

St. George's Central CE Primary School and Nursery

Year 5 and Year 6



Wednesday 2nd September 2026
'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Mr Trew – Y5RT Class Teacher



I have been teaching for 20 years and am now looking forward to the next chapter of my career at Saint George's Central. I have taught mainly across KS2, especially in Years 5 and 6. I love teaching 'STEM' subjects such as maths, science and DT. This year I will be responsible for leading DT across the school.

I have two daughters, I like to play golf in my spare time, and enjoy watching Bolton Wanderers.



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Miss Paxton – Y5RT Teaching Assistant



I started working at Saint George's Central in November 2025 on work placement whilst studying at college; and I officially became a Teaching Assistant in June of this year.

I am looking forward to art lessons this year and I particularly enjoy painting. I love spending time with my younger sister, who is also a pupil at Saint George's Central.



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Miss Offord – Class Teacher



This is my third year at St George's Central, and my third year teaching. Across those three years, I have worked in Year 5 and Year 5/6. I am responsible for PE across school and I enjoy being involved with ATSA events.

Sports and Arts are a big passion of mine and I enjoy playing for my Netball team, I have a little dog called Rosie, and I support Liverpool Football Club.



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Mrs Sharma – Teaching Assistant



Mrs Sharma has worked at St George's Central for five years. She has worked all across school during her time here but has spent the last few years in Key Stage 2.

She has two daughters and enjoys reading and visiting her family in India during the school holidays.



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Mrs Malley – Class Teacher



I have been teaching for 20 years and have worked across both Key Stages 1 and 2. I have been teaching Year 6 for the last 10 years. I am Assistant Headteacher and Deputy Headteacher on Fridays with responsibility for KS2 and English.

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



Miss Gray

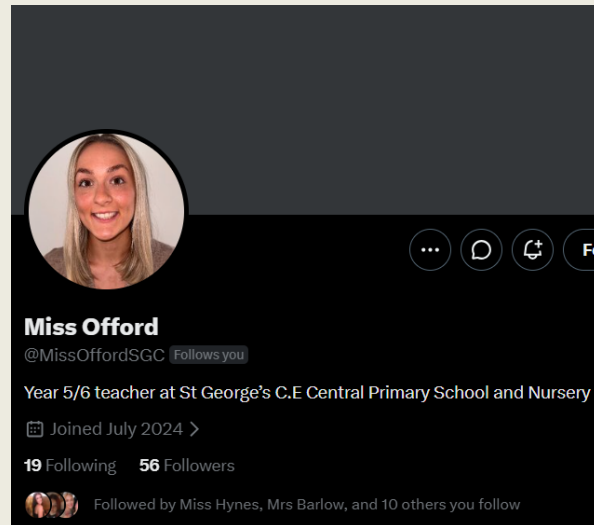


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Class 'X' accounts



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Class Timetable



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Mrs Malley (Y6AM): 2026 – 2027

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: SLT	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	Maths	Handwriting	Lunch	PSHE	Music & Spanish	Class reader
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 (Miss Gray)	Maths skills (Miss Gray)	Lunch	RE (Mrs Sharma)	Outdoor PE (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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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



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	School orienteering course	Bolton Museum visit	South American Cooking Experience	Social media influencers: variety of visitors	Curious Critters visit	Viking Experience
Art	How can you collage an animal?			What are the colours of the Rainforest?		How do textiles come alive?
DT		How can 3 pieces of fabric make a 3D object?	What foods typically form part of a South American diet?		How does a ferris wheel turn?	
English	Genre: Discussion/Debate Narrative	Genre: Non-Fiction (Newspapers) Information Texts	Genre: Narrative (Diary)	Genre: Narrative Persuasive Writing	Genre: Myths and legends for different ages and audiences	
	Text: <i>The Hobbit</i> JRR Tolkien	Text: <i>Varjak Paw</i> S F Said	Texts: <i>The Explorer</i> Katherine Rundell	Text: <i>Kensukes Kingdom</i> Michael Morpurgo	Text: <i>Beowulf</i> Various authors	
	Audience for writing: Enthusiasts of the Hobbit	Audience for writing: Readers of local newspapers	Audience for writing: Young teenagers	Audience for writing: Characters from the text	Audience for writing: Children of different ages	
	Purpose for writing: To persuade To entertain	Purpose for writing: To inform	Purpose for writing: To provide a recount of events	Purpose for writing: To persuade	Purpose for writing: To entertain	
	Grammar: -Modal verbs -Commas to clarify meaning -Formal speech -Adverbials of time -Cause and effect conjunctions	Grammar: -Colons for lists -Punctuating bullet points -Relative clauses -Perfect form of verbs -Passive verbs -Direct speech	Grammar: -Adverbials of time -Parenthesis -Cohesion -Conjunctions -Pronouns	Grammar: -Expanded noun phrases -Formal speech -Modal verbs -Adverbs	Grammar: -Parenthesis -Semi-colons, colons, dashes to mark independent clauses -relative clauses -hyphens	
	Poem: <i>Far Over the Misty Mountain Cold</i> JRR Tolkien	Poem: <i>'Twas the Night Before Christmas</i> E. E. Cummings	Poem: <i>Half Caste</i> John Agard	Poems: <i>Bright Bursts of Colour</i> Matt Goodfellow	Poem: <i>School Bully Asleep</i> Brian Moses	Poem: <i>The Tiger</i> William Blake



