

Welcome to our Key Information Session - Year 5

Valuing
Everyone

Developing
Character

Passionate
Learners

Agents
of
Change

Please mute
yourself and
turn off your
camera 😊
(we'll be
recording!).

Got a
question?
Use the chat!



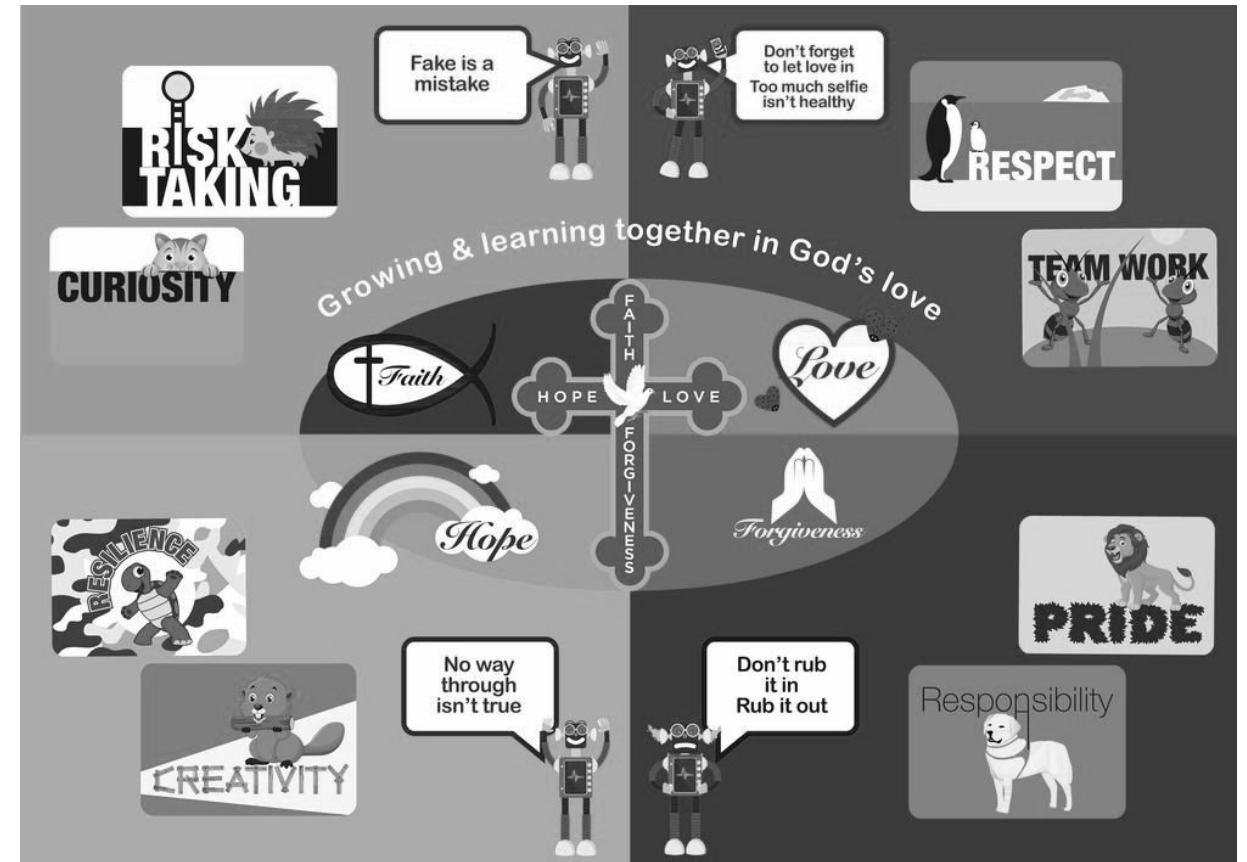
St Mark's Primary School



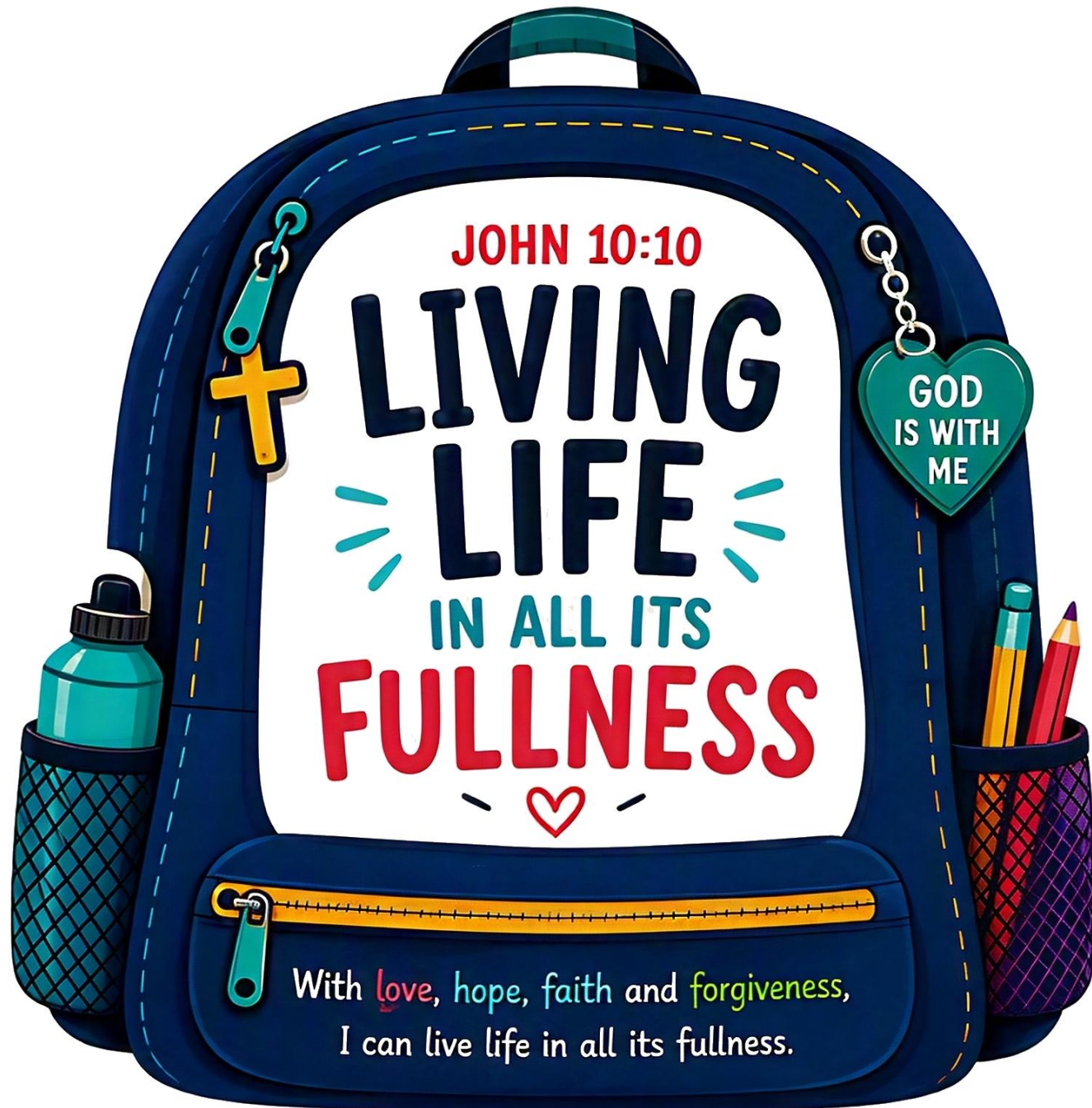
Living Life In All Its Fullness

Refreshing our vision *(or rather, the way we share it!)*

The vision isn't changing; we're simply expressing it more clearly so that everyone can see how it shapes the life of our school.



*Growing and Learning Together
In God's Love*



**We want every child
to flourish - that is, to
Live Life In All Its
Fullness.**

What does “living in all its fullness” look like at St Mark’s?



Belong
Included
Loved



**Character before
qualification**
Learning
Behaviours



Wonder
Learning
Growth



**Making our
world a
better place**

