

Parents' Meeting



September 2026

Welcome to Oak Class (Year 5 & 6)

Half Termly Timetable for Class 5 / 6 (Mrs Palmer) Autumn 1 - 2026



	08.45 – 0930	09.30-1025	10.20	10.40	10.55 - 1200	12.00	1.00pm – 2.05pm		2.05	2.20 – 2.35pm	2.35pm – 3.30pm
Monday	08.45-08.55: Green pen. 09.00: Register 09.05-09.30: Whole class reading	Spellings - intro English	Whole School Assembly	Break	Maths	Lunch	1.00 – 1.10pm Handwriting	Computing	Break	CLASS STORY	Topic - History
Tuesday	08.45-08.55: Green pen. 09.00: Register 09.00-09.40: WCR	English (Mr Pearson)			Maths (Mrs Booth)		PE (Sports Coach)				RE (Mrs Booth)
Wednesday	08.45-08.55: Green pen. 09.00: Register 09.05-09.30: WCR	Spelling English			Maths		1.00 – 1.10pm Handwriting	Y6 – DART Y5 - PE			Y5 – Music Y6 - PE
Thursday	8.45-08.55: Green pen. 09.00: Register 09.00-09.40: WCR	English	Assembly with KS2 staff		Maths		1.00 – 1.10pm Handwriting	Science			Science / French
Friday	8.45-08.55: Green pen. 09.00: Register 09.10-09.30: Assembly 09.30-09.50: WCR	English			Maths		Design Technology				RHSE / French

PPA - Yellow – where there is a different teacher in class to Mrs Palmer.

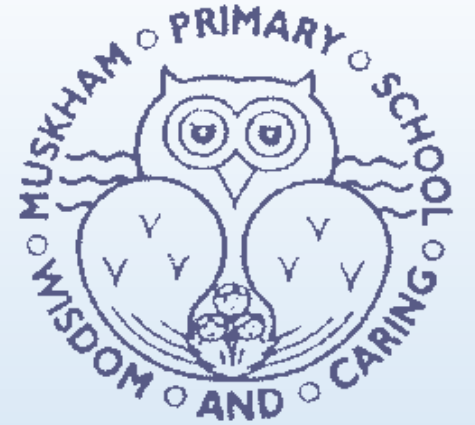
Every day your child will need:

- Reading book and diary
- Water bottle
- Coat / Sun cream and hat (weather depending)



On Tuesday and Wednesday they will need to arrive in PE kit.

Homework



- 1) Read at home and complete recording reads in Reading Diaries.
- 2) Complete the Maths sheet in books.
- 3) Practise spellings using the sheet in books.
- 4) Log onto TT Rock Stars each week to practise times tables.

Homework is handed out on a Friday and should be returned by Wednesday the following week.

Spellings Overview – Oak – Autumn 1 2026					
w/c 7.9.26 51 Words ending in -tious and -tious	w/c 14.9.26 52 Words ending in -tious	w/c 21.9.26 53 Words ending in -tial	w/c 28.9.26 54 Words ending in -tial	w/c 5.10.26 55 Words ending in -tial and -tial	w/c 12.10.26 57 58 Words ending in -ant, -ence and -ancy
ambitious	atrocious	artificial	circumstantial	commercial	brilliant
amphibious	conscious	beneficial	confidential	controversial	brilliance
curious	delicious	crucial	essential	controversially	abundant
devious	ferocious	especially	impartial	financial	abundancy
fictitious	gracious	facial	influential	financially	dominant
infectious	luscious	glacial	potential	initial	dominancy
notorious	malicious	judicial	preferential	initially	vacant
nutritious	precious	multiracial	residential	palatial	vacancy
repetitious	spacious	official	substantial	provincial	tolerant
obvious	suspicious	special	torrential	spatial	tolerance



Muskham Primary School Behaviour Blueprint.

We use this 'Behaviour Blueprint' as a reminder of daily behaviour practice at Muskham Primary School.

Visible Adult Consistencies	Routines	Rewards	Expectations
• Calm and fair behaviour • Attention first to best behaviours • Relentless routines • Signa (bell), Pause (hand), Insist	• Meet and greet • Whole body listening • Wonderful walking • Indoor voice	• Verbal praise • Praising effort • House points • Recognition boards • Friday certificates • Reading raffle • Positive communication with parents • End of term 'Headteacher' awards	• All staff adhere to the school's policy • Consistent approaches implemented across the school • Praise the behaviours we wish to see

Our School Values.