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Would I prefer to live in Greater Manchester or Gwynedd?		What is fascinating about Brazil?	Why should the rainforest be important to us all?		
History		How can we rediscover the wonders of Ancient Egypt?			Who were the Anglo-Saxons and Scots? How did they influence our lives today?	Were the Vikings always victorious and vicious?
Computing	Do you know the power of search?	What do you know about the Word?	How does the cookie crumble? Are you the Quiz Master?		How can a video be edited?	How does a flat file database work?
Green Room projects		History How can we rediscover the wonders of Ancient Egypt?	Spanish ¿Qué encontrarías en una escuela? (What would you find in a school?)	PSHE How can the media influence people?	Spanish ¿Qué tiempo hace? (What is the weather like?)	
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 can music tell a story?	What does singing in Africa sound like?	How can different rhythms fit together?	How do melodic patterns and rhythms fit together?	What are the features of opera?	How are songs written?
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?
	<i>Dodgeball</i>	<i>Gymnastics</i>	<i>Volleyball</i>	<i>Dance</i>	<i>Gymnastics/Dance</i>	<i>Fitness</i>
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 'reading a game' and why is it so important?	Why is Lionel Messi such a great attacker?	What are the best ways to defend?	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?
	<i>Basketball</i>	<i>Football</i>	<i>Handball</i>	<i>Netball</i>	<i>Rounders</i>	<i>Athletics</i>



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Mental health and wellbeing How can we look after our mental health? How do we change as we grow? Christian Value: Trust	Friendships, stereotypes and bullying How can we build respectful friendships and challenge bullying and stereotypes? Christian Value: Friendship	Safe connections online How can we stay safe when connecting and socialising online? Christian Value: Hope	Developing our AI literacy How can we understand and safely use artificial intelligence? Christian Value: Justice	Respecting boundaries How can we respect boundaries? Christian Value: Endurance	Positively engaging with our world How can we engage with news and the world positively? Christian Value: Endurance
RE	Why do Hindus want to be good? Do all Christians celebrate Christmas in the same way?		How do Christians decide how to live? What would Jesus do?	What do Christians believe Jesus did to save people?	How does faith help people when life gets hard?	What does it mean for Christians to believe that God is holy and loving?
Science	What is the effect of changing a component in a circuit? Scientist: <i>Thomas Edison</i>	Can we separate a mixture of solids, liquids and gases? Scientist: <i>Rabi Chhantyal-Pun</i>	How does light travel? Scientist: <i>Helen Mason</i>	How do plants and animals reproduce? Scientist: <i>Ruth Sutton</i>	How do plants and animals adapt to survive? Scientist: <i>Charles Darwin</i>	
Spanish	¿Cómo puedo ampliar mi comprensión de los saludos en español? <i>(How can I extend my understanding of greetings in Spanish?)</i>	¿Qué lugares hay en una ciudad? <i>(What places are there in a town?)</i>	¿Qué encontrarías en una escuela? <i>(What would you find in a school?)</i>	¿Qué hora es? <i>(What time is it?)</i>	¿Qué tiempo hace? <i>(What is the weather like?)</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? Art How can you collage an animal?			Art What are the colours of the Rainforest?	Science How do plants and animals adapt to survive? Scientist: <i>Charles Darwin</i>	Year 6: How would Ray Mears prepare a feast in Forest School?
Community Care		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.

