



Meet the Teacher

Autumn Term 2026

Determined Deer Miss Wiltshire



Topic Overview



- Autumn – Dynamic Dynasties
- Spring Term – Ground-breaking Greeks
- Summer Term – Sow, Grow and Farm



Jigsaw



Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Puzzle overview: Being Me in My World		
In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.		
Ages 9-10	Knowledge	Social and emotional skills
	- I can face new challenges positively and know how to set personal goals - I know how to use my Jigsaw Journal - I understand my rights and responsibilities as a citizen of my country - I understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community and know how to participate in this	- I know what I value most about my school and can identify my hopes for this school year - I can empathise with people in this country whose lives are different to my own - I understand that my actions affect me and others - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth	



Jigsaw



This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 9-10	Goals, hopes and motivation - What are your goals for this year? - What are you most looking forward to? - What helps you stay motivated when something feels challenging?	Empathy, fairness and understanding others - How can you show empathy towards someone whose life is different from yours? - What does fairness mean to you? Why might some people have different opportunities to others?	Leadership, teamwork and contribution - What does being a good leader mean? - How can you work well as part of a team? - How does your behaviour affect a group you are part of?
	Rights, responsibilities and citizenship - What rights do you have as a child and as a citizen? - What responsibilities come with those rights? - Why is it important to take responsibility in your school and community?	Self, values and communities - What communities are you part of (e.g. school, clubs, sports, local groups)? What do you enjoy about them? - What makes a community feel safe, happy, and welcoming? How can you play a part in your communities and support others?	Democracy, choices and behaviour - What does it mean to have a voice in your school? - How can you take part in decisions that affect others? - How do rewards and consequences influence people's behaviour?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to support understanding of democracy, rights, responsibilities and community Influential Black Britons illustrated book - Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including empathy, fairness, diversity and belonging - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		



Educational Visits and Workshops



- Science trip – Magna in Spring 1.
- Topic local visit – Bassingham Allotments in Summer 1.
- Swimming – 16th April until 9th July.
- Topic visit – Lincolnshire Show in Summer 2.
- Residential to PGL in Summer 2.

Information will be sent out closer to the time.

Workshops and visitors are also planned during the school year.



Homework



Spelling:

- Morphs spelling game – more information to follow soon.

Maths:

- Times table Rockstars
- Maths Journals

Reading:

- 5 reads a week (10 minutes/1 chapter/ 1 page). Please record in reading diaries (awaiting delivery).

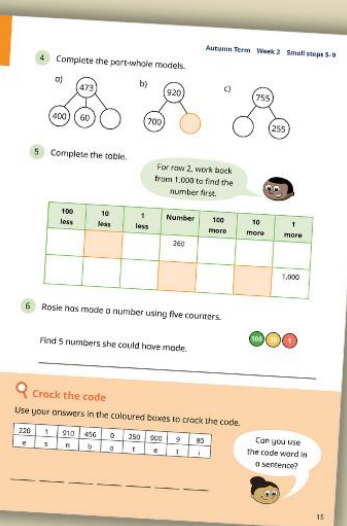
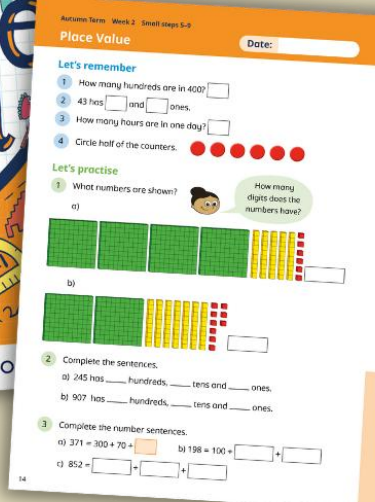
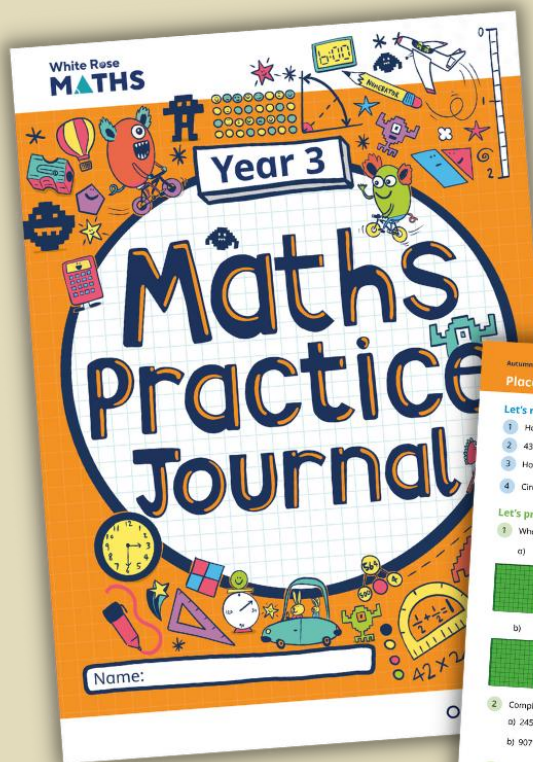
Given out on a Monday and returned the following Monday.