Christian Values — how we live life in all its fullness



These values shape the way we treat one another, approach learning, develop our character and seek to make a positive difference in the world.

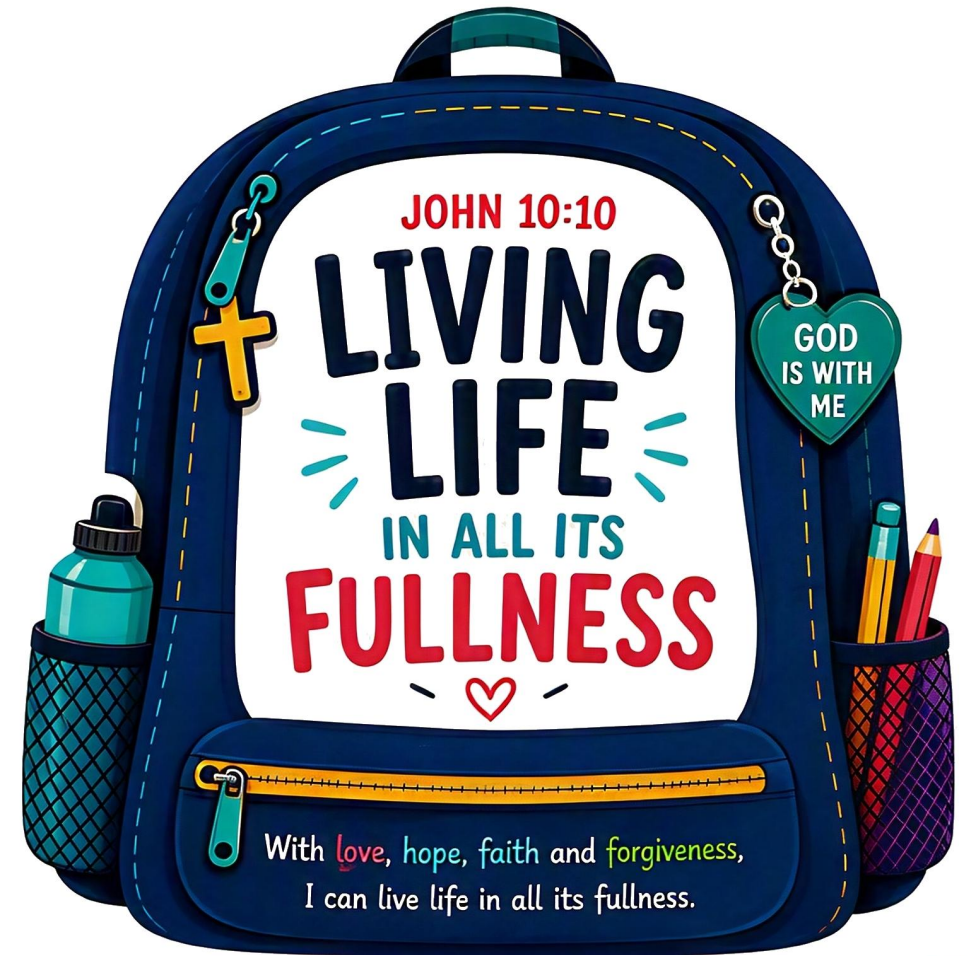
They help us to live out a life in all its fullness.

We will still be using...

- ✓ Our school song
- ✓ Our 4 Christian values of faith, hope, love, forgiveness
- ✓ Our learning behaviours

... but we won't be using...

- “Growing and Learning Together”
- This poster:



AGENTS OF CHANGE



Making our world a better place



HOME CHALLENGES

- 3 challenges each half-term
- KS2 choose 3 from 4 options
- Earn an AoC card for each challenge



CLASS CHALLENGES

- 1 challenge each half-term
- Linked to class learning



AWARDS

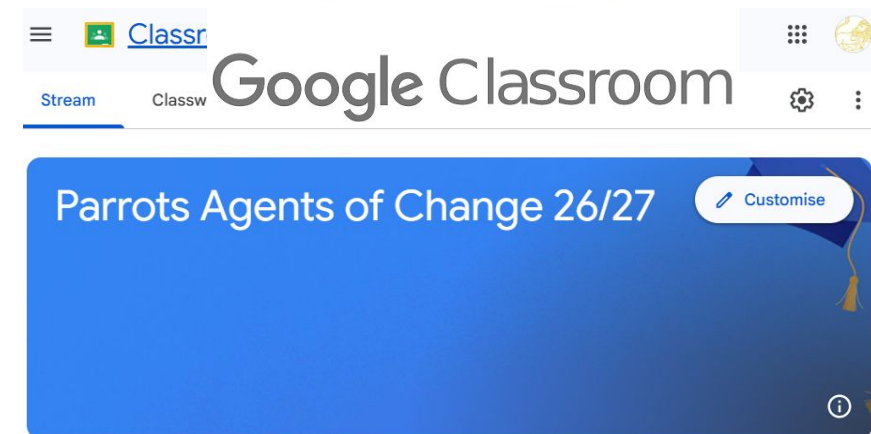
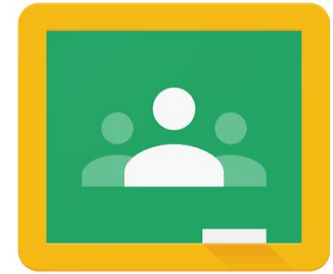
Complete challenges throughout the year to earn special awards.