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.	Understand why triangles are the strongest shape. 
modelling	the process of making a 3D representation of a structure or product.	Future Learning KS3	
compression	the application of pressure to squeeze on an object.	Critique the products and work of others. Use research to identify and understand uses, needs. Select form and use specialist tools and machinery precisely.	Understand which shapes create the strongest structures. • Safely use tools such as hacksaws. • Practice different ways to join wood.
stiff	a part of a structure under compression.	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.	Use website research to create accurate design criteria based on the preferences of different bugs.
tension	a force pulling on a material or structure.		• Pupil create annotated designs and plans of work collaboratively.
tie	a part of a structure under tension.		• Pupil evaluate their by looking at how well they have met the brief and by taking constructive criticism from their peers.
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.		

These are available on our school website.



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Year 5 Residential: Brathay Hall

Monday 1st February 2027 – Friday 5th February 2027



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Year 6 Residential: London

Thursday 11th June 2027 – Friday 12th June 2027



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Forest School

Autumn 1 – Year 5

Summer 2 – Year 6



*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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Year 5 Life Skill



Makaton



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Year 6 Life Skill



Emergency
First Aid



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PE requirements

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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PE requirements

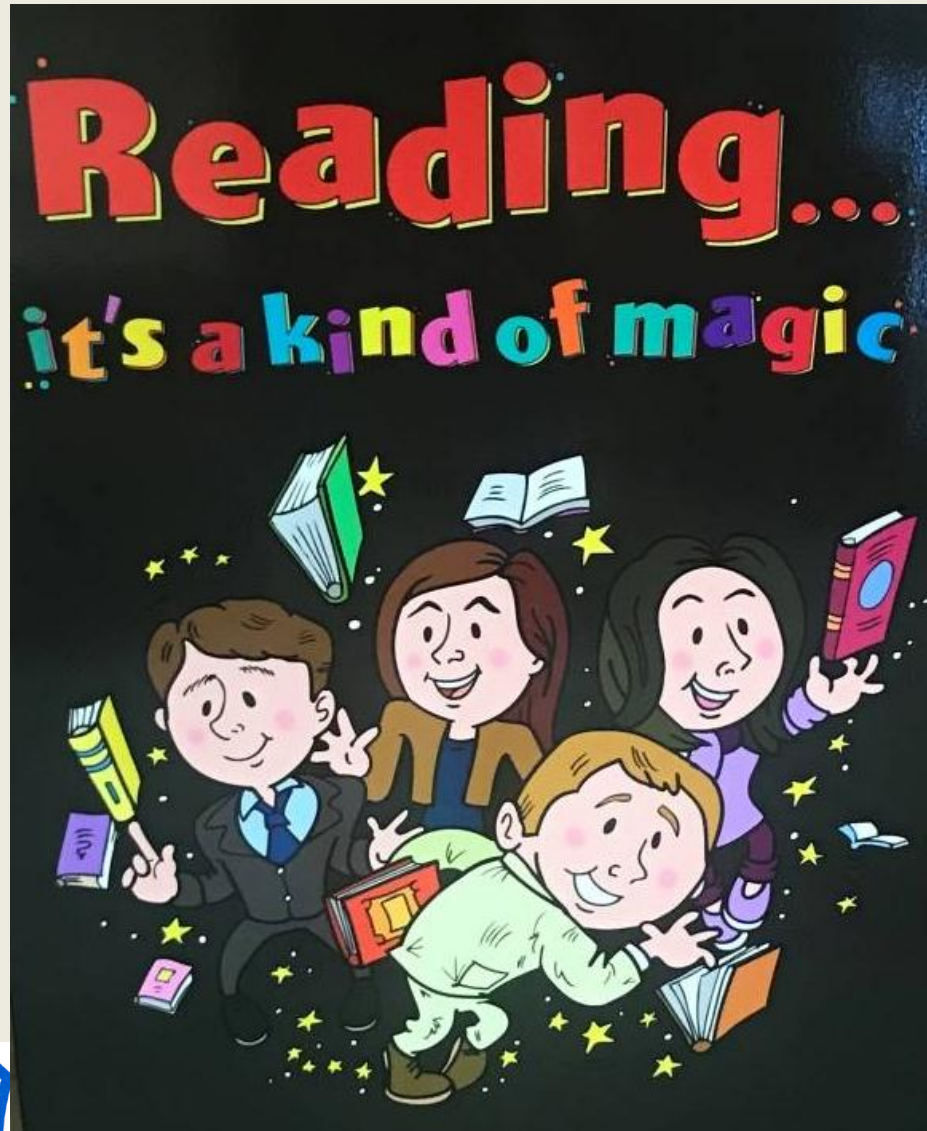
PE timetable: September 2026					
Outdoor lessons: Kit needs to be worn for school on these days			Indoor lessons: Kit needs to be worn for school on these days (Y1 – Y6)		
Day	Class	Time	Day	Class	Time
Monday	*Y4CB	2:00pm – 2:50pm	Monday	**Early Years Y2BH Y5/6RO	9:45am – 10:30am 1:10pm – 2:00pm 2:15pm – 3:00pm
Tuesday	*Y3GC Y1TL Y5RT	1:15pm – 2:00pm 2:15pm – 3:00pm 2:15pm – 3:00pm	Tuesday	Y3/4LB Y4CB Y1/2PD	9:45am – 10:30am 1:15pm – 2:00pm 2pm – 2:45pm
Wednesday	Y1/2PD	1:30pm – 2:15pm	Wednesday	Reception Y1TL Y5RT	9:45am – 10:30am 1:15pm – 2:00pm 2:15pm – 3:00pm
Thursday	Y5/6RO Y6AM	1:15pm – 2:15pm 2:15pm – 3:00pm	Thursday		
Friday	Y2BH *Y3/4LB	1:30pm – 2:15pm 2:00pm – 2:50pm	Friday	Reception Y6AM Y3GC	9:45am – 10:30am 1:15pm – 2:00pm 2:00pm – 2:45pm



