being Well activities		Year 5, Year 5/6 and Y6: visit to Hillcrest Residential Home	Year 5, Year 5/6 and Y6: Community litter pick			
SGC Life Skill	Year 5: Children can communicate using Makaton: a language programme combining signs, symbols and speech Year 6: Children know some emergency First Aid skills					



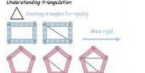









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Knowledge Organisers

All of our topics have a Knowledge Organiser to explain what is taught in the topic and introduce key vocabulary and sticky knowledge.

These are available on our school website.

Year 5/6: Frame Structures-Where would a spider want to live?			
Subject Specific Vocabulary		Prior Learning Y1/2 and 3/4	Slicky Knowledge
frame structure	a structure made from thin components e.g. steel 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.	Underpinning knowledge 
modelling	the process of making a 3D representation of a structure or product.	Future Learning KS3 Critique the products and work of others. Use research to identify and understand users' needs. Select form 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 functional solutions.	
compression	the application of pressure to squeeze on an object.		
stiff	a part of a structure under compression.		
tension	a force pulling on a material or structure.		
tie	a part of a structure under tension.		
diagonal	a straight line that goes from one corner to another inside a shape.		
triangulation	the use of triangular shapes to strengthen a structure.		
horizontal	a line that is parallel to the ground.		
vertical	a line that is at right angles to the ground.		



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Residential

London Visit
Thursday 11th June -
Friday 12th June



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Forest School

Summer 2



Waterproof all in ones or a waterproof coat and waterproof trousers (A size bigger than age at least)
Wellingtons

Trousers and t-shirt/ light weight jacket to cover the arms and legs.

Optional: A sun hat

Sun cream (to be applied before school)

Spare socks



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Life Skill



Emergency
First Aid



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Tuesday – Outdoor PE
Friday – Indoor PE

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

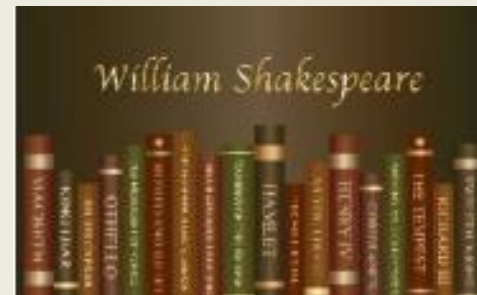
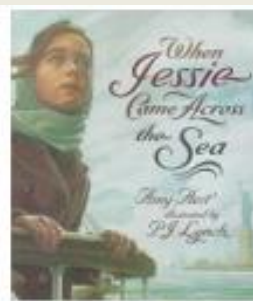
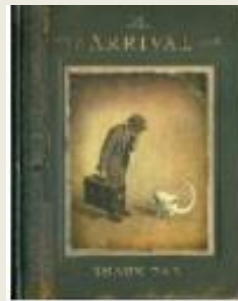
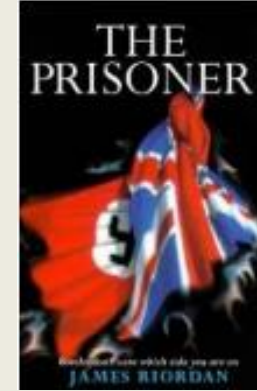
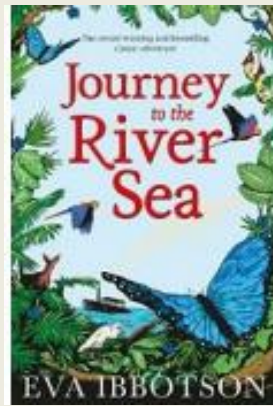


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Texts for the year.



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Importance of reading

Reading is the most amazing thing!

You could be snuggled up on the couch with a book, but in your head you could be whizzing through the ocean in a speedboat, soaring through the sky with eagles or even riding through the jungle on the back of a stolen elephant!

Where will your reading take you?