Create a poster which explains how to look after ourselves. E.g. sleep, exercise

Find out about a courageous advocate and share facts about them. What characteristics do they have?

Write a recipe which teaches someone else how to be a courageous advocate.

You can choose your own home challenge task as one of your Agents of Change tasks. If you're not sure, just ask your teacher! And don't forget to submit the evidence here.



Did you know....



**Lost
Property!**



You're invited to our
FOSM AGM



7:30pm



in the
staffroom

Come and find out more about FOSM!

Hear what we raised and how it helped the school,
share your ideas for the year ahead and find out
how you can get involed!

Everyone is welcome! See you there!



**FOLLOW FOSM
ON FACEBOOK**

CLICK HERE



**FOLLOW FOSM
ON INSTAGRAM**

CLICK HERE

**VOLUNTEER
HERE!**

Click here to offer an hour at our
discos, or our Christmas, Easter or
Summer Events!



**YOUR
SCHOOL
LOTTERY**

ONE-OFF FUNDED ITEMS



OPAL
setup
£4,000



Picnic
tables
£1,850



PE
equipment
£1,072



Music
resources
£200



Guinea pig
cage
£450



32 x iPads and
accessories
£10,648



Farm
development
£1,000



Staff bike
rack
£135



Wi-Fi
improvements
£1,000



Paper
trimmer
£100



Memorial
benches
£500

**Over
£20,000**

ANNUAL ALLOCATIONS



Forest
School
£500



OPAL
£500



Farm
resources
£1,000



Year 6 coach
for residential
£2,900



YrR-Yr5 £5
trip subsidy
£2,700

**£7,600
Annually**

School Communication

 adminoffice@st-markscofe.hants.sch.uk  01256 346111

 Year groups - yearX@stmarksce.org.uk

Communicating with kindness

We will always aim to communicate respectfully and professionally, and expect the same in return. Abusive, aggressive or intimidating communication towards staff, whether written or verbal, will not be tolerated. Please be careful with AI generated emails!

Weekly Newsletter - emailed and also on website

This week's homework and learning



[Click here](#)

Agents of Change

Google Logins were emailed out last week.



Helpful Information

- ✓ Autumn 1 PE Days
- ✓ Autumn 1 Forest School/Outdoor Learning Days
- ✓ Autumn After School Clubs
- ✓ Arbor
- ✓ Wraparound Care: Lions and Breakfast Club

St Mark's Weekly Learning & Homework - "This week, we'll be...."

Week Beginning: Monday 14th September 2026

Remember, The logins for these are at the back of the green reading logs :)

Year	What we are learning	Homework	Spellings
Year 1	- This week we will begin to introduce more whole class learning. - In maths we are continuing to consolidate our understanding of numbers to 10 with sequencing and counting activities. - In English we start a unit based on "The Very Hungry Caterpillar". - We are enjoying our outdoor PE lessons.	- Reading at least four times a week. Numbots: please aim for 20 minutes over the week. Agents of Change on GC	Not testing yet

Front page of the website

Quick Links

[Arbor Payments](#) [School Meals](#) [Agents of Change](#)

[PE, Homework, Spellings, Forest School, Clubs](#)

[School Calendar](#) [Book a farm visit](#)

[Pupil Elections Sept 2026!](#)

Latest Newsletter:

[4th September 2026 Newsletter –Key Info Sessions, Permission Forms, FOSM AGM, Agents of Change and more](#)

A reminder that we use Arbor for school payments



We're using the Arbor Parent App!

See and manage your child's day-to-day school information.
Understand their progress, make payments and bookings,
and receive in-app messages - all from one app



Attendance rules



There are new rules for unauthorised absences, whether this is due to holiday, irregular attendance, or otherwise. Don't get caught out!

1 I'm a single parent of one child and we want to go on holiday for 5 days.

Make sure you use the absence request form before you book anything. Your holiday will not be authorised. As your child will miss 5 school days, you'll be given a penalty notice fine. See section 2, too!

1 parent & 1 child = £160

Reduced to £80 if paid in 21 days



For each child a penalty is given...

 + £160  + £160  + £160  + £160

1 parent & 4 children = £640

Reduced to £320 if paid in 21 days

For a family of 2 parents & 4 children

   +£160  +£160  +£160  +£160

£1280

Reduced to £640 if paid in 21 days

What happens if school suspects children are actually on holiday?

Photos on Facebook?
Foreign mobile dial tone?
Other children talking about your holiday?
Amazing sun tan?
Home visit shows no-one at home?



Please don't be offended if we ask for evidence or mention these questions to you. We're required to do this to ensure a fair system!

We'll be sending weekly attendance emails home for absences that week.



Opal Play - what to wear

At St Mark's, we are developing our playground through **OPAL (Outdoor Play and Learning)**. OPAL encourages children to use their imagination, be creative, take appropriate risks, build friendship

Please bring....

A waterproof coat

Wellies or suitable waterproof footwear

Warm layers in colder weather

Hat and sun protection when needed

Please label everything clearly.

The weather shouldn't stop children from playing!



Opal Play - But we need your help!

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Upcycled Loose Parts



Baking Pans



Cake Moulds



Ice Cube Trays



Kitchen Tools



Measuring Spoons



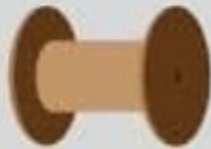
Pots & Pans



Strainers



Baskets



Cable Spools



Cardboard Items



Cones



Containers



Corrugated Pipes



Dress-Up Items



Fabric



Funnels



Milk Crates



Nets



Old Electronics



Pool Noodles



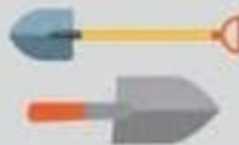
PVC Pipes



Rolling Carriers



Ropes



Shovels & Spades



Sinks & Tubs



Tarps



Tires & Wheels



Wooden Planks



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Meet the team

Teachers:

5F: Miss Fowler
(Year Group Leader)

5SG: Mrs Silvester and
Miss Goddard

5M: Miss Micklefield



Supporting adults:

Mrs Matthews
Mrs Parker
Mrs Lee

Mrs Dobell
Mrs Corallo
Mrs Pendsay
Miss King
Mrs MacColl
Mrs Gaze
Mrs Lethaby

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Autumn Term Part 1

Space!

In **Maths** this half term, we will focus on place value and then addition and subtraction. The children will use lots of concrete manipulatives and pictorial diagrams to compare and order numbers up to one million. Within this unit, the children will also cover counting in 10s, 100s, 1000s and 10,000s as well as rounding to the nearest of these amounts. Roman Numerals up to 1,000 will also be explored as well. Towards the end of the half term, the children will be revising, consolidating and then extending their knowledge of the formal written methods for addition and subtraction.