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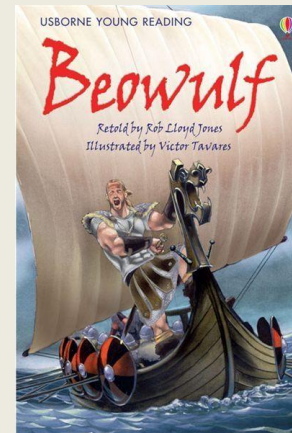
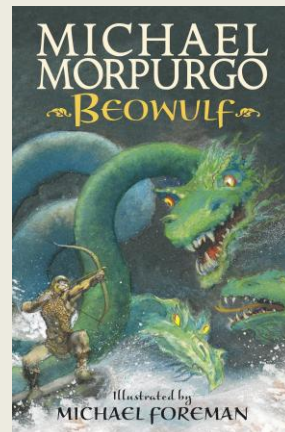
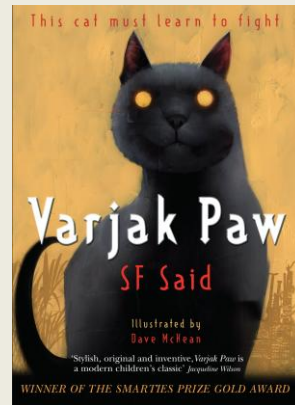
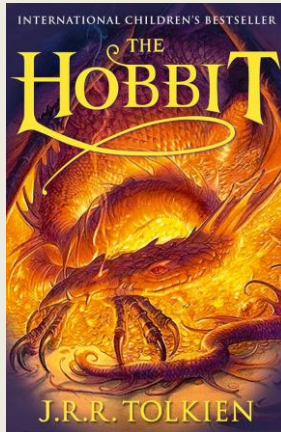


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Texts for the year



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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:

