

St. George's Central CE School and Nursery

Welcome to Year 5HJ

2023-2024



'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Y5HJ Staff



Mrs H Jeffries
Miss S Croston



Mrs Jeffries

I have been teaching here for about 15 years and am currently responsible for Worship, RE and Design Technology. @MrsJeffriesSGC

Miss Croston

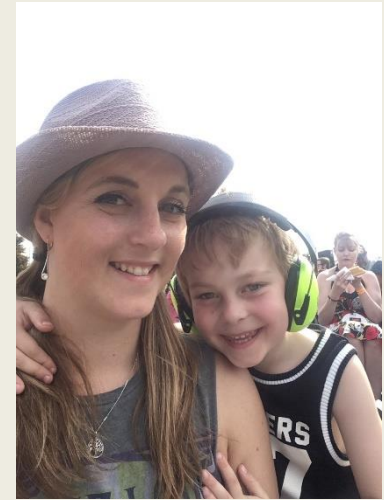


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Miss Gray



Miss Gray was always involved with the school choir and a variety of different musical ensembles throughout her time in school. She attended Manchester Metropolitan University and earned a BA (Hons) in Primary Education, specialising in Music and Languages. She has been teaching at St. George's Central for 16 years. She lives with her musical family and has a son called Dominic who is an amazing drummer.

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Y5HJ Timetable

| Doors open at 8:45am | 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 – 3:15pm |
|----------------------|--------------------------------|-------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|-------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Mon | Whole School Worship | English | Book Talk/ Pic News | Snack and break | Maths | Spelling | Lunch | Handwriting Spanish Miss Gray | SPAG session /Music Miss Gray | Class reader |
| Tues | Whole School Hymns: | English | Book Talk/ Pic News | Snack and break | Maths | Maths Skills | Lunch | PSHE/ Library | Outdoor PE | Class reader |
| Wed | Whole School Worship | English | Book Talk/ Pic News | Snack and break | Maths | Handwriting | Lunch | Computing | Indoor PE | Class reader |
| Thurs | Class based Worship | English | Book Talk/ Pic News | Snack and break | Maths | Maths Skills | Lunch | Geog/Hist | RE | Class reader |
| Fri | Celebration/ Class Worship: | English | Book Talk/ Pic News | Snack and break | Maths | Spelling | Lunch | Science | Science | Class reader |

Art/DT will be taught in a specific week each half term



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Y5HJ Curriculum Overview

Year 5 and Year 6 Curriculum Overview: 2023 – 2024

| | 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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| | 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 drumkits? | 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? |
| 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? |
| 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 | How and why do Christians read the Bible? How important are holy books in faiths other than Christianity? | Do all Christians celebrate Christmas in the same way? | Are there any female role models in the Old Testament? How is Esther celebrated by Jews at Purim? | Who was Jesus? Who is Jesus? | How did the stories Jesus told change the lives of His followers then and now? | In what ways do the beliefs about Ascension and Pentecost make Christianity distinctive? How have artists tried to convey their beliefs through their work? |



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Residential Y5 to Brathay Hall

Parents/cares meeting: Wed 20th Sept at 6:00pm

Trip: Mon 5th Feb – Fri 9th Feb



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Forest School Y5

What can I create using Forest School tools and treasures?

- Our Forest School sessions will take place in Autumn 1.
- There are details of suitable clothing for all kinds of weather following, as October can become changeable.



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Forest School Y5

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

- 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
-
- Clothing to avoid due to forest hazards: jeans, skirts, shorts, tights, trainers
 - 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.



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Life Skills Y5

Children can communicate using Makaton: a language programme combining signs, symbols and speech.



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Outdoor PE- Tuesday

Indoor PE- Wednesday



The indoor PE kit should include:

- Plain/navy blue shorts with school logo
- Plain/white T-shirt with school logo
- Black Pumps



The outdoor kit should include:

- Plain/navy blue hoody with school logo
- Plain/navy blue pants with school logo
- Trainers

Jewellery must also be removed prior to each lesson. It is not the responsibility of staff members to remove jewellery for children. Pupils should come to school in their kit on both PE days and just keep pumps in school to change into on Indoor PE days.



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E-safety and use of devices

In an increasingly digital age this is becoming more and more important.

- Within school it is expected that all pupils sign the Acceptable Use Policy in their planner before accessing school networks.
- All parents/carers are asked to support this with a signature in the school planners.
- Encourage your child to report anything that they see or experience online that makes them uncomfortable or unhappy.
- Please talk to your child regularly about their profiles on platforms such as WhatsApp/TikTok - if they have them.



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Reading

Becoming a fluent reader is one of the best ways to ensure success in school and after. It also has important benefits for mental health and wellbeing.

- Planners need to be signed, after your child has read, at least 3 times a week by an adult at home.
- Pupils should also be accessing Reading Plus which practices reading skills at a level appropriate to your child.
- All texts we will be covering in school are on the curriculum overview, but to start with we will be reading the creepy classic “Coraline” by Neil Gaiman.



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Weekly home learning will include:

- Reading as already outlined.
- learn spellings based on a given spelling pattern – sent home on a weekly basis.
- rehearse Maths skills with a particular focus being covered in class, such as: how to use and identify square numbers, cube numbers, multiples and factor pairs, prime numbers and prime factors.

Throughout the year other opportunities for home learning will include:

- research based on topics.
- the Real PE scheme.
- speaking and listening projects.



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During the year, if you are not sure about something in school:



During the year, if something may be bothering your child:

Please Let Us Know

so that we can make adjustments accordingly.



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Our Vision

Following in the footsteps of Jesus,
each member of our community
will flourish as resilient, respectful
and adaptable individuals
prepared for life's journey.
Along the way we will encourage
and inspire each other to continue
growing as beacons of light
in our own lives
and the wider world.



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