Maths Practice Journals



Key Stage 2

- One homework task per week – taking 20-30 minutes
- One knowledge organiser per block
- Two pages of self-reflection and assessment per term





Spring Term
Block 3 Decimals and percentages

 In this block, we explore equivalent fractions, decimals and percentages.

 This is what you have to do with 1. Each square represents $\frac{1}{100}$.
0.01 on the hundred column represents $\frac{1}{100}$ or 1%.

 There are $\frac{1}{10}$ shaded and $\frac{1}{10}$ shaded.
To show the decimal 0.2 = 0.16
 $\frac{16}{100} = 0.16 = 16\%$

 We can use place values to help us represent and compare 0.0270.

 The first number is 0.270
the second number is 0.222
The third number is 0.002 = 0.002
0.270 has 1 more tenth than 0.222 so it is the greater number.
0.270 > 0.222

Let's practise

Answers: 7. a. 100 b. 100 c. 100 d. 100 e. 100 f. 100 g. 100 h. 100 i. 100 j. 100 k. 100 l. 100 m. 100 n. 100 o. 100 p. 100 q. 100 r. 100 s. 100 t. 100 u. 100 v. 100 w. 100 x. 100 y. 100 z. 100

- Mixed questions focusing on the content covered in this week
- Familiar representations
- Mix of fluency, reasoning and problem solving
- Characters giving helpful hints throughout



Maths Practice Journals



Let's remember

Place value Autumn Term, Week 2, Book pages 5-6 **Date:** _____

Let's remember

- How many hundreds are in 400?
- 23 tens tens is 100 ones.
- How many hours are there in one day?
- Draw a circle around half of the counters.

Let's practise

1. What numbers are shown?

2. Compare the number sentences.

a) 245 has hundreds, tens and ones.

b) 507 has hundreds, tens and ones.

3. Complete the number sentences.

a) $375 = 300 + 70 + \square$

b) $180 = 100 + \square + \square$

c) $552 = \square + \square + \square$

Decimals and percentages Spring Term, Week 3, Book pages 30-31 **Date:** _____

Let's remember

- Write 0.5 as a fraction.
- Write 0.9 as a fraction.
- $2 \frac{1}{2} \times 3 = \square$
- $10 \times 20,000 = \square$

Let's practise

1. Ben is rounding 7.4 to the nearest whole number.

7.4 is 7.4. Ben rounds it to 7. Why is Ben wrong?

Use the number line to help you to explain why Ben is wrong.

2. Round the numbers to the nearest whole number.

a) 5.2 b) 6.1 c) 88.7 d) 2.08

3. Circle the number that has 1 decimal place.

a) 4.91 ☐ b) 4 ☐ c) 28.5 ☐

4. Round these numbers to 1 decimal place.

a) 6.78 b) 48.92

c) 38.21 d) 15.84

- Years 3 — 6
- Focusing on retrieval

- 1 Last week
- 2 2 weeks ago
- 3 3 to 4 weeks ago
- 4 Last term

Taking learning further

Autumn Term, Week 3, Book pages 9-10

Talk it out

What word problem could go with this addition?

$$5 + 3 = 8$$

Say it aloud.

Think of another addition problem.

☐ I think the addition problem could be...

☐ Another addition problem could be...

Think it out

There are 3 boys and 2 girls on a bus.

1 more boy and 2 more girls get on the bus.

How many children are now on the bus altogether?

What number bonds can help you?

How did you find these questions?

Spring Term, Week 4, Book pages 5-6

Talk it out

The parallelogram and the isosceles triangle have the same perimeter. Work out the value of x .

Explain to someone in your frame how you know.

☐ The perimeter of the parallelogram is the same as the perimeter of the triangle.

☐ I found the missing value. I need to...

Real world maths

Dani makes dolls.