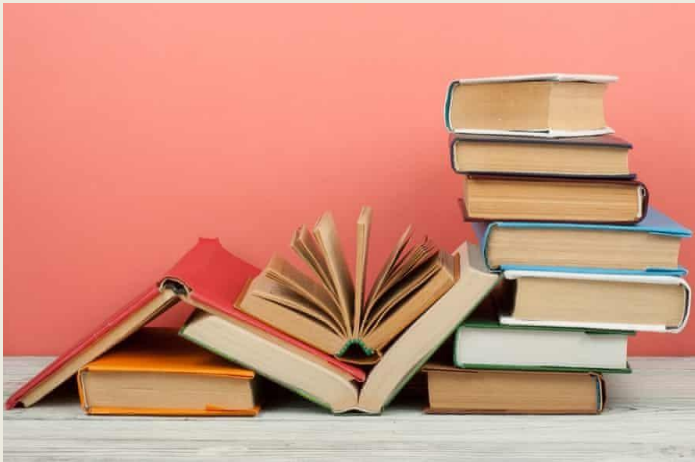
- Calms and relaxes
- Reduces stress
- Increases happiness
- Opens doors of new knowledge
- Increases vocabulary
- Improves memory, concentration and attention
- Improves writing skills
- Key skill for all of life's learning



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Expectations of reading



Read at least 3 times a week.

Read home reading book.

Access Reading Plus
Programme/Little
Wandle



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E-Safety and use of devices

Children should be encouraged to be active 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 before the children enter the school gate and handed to Mrs Gray at the extension door by Miss Billington's room.



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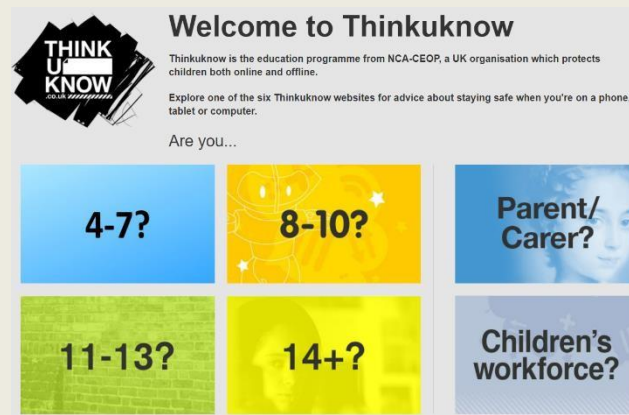


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E-Safety and use of devices

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.



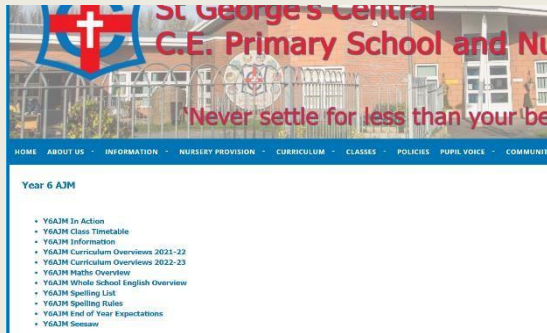
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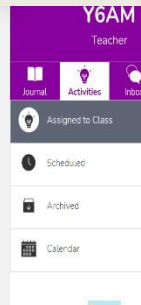
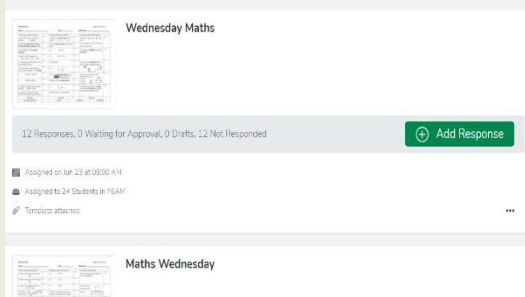
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Home Learning Expectations

- Home Learning 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/paper copy – piece of Maths homework/Big Maths/TTRockstars
- Learn weekly spellings for test each week.



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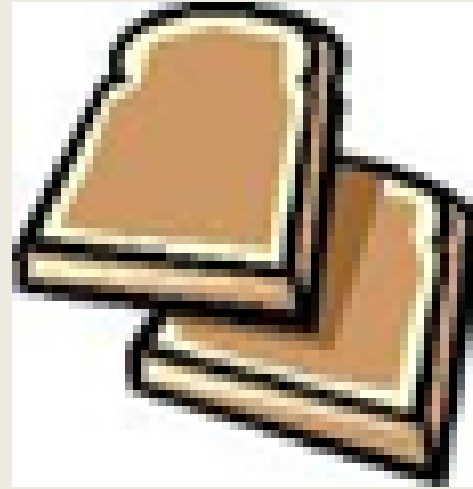
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Walking to and from school Policy