Empathy Questioning Perseverance Independence
Creativity Optimism

Stepped Micro-Script

- I have noticed you are...
 - I need you to...
 - This is your warning...
 - If you continue, you are choosing to...
 - Thank you for listening.
1. REMINDER 2. WARNING 3. CONSEQUENCE

Restorative Conversation.

'Tell me what happened'
'What were you feeling at the time?'
'How did your behaviour affect others?'
'How did your behaviour affect you?'
'How can we do things differently next time?'



Children who read



Are more likely to be happier, healthier and experience better mental wellbeing and self-esteem



They feel more secure and develop deep bonds with parents and carers



They have better sleep and lead healthier lifestyles



They have a better foundation for healthy social-emotional development



They have better mental wellbeing and self esteem



They have better brain development, attention, and cognitive ability



They have better language development and literacy skills



They have better knowledge about the world and are more ready for learning



They make more progress across the curriculum

Are more likely to do better at school and make more progress across the curriculum



They have more empathy



They are more creative and imaginative



Are more likely to develop empathy and creativity



Reading for pleasure

Recommended Reads

As last year, we will introduce 15 recommended books over the year: this term, 5 books will be introduced.

Sharing a story with an adult

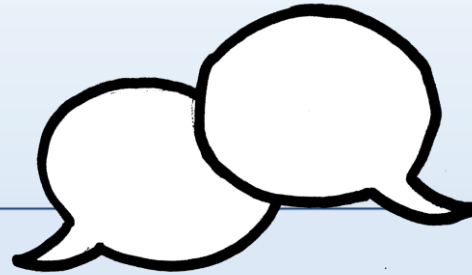
Listening to stories, both at home and school, allows children to relax and use their imaginations to enjoy a story.

5 Reads Weekly 😊

Encouraging reading at home.

World Book Day / Author visits

The Teaching of Reading



Whole Class Reading lesson structure

Reading a text: all pupils access a text through teacher modelling, paired reading, echo reading or individual children reading aloud.

Retrieval Quiz: to ensure all pupils understand key points in a text, children answer (up to) 10 retrieval questions.

Paired Talk: pupils work in pairs or small groups to discuss statements or questions. These may be focused on a particular reading domain to improve comprehension skills (VIPERS) or may be philosophical to gain a deeper understanding of a text.

Individual / Solo work: in each session pupils will have time to consider questions independently, either responding verbally or developing written answers.

We develop reading fluency through considering the 6 Ps

Power



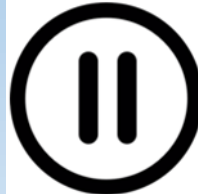
Pace



Passion



Pause



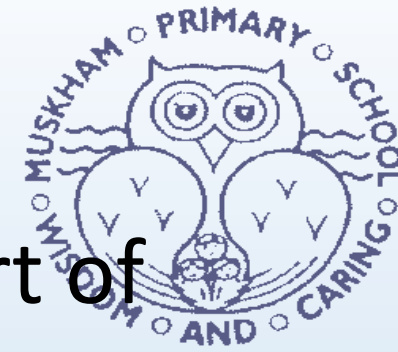
Pitch



Punctuation



Maths in Year 5 and 6



- Targeted tables practice both at home and as part of homework (TT Rock Stars)
- Weekly multiplication test (Friday).
- Daily consolidation of previous learning – Flashback 4.

1) $4,000,000 + 200,000 + 5,000 + 60 + 1 =$ **DXLVI**

2) Complete the sequence.

XX, XL, , LXXX, C, , CXL, CLX

3) Which class read the **fewest** books?

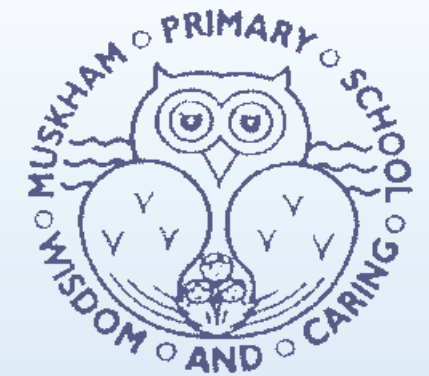
Class	Books read
Class 1	   
Class 2	    
Class 3	  

Key
 = 5 books

4) $21 \div 3 =$

What else can you find out from the pictogram?

Maths – Key Facts



Key Facts for Year 5 - These are key facts the children are expected to know by the end of Year 5 in addition to the key facts from previous years.