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Importance of reading

Benefits of reading:

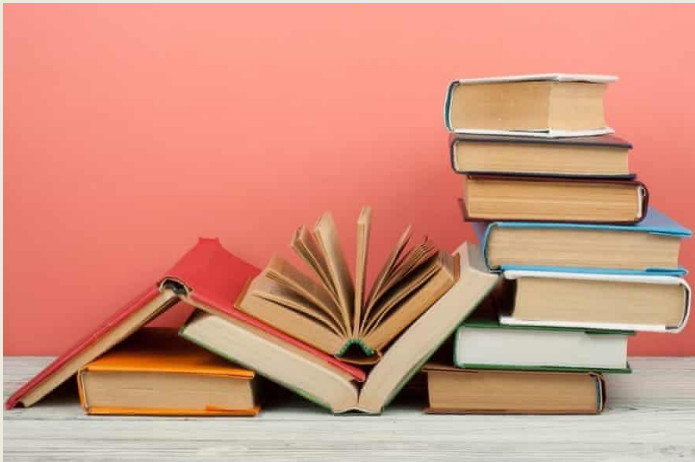
- Calms and relaxes
- Reduces stress
- Increases happiness
- Opens doors of new knowledge
- Increases vocabulary
- Improves memory, concentration and attention
- Improves writing skills
- Key skill for all of life's learning



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Expectations of reading



Read at least 3 times a week.

Read home reading book.

Access Reading Plus Programme.



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E-Safety and use of devices

Children should be encouraged to be active and practice skills/games taught in PE using 'Real PE' logins and time spent on devices should be kept minimal.

Phones can be brought to school if children walk to and from school alone. These should be switched off on the school premises and handed in each morning to the class teacher.



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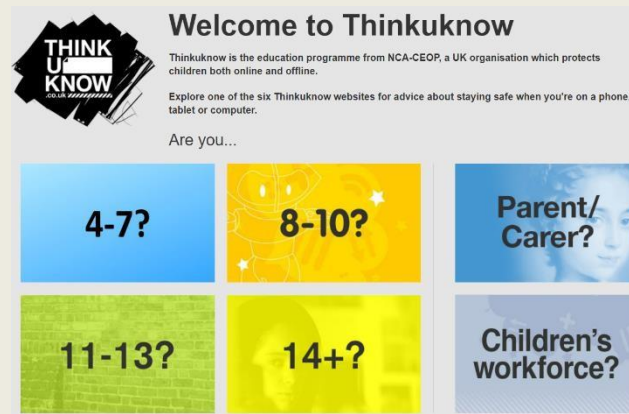


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E-Safety and use of devices

Use of devices at home should be monitored to ensure online safety of children and suitability of materials accessed e.g. through Tik Tok, WhatsApp, Instagram etc.

Further information on E-Safety is available on our school website.



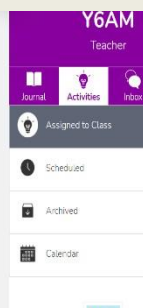
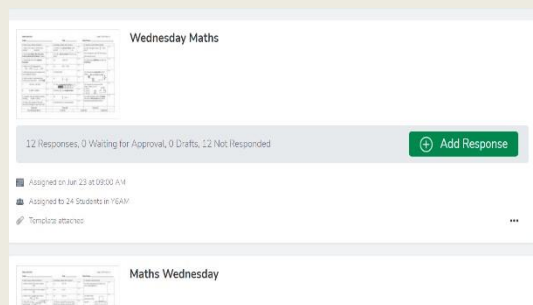
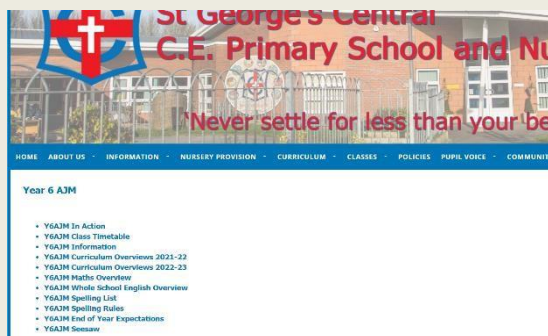
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Home Learning Expectations

- Homework will be set on a Friday and needs to be completed for the following Friday.



- Read at least 3 times a week.
- Access home learning set on Seesaw each week – piece of Maths homework.
- Learn weekly spellings for test each week.
- Use 'Real PE' logins to support skills taught in school.