Science will be the main topic focus for this half term as we explore the Moon's movement in relation to the Earth and the Earth's movement in relation to the Sun. Using scientific drawings, children will be able to explain how day and night occur and understand why there are different phases of the Moon. The children will also learn about the other planets within our solar system, considering how everything is connected in space and whether connections are important. Spiritual development will also be considered when we look for connections about Earth's creation and compare how 1000 years after the scientist Ptolemy's Geocentric solar system idea, the scientist Copernicus put forward his Heliocentric solar system suggestion. But who was right and how do we know?

Our **RE** will involve considering connections within our own communities and then relating this to connections within communities belonging to other faiths – particularly the Muslim community of Umma. The children will explore the different aspects to Islam and how these connect to those within Umma.

During **French** lessons, the children will be learning about pets! As tu un animal? (Do you have a pet?)

CONNECTIONS IN SUPERSONIC SPACE

This half term, Year 5 will explore
the big question:

**Are connections
important?**

Through our **English**, the children will be continuing their journeys with 'The Write Stuff' and first completing a narrative piece of writing based on an emotive, Space themed video clip. 'One Small Step' is a film about a young girl who dreams of becoming an astronaut and has to overcome many obstacles to pursue her dream. The children will be retelling this story whilst practising their known writing lenses from Year 4 and mastering a few new lenses too. The children will then move on to learning all about the fictional planet – Pandora. Exploring the animal life in this habitat, the children will use their writing skills to create non-chronological reports about a Mountain Banshee, Viper Wolf or a Great Leonopteryx! We can't wait to see what the children produce!

In **PSHE**, the children will be learning how to 'Get HeartSmart' – developing their gratitude, e-safety knowledge and leadership qualities, plus thinking about the importance of quality sleep.

Dates for the Diary:

- Thursday 21st September at 5.45pm – Year 5 Key Messages Meeting
- Wednesday 18th October – Trip to Winchester Science Centre

PE will take place twice a week – every Tuesday (dance will be indoors) and every Wednesday (badminton will be outdoors). This will start on Tuesday 10th September (Week 2). The children will need to come into school on these days in their PE kits and will remain in them all day – this avoids any need to get changed at school. Please also ensure that any long hair is tied back on PE days and earrings are removed (or taped if they cannot be removed).

In **Art**, the children will develop their colour mixing skills, particularly finding multiple hues of blue to paint pictures of the night sky. They will also experiment with how they can show awareness of composition, organising the foreground, middle ground and background in their work. Creativity will also shine when the children replicate some of Sophie Knight's and Julie Perrot's artwork.

In **Computing**, the children are going to have the opportunity to learn about technology in Space! They will learn how the Mars Rover transmits data back to Earth and begin to explore number in binary, up to eight bits and understand the concept of binary addition too!

In **Music**, the children will learn all about Rock and Roll including learning to do some hand jives and learn to play a walking bass line.

Reading at home, practising spellings and times table practise will continue to be encouraged this year.

Please encourage your child to record their home learning in their reading logs.

- Reading 4x a week
- TT Rockstars and Spelling Shed as much as possible

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Autumn Term Part 2

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North America!

In **Maths** this half term, we will begin by finishing our unit on **multiplication & division**. The children will secure their knowledge of multiplying and dividing by 10, 100 and 1,000. We will then start our next unit, which focuses on **fractions**. This will involve finding equivalent fractions, converting between proper and improper fractions, comparing and ordering fractions and finally adding and subtracting fractions. We will also keep testing times tables every week too!

Geography will be the main focus for our concept this half term. We will be globetrotting across North America, which includes locating the countries, giving reasons for population density and distribution, and identifying and understanding the significance of key physical and human characteristics within USA, Canada and Mexico. We will be describing and understanding key aspects of physical geography including biomes, canyons, mountains and canyons!

Our **Computing** this term will continue with the work from last half term on the use of technology in Space. This time, the children will deepen their understanding of digital images and use an online 3D design software to create a new tyre for the Mars rover!

Reminders:

- PE every **Tuesday & Wednesday** – the children need to come to school in their warm & well-layered PE kits. Both PE lessons may be outside.
- Please remember to bring coats, water bottles and healthy playtime snacks each day.

Our **RE** will involve considering differences when we look at the significance of interpretation to Christians and the impact on their beliefs and actions. We will be exploring the two different accounts of Jesus' birth by Luke and Matthew and considering whether different interpretations matter to Christians.

Globe Trotting Around North America

**This half term, Year 5
will explore the concept:
DIFFERENCES
What makes us all
different?**

Through our **English**, we will begin the half term by learning about what makes an effective travel brochure – practising their non-fiction writing. Independently, they will then create travel brochures for visiting Mexico! After this, the children will be studying the poem 'The Highwayman' by Alfred Noyes and writing their own poems based upon this stimuli. In addition, the children will be writing their own stories to showcase all of their amazing vocabulary, punctuation and grammar learning so far! The children will also be continuing to focus on their grammar, spelling, handwriting, reading fluency and comprehension through discrete lessons across each week.

Our Homework expectations stay the same:

- Spellings appear on Spelling Shed every week.
- At least four times a week – Reading, reading, reading! How many raffle tickets can the children achieve? Please sign the children's learning logs.
- As much as possible – TT Rockstars.
- After Christmas, we will be introducing weekly SPAG homework.

PE this half term will focus on maintaining a balance, as well as collaborating and co-operating with others in our indoor PE lessons. On Tuesdays, we will be developing skills as basketball players – learning effective ways to pass, shoot and dribble a basketball whilst working as a team!

Music will concentrate on unpicking African song and will include an exciting drumming workshop.

Science will focus on Properties and Changes of Materials. The children will work scientifically by carrying out tests to answer questions such as 'How can I keep a drink hotter for longer?'. The children will use their retrieval knowledge from Year 4 to create a simple circuit discovering which materials are best to use as an electrical conductor. The children will also explore the best conditions to dissolve sugar in the quickest time and explore the reasons as to why objects are made from specific materials based on evidence and knowledge.

Our **HeartSmart** theme is "Don't Forget to Let Love In" as we explore ways to stay open to the love that is around us and keep ourselves 'topped up' with love. The children will also be learning some basic first aid skills during some additional PSHE lessons.

We will be researching and investigating a range of bridges to begin our unit of structures in **Design and Technology**. We will look at their designs and explore the strength of beam, arch and truss bridges. After our investigations, the children will use a variety of tools to cut and join wood to create their own bridge.

In **French**, we will focus specifically on saying and writing days, dates and months.