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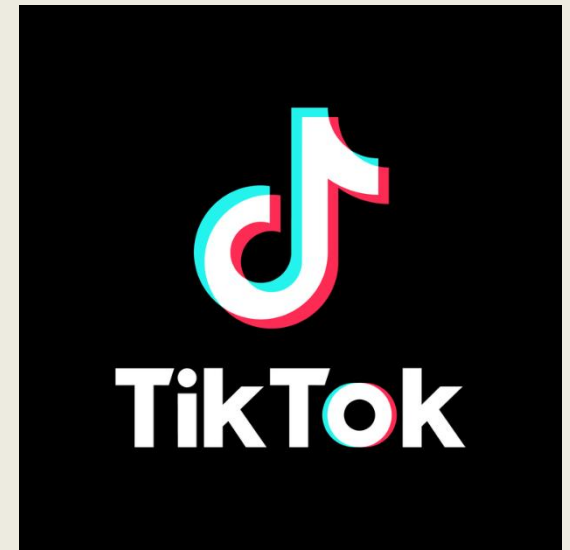
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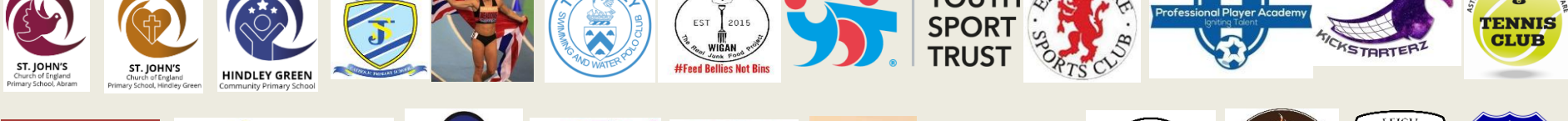
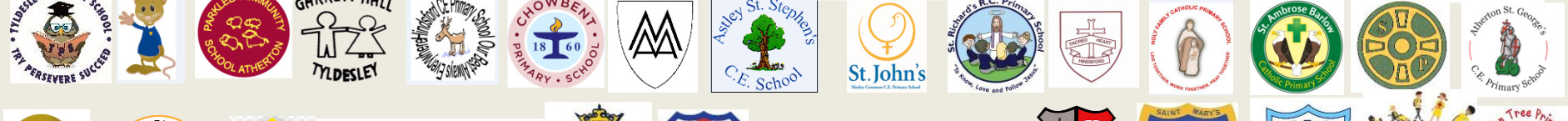
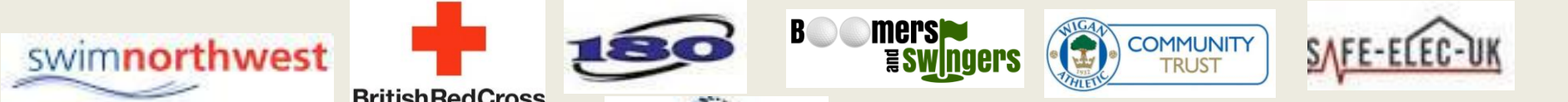
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Headline data

End of Key Stage 2: Expected Standard

Subject	SGC	National		Wigan		ATHOS	
RWM combined	74%	63%	+11%	66%	+8%	69%	+5%
Reading	85%	75%	+10%	77%	+8%	81%	+4%
Writing	90%	73%	+17%	75%	+15%	80%	+10%
Maths	79%	75%	+4%	78%	+1%	80%	-1%
SPAG	85%	74%	+11%	76%	+9%	80%	+5%

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Headline data

End of Key Stage 2: **Higher Standard**

Subject	SGC	National		Wigan		ATHOS	
RWM combined	10%	9%	+1%	10%	0%	10%	0%
Reading	33%	31%	+2%	31%	+2%	31%	+2%
Writing	15%	13%	+2%	16%	-1%	16%	-1%
Maths	13%	27%	-14%	28%	-15%	27%	-14%
SPAG	28%	30%	-2%	33%	-4%	35%	-7%

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Headline data

*Year 4 MTC: Average Score

	SGC		Wigan		ATHOS	
Achieved	18.3		21.5	-3.2	21.5	-3.2

*not all schools

*Year 4 MTC: Full marks

	SGC		Wigan		ATHOS	
Achieved	27.5%		42.1%	-14.6%	38.4%	-10.9

*not all schools

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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 'X' and class page on website.



ANY QUESTIONS?

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