She uses a formula to work out the cost, £ x , of making a doll.

$$£x = 10x + 100$$

Dani makes 150 dolls.

She sells them for £9.50 each.

How much profit does she make?

Do you know what a formula is? (You know what a formula is!)

How did you find these questions?

- 2 or 3 activities per week
- Talk it out
- Think it out
- Real world maths



School Values



INDEPENDENCE

thinking for ourselves, being self-motivated in our work and taking on responsibility.

RESILIENCE

is taking on challenges, not giving up when things get difficult and bouncing back after mistakes.

KINDNESS

is caring for other people's emotions, sharing what we have and making others feel valued and considered.

PRIDE

is taking care of the way we act and present ourselves so that we can be proud of our work and who we are.

TEAMWORK

is making sure everyone is listened to and can share their ideas so that we can overcome challenges and succeed together.

RESPECT

is valuing everyone equally, being polite, taking care of our school environment and celebrating our differences.

INDEPENDENCE	RESILIENCE																														
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Bring to school



- Diaries – (Currently waiting for them to arrive in school.)
- Reading book
- Water bottle
- Homework (Monday for marking).



Class Reminders



Labelling Clothes

Please make sure all of your child's school clothes are **clearly labelled** including their P.E kit. This makes it easier to return lost items of clothing.

P.E Kit

Children will need their PE kit on a **Thursday**. Children come to school in PE kit.



Uniform Reminders



School Uniform

It is important that children wear the correct Bassingham Primary School uniform.

Summer Uniform (optional)

- Blue + white checked dress, white socks
- Black, grey or navy shorts

PE Kit

- Black or navy shorts/jogging bottoms
- White t-shirt
- Plimsols (indoors) or trainers (outdoors)
- Plain navy sweatshirt or hoodie

Uniform Direct Needhams

Standard Uniform

- Black or navy shoes (no heels/trainers)
- Black, white, grey or navy socks/tights
- Black, grey or navy trousers/skirts/pinafore
- Pale blue or white polo shirt
- Navy blue sweatshirt or cardigan **with school logo** (no hoodies)



Social Media



- We have both a Facebook and Instagram account for school
- These aim to provide parents with a 'virtual window' into life at Bassingham!
- We will share the wonderful opportunities taking place for your children
- Please remember to ***like, comment and share***



Facebook: [@bassinghamprimaryschool](https://www.facebook.com/bassinghamprimaryschool)

Instagram: [@bassinghamprimary](https://www.instagram.com/bassinghamprimary)



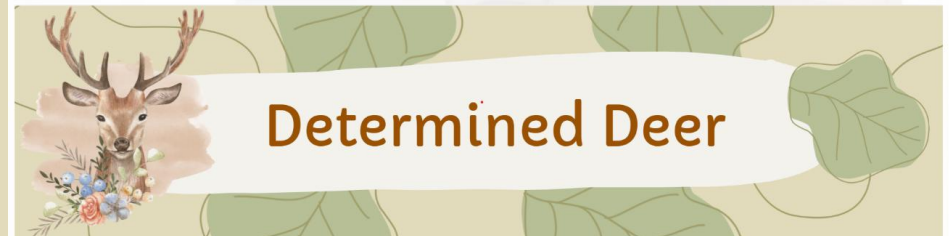


Class Pages



- Please have a look at our Class Page on the school website.
- I try to update it weekly with important dates for the next 2 weeks ahead.
- It has key reminders – timetable, homework, useful links.
- It has an overview of our topics and pictures from any wow moments.

Determined Deer



Determined Deer Class Page!

A warm welcome to the Determined Deer Class page.

Our Determined Deer Year 5 class are taught by Miss Wiltshire and supported by Miss De Mooij.



Communication



- **Class Teachers** – if you have a concern or query, then please contact your child's class teacher in the first instance. Most minor matters can be dealt with quickly and effectively each morning. If you require a longer or confidential conversation with a class teacher, this can be arranged via the school office or at the end of the school day at the gate.
- **Miss Wiltshire** (Upper School Lead) – if your concern or query has not been resolved and your child is Butterflies, Deer or Robins class, please arrange to discuss matters further with Miss Wiltshire. This can be arranged via the school office if needed.
- **Mrs McClymont/Mr Betts** (Deputy Headteacher/Headteacher) – if you have been through the relevant channels of communication above and your concern or query has not been resolved, please arrange to discuss matters further with Mrs McClymont or Mr Betts. This can be arranged via the school office if needed.



Questions



- **Phone:** 01522 788395
- **Email:** enquiries@bassinghamschool.org