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Spring Term

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Europe

The
Tudors



Summer Term

Black and British



Ancient Greece

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English

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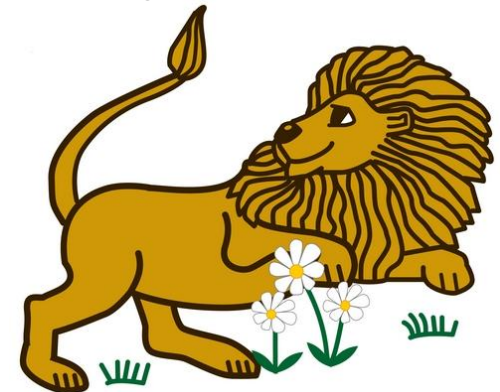
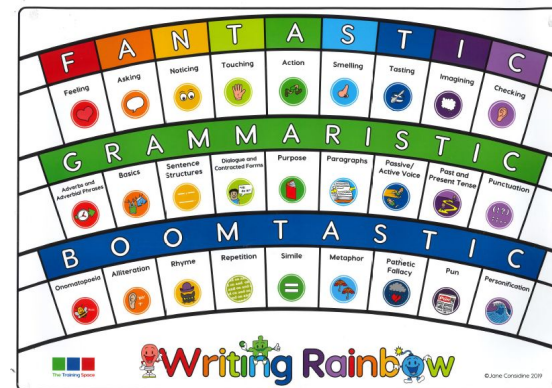
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- **Audience and Purpose:** Identify the audience and purpose of the writing and choose an appropriate form.
- **Narrative Skills:** Describe settings, characters, and atmosphere, and integrate dialogue to reveal character and advance the action.
- **Cohesion:** Use a range of devices (such as adverbials of time/place, pronouns, and conjunctions) to build cohesion within and across paragraphs.
- **Editing:** Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.
- **Parenthesis:** Use brackets, dashes, or commas correctly to indicate parenthesis.
- **Clauses:** Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, or *that*.
- **Possibility:** Indicate degrees of possibility using modal verbs (*might*, *should*, *will*) or adverbs (*perhaps*, *surely*).
- **Tense and Agreement:** Maintain consistent and correct verb tenses and subject-verb agreement throughout a longer piece.
- **Handwriting:** Maintain a neat, fluent, and consistently joined handwriting style that keeps pace with an efficient writing speed.
- **Spelling:** Spell common exception words correctly and apply patterns from the Year 3/4 and Year 5 spelling lists (including prefixes, suffixes, and homophones).

 Sentence
Stacking
Lesson

 Experience
Lesson

 Independent
Writing
Sequence

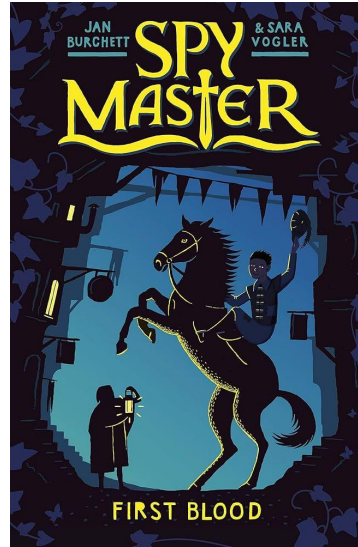
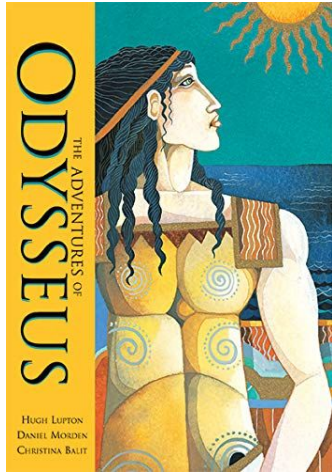


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Whole Class Reading



- All children take part in guided reading Plazoom sessions 3x a week.
- Children are exposed to a variety of genres across the year, linked to a particular theme each term.
- Practise and develop all the elements of reading - decoding, fluency and comprehension.
- Class stories - chapter books and picture books



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Individual Reading

Children should have a:

- Book Banded Book (matched to their ability)
- A library book (reading for pleasure)

These can be changed during EMW, silent reading times or our library slot.

5M & 5F - Monday

5SG - Friday

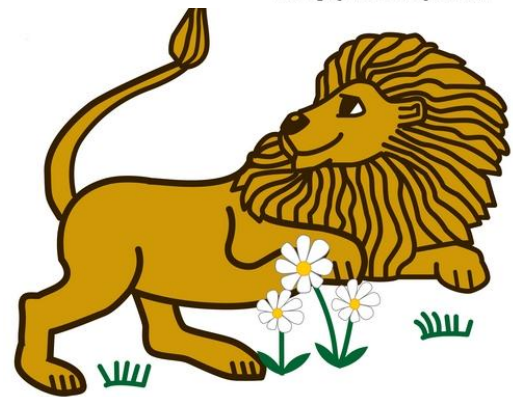
Reading Expectations at St. Mark's CofE Primary 2026 - 27

Expectations	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Assessment Points	Little Wandle Assessments Every 3-6 Weeks		Passing SATS (And able to meet ARE curriculum requirements)	Passing NFER test with agreed SS or above (And able to meet ARE curriculum requirements)			Passing SATS (And able to meet ARE curriculum requirements)
Autumn 1	Foundation Level & Phase 2, Set 1 	Phase 4, Set 2 	Phase 5, Set 5 	Gold/White ORT 	Brown/Grey ORT 	Dark Blue ORT 	Dark Red ORT 
Autumn 2	Phase 2, Set 2 & 3 	Phase 5, Set 1 	Turquoise ORT 	White ORT 	Grey ORT 	Dark Blue ORT 	Dark Red ORT 
Spring 1	Phase 2, Set 4 & 5 	Phase 5, Set 2 	Purple ORT 	White/Lime ORT 	Grey/Dark Blue 	Dark Blue/Dark Red ORT 	More challenging Dark Red 
Spring 2	Phase 3, Set 1 	Phase 5, Set 3 	Purple/Gold ORT 	Lime ORT 	Grey/Dark Blue ORT 	Dark Blue/Dark Red ORT 	More challenging Dark Red 
Summer 1	Phase 3, Set 2 	Phase 5, Set 4 	Gold ORT 	Brown ORT 	Dark Blue ORT 	Dark Red ORT 	Able to read any age-appropriate text
Summer 2	Phase 4, Set 1 	Phase 5, Set 5 	Gold/White ORT 	Brown ORT 	Dark Blue ORT 	Dark Red ORT 	Able to read any age-appropriate text

(note: Little Wandle Colour expectations were slightly different 25-26 due to RWI to Little Wandle transition)

Living life in all its fullness

"Reading is the gateway skill that makes all other learning possible."
—Barack Obama



Supporting and Encouraging Reading

- Read with your child at least 4x a week
- Discuss predictions, vocabulary, characters and main events
- “How has the main character changed from the beginning of the book to this point?”
- “Even though the book doesn't say it directly, how do we know the character is feeling anxious or guilty?”
- Take turns hearing them read and letting them hear you read
- Make a record in their log
- 4 times per week = raffle ticket.
- Raffle tickets = prizes!