Number and Place Value

- Know place value of each digit in numbers to 1,000,000
- Count forwards and backwards in powers of 10
- Read Roman numerals to 1000

Roman Numerals to 1000

I = ONE
V = five
X = ten
L = fifty
C = hundred
D = five hundred
M = thousand

Count Forwards and Backwards through 0

Negative Numbers: -10, -9, -8, -7, -6, -5, -4, -3, -2, -1
Positive Numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Number – Multiplication and Division

- All factor pairs of a number
- Common factors of 2 numbers
- Prime numbers to 19
- Square numbers (2^2)
- Cube numbers (3^3)

Factors and Multiples

A multiple is a number that can be divided evenly by a given number.
For example, $12 \times 1 = 12$, $12 \times 2 = 24$, $12 \times 3 = 36$

A factor is a number that is multiplied by another number to get a product.
For example, $12 \div 1 = 12$, $12 \div 2 = 6$, $12 \div 3 = 4$

The multiples of 12 include 12, 24, 36, 48
The factors of 12 are: 1, 2, 3, 4, 6 and 12.

Square and Cube Numbers

$1^2 1 \times 1 = 1$
 $2^2 2 \times 2 = 4$
 $3^2 3 \times 3 = 9$
 $4^2 4 \times 4 = 16$
 $5^2 5 \times 5 = 25$
 $6^2 6 \times 6 = 36$
 $7^2 7 \times 7 = 49$
 $8^2 8 \times 8 = 64$
 $9^2 9 \times 9 = 81$
 $10^2 10 \times 10 = 100$
 $11^2 11 \times 11 = 121$
 $12^2 12 \times 12 = 144$

$1^3 1 \times 1 \times 1 = 1$
 $2^3 2 \times 2 \times 2 = 8$
 $3^3 3 \times 3 \times 3 = 27$
 $4^3 4 \times 4 \times 4 = 64$
 $5^3 5 \times 5 \times 5 = 125$
 $6^3 6 \times 6 \times 6 = 216$
 $7^3 7 \times 7 \times 7 = 343$
 $8^3 8 \times 8 \times 8 = 512$
 $9^3 9 \times 9 \times 9 = 729$
 $10^3 10 \times 10 \times 10 = 1000$
 $11^3 11 \times 11 \times 11 = 1331$
 $12^3 12 \times 12 \times 12 = 1728$

Prime Numbers

A natural number greater than 1 with no divisors other than 1 and itself.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Measurement

- Conversion between metric and imperial: cms to inches, kilograms to pounds, litres to pints
- Area of a rectangle = length x height in cm^2 and m^2

Length

1 kilometre = 1000 metres
1 metre = 100 centimetres
1 centimetre = 10 millimetres
1 kilometre = 0.62 miles
1 metre = 1.09 yards
1 metre = 3.28 feet
1 centimetre = 0.39 inches
1 foot = 12 inches
1 yard = 3 feet

Capacity

1 litre = 1000 millilitres
1 centilitre = 10 millilitres
1 litre = 35.19 fluid ounces
1 litre = 1.75 pints
1 litre = 0.21 gallons
1 gallon = 8 pints

Area

1 square metre = 10,000 square centimetres
1 square metre = 10.76 square feet
1 square metre = 0.000247 acres
1 square foot = 144 square inches
1 square foot = 0.09 square metres
1 square yard = 9 square feet
1 square yard = 0.84 square metres

Geometry

- Identify acute, obtuse and reflex angles
- Angle at a point and whole turn = 360°
- Angle at a point on a straight line and half turn = 180°

Angles

straight angle
acute angle
obtuse angle
reflex angle
right angle
degree

Fractions

- Identify proper and improper fractions
- Recognise %
- Know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$

Mixed Numbers

Mixed numbers contain a whole number and a fraction.
 $2\frac{1}{4}$ is a mixed number.
The whole number is 2.
The fraction is $\frac{1}{4}$.

Improper Fractions

An improper fraction is a fraction where the numerator is greater than or equal to the denominator.
 $\frac{5}{3}$ is an improper fraction.
The numerator is 5.
The denominator is 3.

Key Facts for Year 6

These are key facts the children are expected to know by the end of Year 6 in addition to the key facts from previous years.