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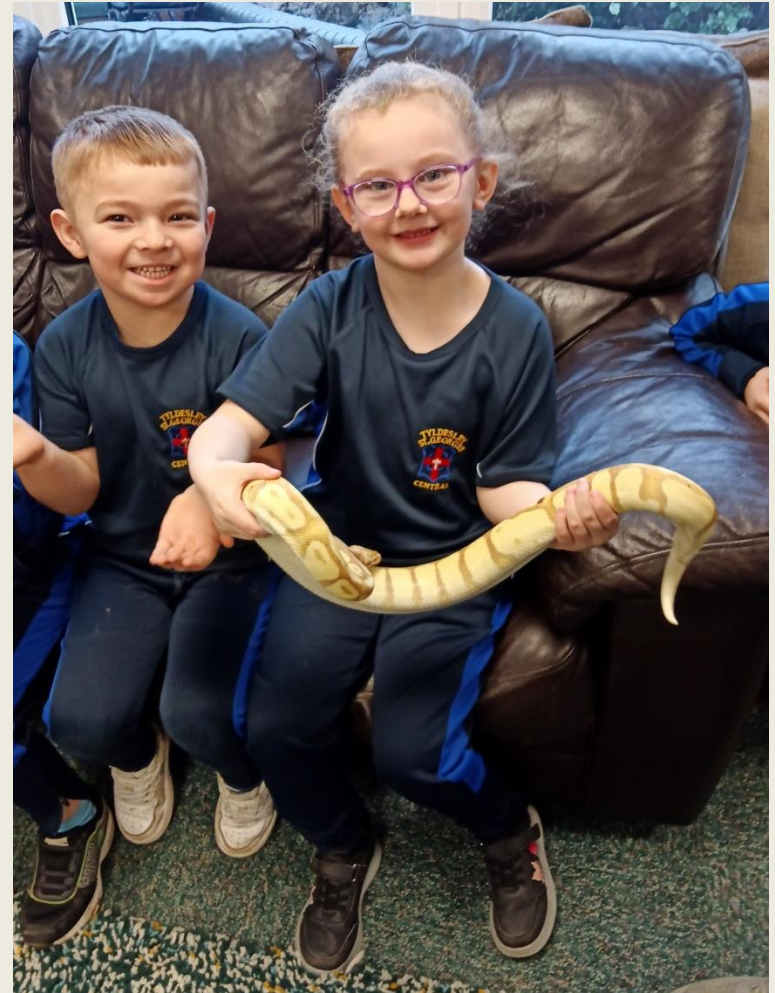
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Atherton & Tyldesley Sports Association



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’



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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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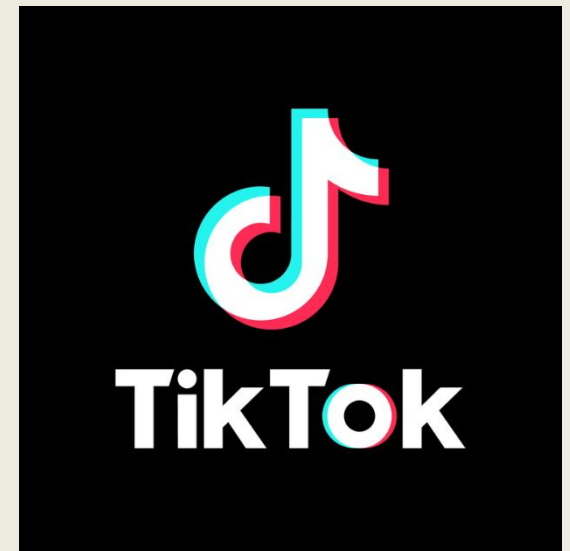
Who to contact when I have a concern – General Guide

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



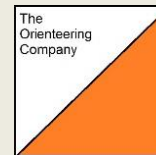
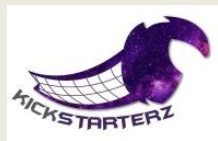
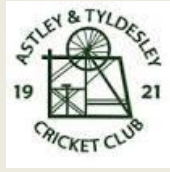
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8 out of 10



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8 out of 10



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The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

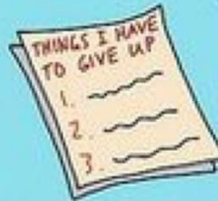
Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline



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PE days – Tuesday (outdoor) and Friday (indoor).

Read 3 times a week – access Reading Plus

Homework set on Friday to be returned following Friday.

Class Twitter and class page on website.

ANY QUESTIONS?



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You are braver than
you believe,
stronger than
you **seem**,
and **smarter** than
you think.



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