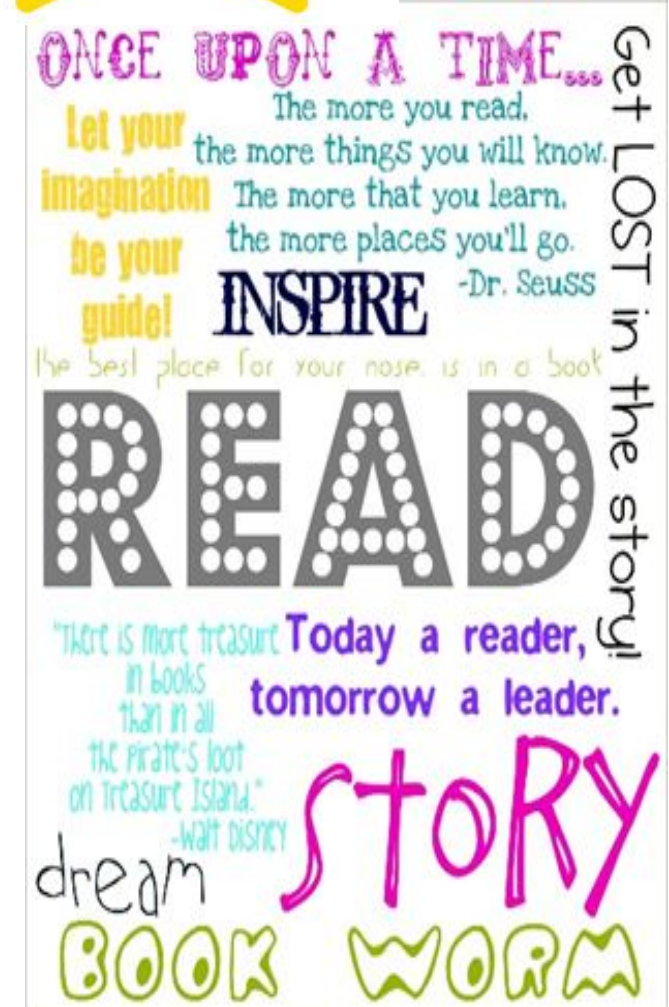
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Record all reading in the log



Valuing Everyone



Developing Character



Passionate Learners



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Spelling Lessons

Word	Syllable Breaks	Word
infectious	in fec tious	<i>infectious</i>
notorious		

Cloze Sentences

Can you identify the missing words in these sentences?

infectious	ambitious	nutritious	fictitious
notorious	repetitious	amphibious	obvious
	curious	devious	

"We're interested in the source of these rumours."

Flu is highly _____, so it's important to wash your hands often and cover your mouth if you cough or sneeze.

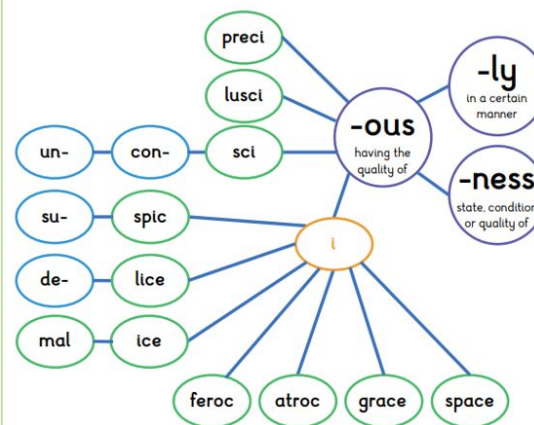


Word	Dictionary Definition	In a Sentence
infectious		
notorious		



Morpheme Web

How many words can you make? Does the base need to change before the suffix is added?

[illegible]

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Spelling Shed at Home

- Weekly Spelling Practice - new homework given every Monday due by the following Monday
- Focuses on a specific spelling pattern/rule or sometimes they are challenge words
- Spell Check each Monday
- Spelling shed (minimum of 20 minutes across the week)

Spelling Shed @ Home

Name: _____

Stage 5 - Lesson 2: Words ending in '-ous'

delicious	conscious	ferocious	malicious	spacious
atrocious	luscious	gracious	precious	suspicious

Our words have been scrambled into their morphemes. Can you unscramble them? Does the base need to change?

ous | i | grace

ous | space | i

i | ous | atroc

lice | de | ous

spic | ous | sus

ous | lusc

mal | ous | i | ice

ous | preci

sci | con | ous

ous | feroc | i

Sort this week's words according to if it has a prefix or not.

Has a Prefix

Does not have a Prefix

Can you put the words below into sentences?
suspicious atrocious luscious gracious

Which of this week's words is a synonym of the given word(s)?

evil valuable roomy

tasty aggressive awake and aware



How confident are you with



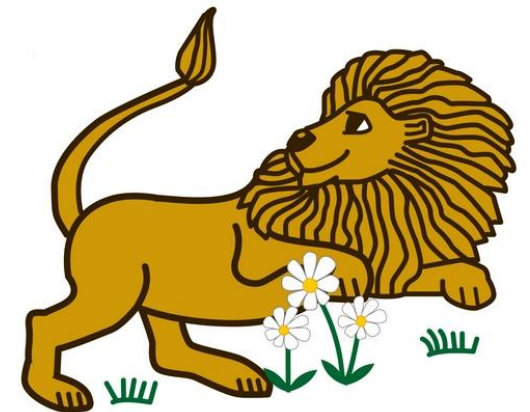
Maths

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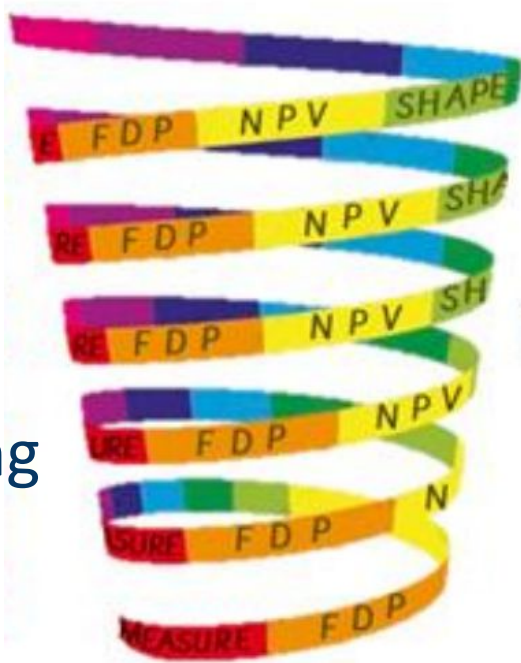
Passionate Learners