3 926 471

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

3 926 471

3 900 000 + 26 300 + 171

1 000 000 2 000 000 3 000 000 4 000 000 5 000 000 6 000 000 7 000 000 8 000 000 9 000 000 10 000 000

Tens	Ones	tenths	hundredths	thousandths
	3	9	2	6
	4	7	1	

$3 + \frac{4}{10} + \frac{2}{100} + \frac{6}{1000} = 3.426$

$3 + 0.4 + 0.02 + 0.006$

1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Equivalent Fractions, Decimals and Percentages

$\frac{50}{100} = \frac{1}{2} = 0.5 = 50\%$
 $\frac{25}{100} = \frac{1}{4} = 0.25 = 25\%$
 $\frac{10}{100} = \frac{1}{10} = 0.1 = 10\%$

$\frac{75}{100} = \frac{3}{4} = 0.75 = 75\%$
 $\frac{1}{100} = 0.01 = 1\%$
 $\frac{20}{100} = \frac{2}{10} = 0.2 = 20\%$

Fractions to Decimals

$\frac{7}{20} = \frac{35}{100}$ or 0.35
 $\frac{7}{25} = \frac{28}{100}$ or 0.28
 $\frac{7}{50} = \frac{14}{100}$ or 0.14
 $\frac{8}{200} = \frac{4}{100}$ or 0.04

When the denominator is not a factor or multiple of 100

$\frac{1}{5} = \frac{2}{10} = 0.2$

0 6 7 5
0 7 0 0

Fractions to Percentages

$\frac{15}{50} \times \frac{2}{2} = \frac{30}{100} = 0.3 = 30\%$
 $\frac{60}{200} \times \frac{3}{3} = \frac{180}{600} = 0.3 = 30\%$

Angles in a Quadrilateral

$a + b + c + d = 360^\circ$

Common Multiples

Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42

Multiples of 7: 7, 14, 21, 28, 35, 42

Common multiples: 21, 42

Maths – Key Calculations



Addition and subtraction

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 1 \quad 1 \end{array}$$

Answer: 1431

932 – 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ \cancel{9} \quad \cancel{3} \quad 2 \\ - 4 \quad 5 \quad 7 \\ \hline 4 \quad 7 \quad 5 \end{array}$$

Answer: 475

Maths – Key Calculations



Short multiplication

342×7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 21 \end{array}$$

Answer: 2394

Long multiplication

124×26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 11 \end{array}$$

Answer: 3224

Short division

$98 \div 7$ becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \hline 2 \end{array}$$

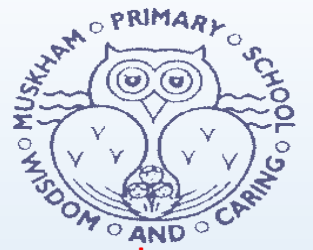
Answer: 14

Long division

$432 \div 15$ becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \quad 15 \times 20 \\ 132 \\ \underline{12} \quad 15 \times 8 \\ 12 \end{array}$$

Answer: 28 remainder 12



Topics in Class 5 & 6

Term 1 & 2 - World War 2 (History) Trip to the Holocaust Museum - 15th

October and Newark Air Museum – 12th November.

Bikeability – 17th – 20th of November.

Term 3 - Antarctica (Geography)

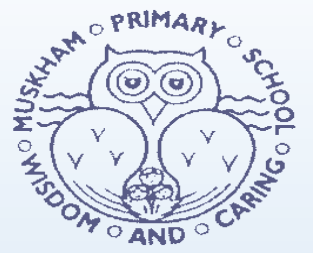
Term 4 – Rivers and Flooding (Geography) Local field study.

Term 5 – Who were the greatest –the Romans or the Greeks? (History)

Term 6 – Medicine and Disease through time. (History)

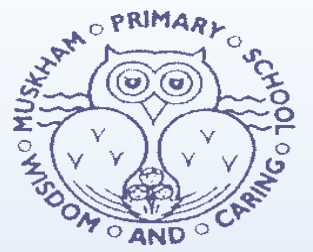
Year 5 & 6 Residential – 24th – 26th of May 2027

Year 6 Camp Out - TBC



Assessments

- Termly NFER or KS2 SATS Reading, Maths and SPAG assessments.
- Weekly TTRS multiplication checks.
- Spellings from weekly lists.
- Independent writing.
- Year 6 Statutory Attainment Tests (SATS) – May 10th – 13th 2027



Guided Workshops

Following formal and classroom based assessments, guided workshops are planned to ensure all children reach their potential. These could be

- After school workshops with the class teacher.
- Short small group or individual workshops with teaching assistant or teachers to focus on target area.

Find up-to-date information to keep your child safe online:



[Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](https://internetmatters.org)

Quick tips

4 tips to protect children at any age

See what you can do to keep them safe on social media, in video games and on devices with age-specific advice guides below.

Activate parental controls

Balance screen time

Check age limits

Chat regularly about the online space

NO children to have mobile phones in school.



Thank you.

Any questions?

Please email Mrs Palmer, if you have any questions or concerns.