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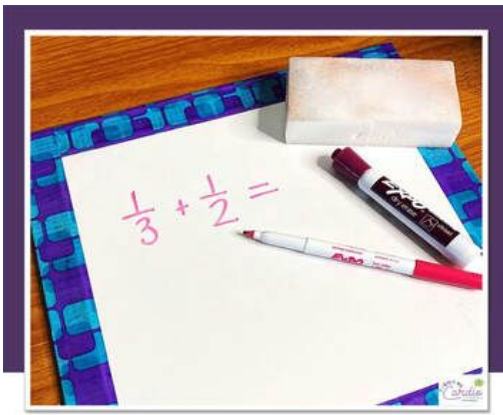
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW			
Spring term	Number Multiplication and division B VIEW			Number Fractions B VIEW		Number Decimals and percentages VIEW			Measurement Perimeter and area VIEW	Statistics VIEW		
Summer term	Geometry Shape VIEW			Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative numbers VIEW	Measurement Converting units VIEW	Measurement Volume VIEW	

New core maths learning

Revisiting old learning and key concepts



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Fluency 1 - Use the values in the Gattegno chart to compose the numbers
I can decompose and compose numbers using standard partitioning

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

The combined value

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
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The combined val

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10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

The combined

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1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
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100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

The c

Fluency 2 - Show the decomposition of 27,419 on the different visual structures

Gattegno chart

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

The combined value of the digits is: **27,419**

Part whole model

Number sentence

27,419 = _____ + _____ + _____ + _____ + _____

Fluency 3 - Show the missing values in these number sentences

319 = 300 + 10 + _____

745 = 700 + _____ + _____

938 = _____ + _____ + _____

873 = _____ + _____ + _____

8,129 = 8,000 + 100 + _____ + _____

1,448 = 1,000 + _____ + _____ + _____

7,913 = _____ + _____ + _____ + _____

5,167 = _____ + _____ + _____ + _____

Fluency 4 - Find the value of each shape

4,000 + 300 + 60 + = 4,362 = _____

+ 8,000 + 5 + 30 = 8,635 = _____

6,087 = 7 + + 6,000 = _____



Explore - Tiny adds together three numbers from a Gattegno chart and gets a 6-digit number. What could he have added?

Problem solving and reasoning challenge

An unknown amount of place value counters are underneath the teacher's hand. The total value of the counters is 10,201. What place value counters could be hidden? Find two solutions:

1. It could be....

2. It could also be....

An unknown amount of place value counters are underneath the teacher's hand. The total value of the counters is 111,210. What place value counters could be hidden? Find two solutions:

1. It could be....

2. It could also be....

An unknown amount of place value counters are underneath the teacher's hand. The total value of the counters is 230,012. What place value counters could be hidden? Find two solutions:

1. It could be....

2. It could also be....

Additional problem solving and reasoning challenges

1,000 x 1,000 = 1,000,000

How many other calculations using just ones and zeros can you find that have the answer 1,000,000?

Large areas are measured in hectares.
1 hectare = 10,000 m²
The area of the Eden Park stadium in New Zealand is 15 hectares.
What is the area of Eden Park in m²?
How many plots with an area of 100 m² could be made in Eden Park?

Miss Fowler is partitioning a number in Roman numerals

CCXLV = C + C + X + X + X + X + V

Partition the following Roman numerals like Miss Fowler

DCLIX = _____

MDXLV = _____

MMCLIV = _____

MMCDV = _____

MMDXL = _____

Part 6 - Draw lines to match the calculations to their answers (HINT: Multiple lines may be drawn to the same answer)

200,000 + 120,000	3,200
320 tens	230,000
1,000 less than 303,000	302,000
32 hundreds	320,000
32 thousands	32,000
100,000 + 220,000	

Which is the odd one out and why?

680,000	680 thousands	68 ten-thousands
5 hundred-thousands plus 180 thousands	680 hundreds	

is the odd one out because

Valuing
Everyone

Developing
Character

Passionate
Learners

Agents
of
Change

Times Tables

Facts taught by the end of Year 2

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0x0	0x1	0x2	0x3	0x4	0x5	0x6	0x7	0x8	0x9	0x10	0x11	0x12
1	1x0	1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9	1x10	1x11	1x12
2	2x0	2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9	2x10	2x11	2x12
3	3x0	3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9	3x10	3x11	3x12
4	4x0	4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9	4x10	4x11	4x12
5	5x0	5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9	5x10	5x11	5x12
6	6x0	6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9	6x10	6x11	6x12
7	7x0	7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9	7x10	7x11	7x12
8	8x0	8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9	8x10	8x11	8x12
9	9x0	9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9	9x10	9x11	9x12
10	10x0	10x1	10x2	10x3	10x4	10x5	10x6	10x7	10x8	10x9	10x10	10x11	10x12
11	11x0	11x1	11x2	11x3	11x4	11x5	11x6	11x7	11x8	11x9	11x10	11x11	11x12
12	12x0	12x1	12x2	12x3	12x4	12x5	12x6	12x7	12x8	12x9	12x10	12x11	12x12

Year 2 Facts

Facts taught by the end of Year 3

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0x0	0x1	0x2	0x3	0x4	0x5	0x6	0x7	0x8	0x9	0x10	0x11	0x12
1	1x0	1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9	1x10	1x11	1x12
2	2x0	2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9	2x10	2x11	2x12
3	3x0	3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9	3x10	3x11	3x12
4	4x0	4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9	4x10	4x11	4x12
5	5x0	5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9	5x10	5x11	5x12
6	6x0	6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9	6x10	6x11	6x12
7	7x0	7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9	7x10	7x11	7x12
8	8x0	8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9	8x10	8x11	8x12
9	9x0	9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9	9x10	9x11	9x12
10	10x0	10x1	10x2	10x3	10x4	10x5	10x6	10x7	10x8	10x9	10x10	10x11	10x12
11	11x0	11x1	11x2	11x3	11x4	11x5	11x6	11x7	11x8	11x9	11x10	11x11	11x12
12	12x0	12x1	12x2	12x3	12x4	12x5	12x6	12x7	12x8	12x9	12x10	12x11	12x12

Year 2 Facts

Year 3 Facts

Facts taught by the end of Year 4

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0x0	0x1	0x2	0x3	0x4	0x5	0x6	0x7	0x8	0x9	0x10	0x11	0x12
1	1x0	1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9	1x10	1x11	1x12
2	2x0	2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9	2x10	2x11	2x12
3	3x0	3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9	3x10	3x11	3x12
4	4x0	4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9	4x10	4x11	4x12
5	5x0	5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9	5x10	5x11	5x12
6	6x0	6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9	6x10	6x11	6x12
7	7x0	7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9	7x10	7x11	7x12
8	8x0	8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9	8x10	8x11	8x12
9	9x0	9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9	9x10	9x11	9x12
10	10x0	10x1	10x2	10x3	10x4	10x5	10x6	10x7	10x8	10x9	10x10	10x11	10x12
11	11x0	11x1	11x2	11x3	11x4	11x5	11x6	11x7	11x8	11x9	11x10	11x11	11x12
12	12x0	12x1	12x2	12x3	12x4	12x5	12x6	12x7	12x8	12x9	12x10	12x11	12x12

Year 2 Facts

Year 3 Facts

Year 4 Facts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Skip Count in 1s, 2s, 5s and 10s					
Year 2	Skip Count in 2s, 5s and 10s	2 x÷ 1 x÷ 0 x÷	10 x÷	5 x÷	Revision	Revision Skip Count in 3s
Year 3	Revision	3 x÷	4 x÷	8 x÷	11 x÷	Revision
Year 4	6 x÷	9 x÷	7 x÷	12 x÷	Revision	Year 4 Multiplication Tables Check
Year 5	Revision				Revision and squares	Revision and cubes
Year 6	Revision and derived facts					

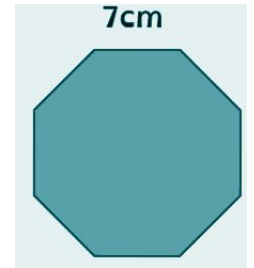
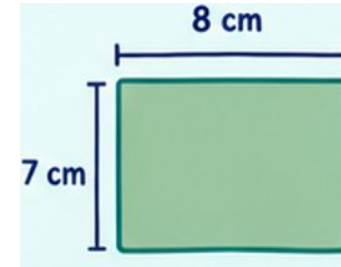
Times Tables

Area and perimeter

Valuing
Everyone



What is the cost
of 7 tickets?



Developing
Character

$\frac{3}{8}$ of 56

$$70 \times 80 = 5,600$$

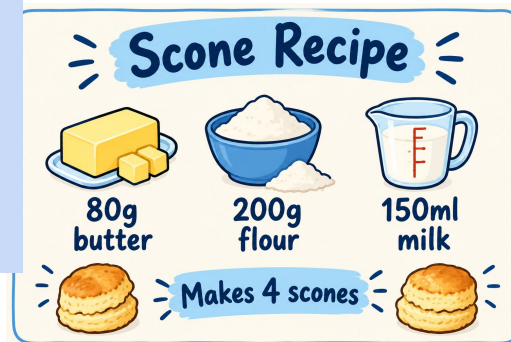
$$14 \times 8 = 112$$

$$7 \times 8 = 56$$

Mrs Baker uses
5.6kg of flour.
How many
scones will she
make?

$$7 \times 4 \times 2 = 56$$

$$5.6 \div 0.7 = 8$$



Mike runs 35 miles.
How many km did
he run? $5\text{mi} = 8\text{km}$

$$8n = 56$$

Agents
of
Change

Helping at home

Valuing
Everyone

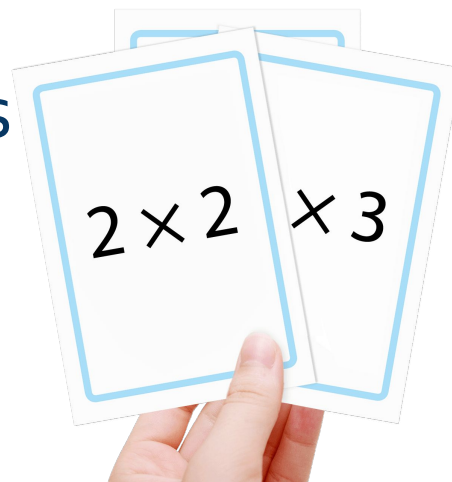
Developing
Character

Passionate
Learners

Agents
of
Change

Times Tables

Around 20 minutes
of oral or written
practice -
TTRockstars,
flashcards



Bring Maths to life

Use it, apply learning and
enjoy the awe and
wonder!



$2 \times 12 =$	$12 \times 8 =$	$12 \times 12 =$	$12 \times 1 =$
$120 \div 12 =$	$0 \times 12 =$	$12 \div 12 =$	$12 \times 11 =$
$12 \times 12 =$	$0 \div 12 =$	$12 \times 7 =$	$2 \times 12 =$
$24 \div 12 =$	$12 \times 3 =$	$1 \times 12 =$	$48 \div 12 =$
$12 \times 5 =$	$36 \div 12 =$	$9 \times 12 =$	$0 \times 12 =$
$6 \times 12 =$	$12 \times 4 =$	$12 \times 3 =$	$12 \times 5 =$
$144 \div 12 =$	$2 \times 12 =$	$108 \div 12 =$	$6 \times 12 =$
$0 \times 12 =$	$12 \times 3 =$	$12 \times 8 =$	$12 \times 12 =$

Boris and His Brain

PARTS OF THE BRAIN



Let's do a...
Robot Reset!

Boris Breaths	Finger Scan	Bot Break	Doodle-tron	Connection Code
Breathe in for 4 seconds. Hold your breath for 4 seconds. Breathe out for 6 seconds.	Trace your fingers slowly. Breathe in as you trace up and breathe out as you trace down.	Option 1 – Do 10 star jumps Option 2 – Run two laps of playground Option 3 – Do 10 wall press-ups	Complete some quiet doodling or colouring (add calming music too if you can)	Connect with a trusted adult – a chat, a hug or something else that you need

Homework



- Daily Reading (at least 4 times a week and writing in the log)
- Spelling Shed (minimum of 20 minutes a week) and weekly spelling sheet.
- Times Tables (minimum of 20 minutes a week)



Valuing
Everyone

Developing
Character

Passionate
Learners

Agents
of
Change

Valuing Everyone

Developing Character

Passionate Learners

Agents of Change

School Trips

What is the plan?



Autumn Term	Spring/Summer Term
Winchester Science Centre – Friday 9 th October - Permission slips completed please - Children in school as close to 8.30am as possible	Forest School - Spring 2 - Summer 2 Can you volunteer? Swimming Summer Term- - Catch up sessions TBC. We will let you know soon if this applies to your child (25m expectation). Brighton Hill Taster Day - Date TBC

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Everyone

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Character

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Learners

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Change

Open Evening at Secondary Schools



BHCS Open Evening - 5th
October

BHCS Open Mornings are
available (see website)

- Other secondary schools have dates for open evenings listed on their websites
- Open days for the children normally happen in the Summer term
- We take the children to Brighton Hill for the day
- You can book other taster days direct with the school.



Thank you!

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Developing
Character

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Learners

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of
Change

Notices:

- Snacks for break time please – fruit or veg
- Coats and wellies - OPAL
- Book folders (reading logs and books)
- PE kits on Tuesdays & Thursdays – hair tied back and earrings taped
- Going home arrangements – please keep us up to date

Remember to use the year group email address to contact us. If it is something we need to know for the day ahead, please let us know at the door

year5@stmarksce.org.uk