

HEADTEACHER UPDATE

1st October 2026

YEAR R 2025	Communication & Language	PSED	Physical Development	Literacy	Mathematics	GLD Good Level of Development
	100%	100%	100%	86.4%	100%	86.4% LA- 71.9% National – 68.3%

YEAR R 2026	Communication & Language	PSED	Physical Development	Literacy	Mathematics	GLD Good Level of Development
	91.3%	91.3%	95.7%	87%	91.3%	87% LA- 76.1% National – 72.3%

YEAR 1 PHONICS SCREENING		2024	2025	2026
	Wherwell	92%	90%	100%
	LA	81%	81%	82%
	National	80%	80%	82%

KS2 SATS

Year 6 Data Expected +	Combined	Reading	Writing	Maths	GPS
School % (Previous Year)	80% (93%)	80% (100%)	80% (93%)	80% (93%)	80% (93%)
National %	63%	75%	73%	75%	74%
Local Authority % Provisional	63%	75%	73%	75%	72%

Year 6 Data GDS	Combined	Reading	Writing	Maths	GPS
School % (Previous Year)	20% (14%)	67% (64%)	27% (21%)	60% (29%)	47% (57%)
National %	9%	31%	13%	27%	30%
Local Authority % Provisional	9%	31%	14%	26%	27%

Year 4 Times Tables Check

Average score

	2026	2025	2024
Wherwell	21	18	16
Local Authority	21	21	20

Wherwell Primary School Improvement Plan Summary 2026 – 2027 *Let's Love To Learn and Thrive Together*	1) Maths	2) Writing	3) Non Core- Subject Leadership
	➢ To ensure that all children develop increasingly secure and automatic recall of fundamental number facts including number bonds, subitising, counting patterns and multiplication and division facts. ➢ To continue to embed the Mastering number programme in Year R, 1 and 2 ➢ To increase the frequency, quality and accessibility of problem solving opportunities from Year R to Year 6 ensuring pupils develop the language, reasoning skills and confidence to identify, represent and solve increasingly complex mathematical problems.	➢ To develop pupils' vocabulary so that they can select and use increasingly precise and ambitious language when speaking and writing across the curriculum. ➢ To develop pupils' sentence level knowledge so that they write increasingly accurate, varied and well- constructed sentences across a range of writing purposes. ➢ To increase pupils' independence and stamina and confidence as writers, with a particular focus on accelerating the progress of vulnerable pupils and reducing the attainment gap.	➢ Ensure that assessment is used effectively to inform planning and teaching within all non core subjects. ➢ To develop pupils' subject specific vocabulary progressively from Year R to Year 6. ➢ To further enhance the quality of teaching within the non core subjects.

MASTERING NUMBER

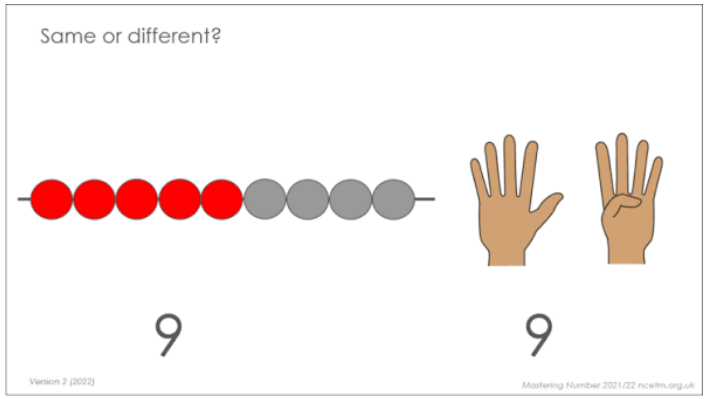
Year R, 1 and 2

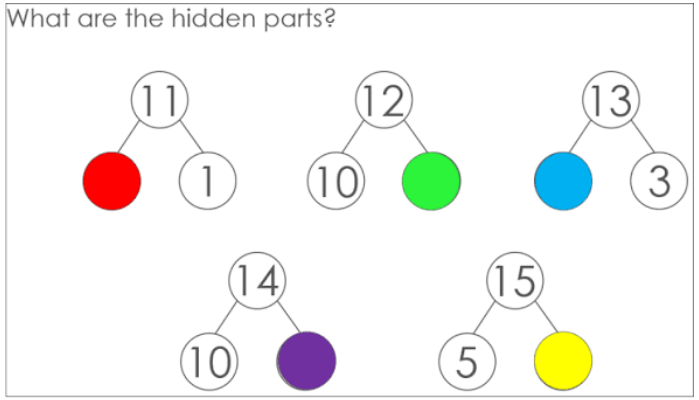
An educational initiative that helps children in Reception, Key Stage 1, and Key Stage 2 develop strong number sense, fluency, and automaticity in calculation.



Mastering number is a short session in addition to the Maths lesson a few times a week.

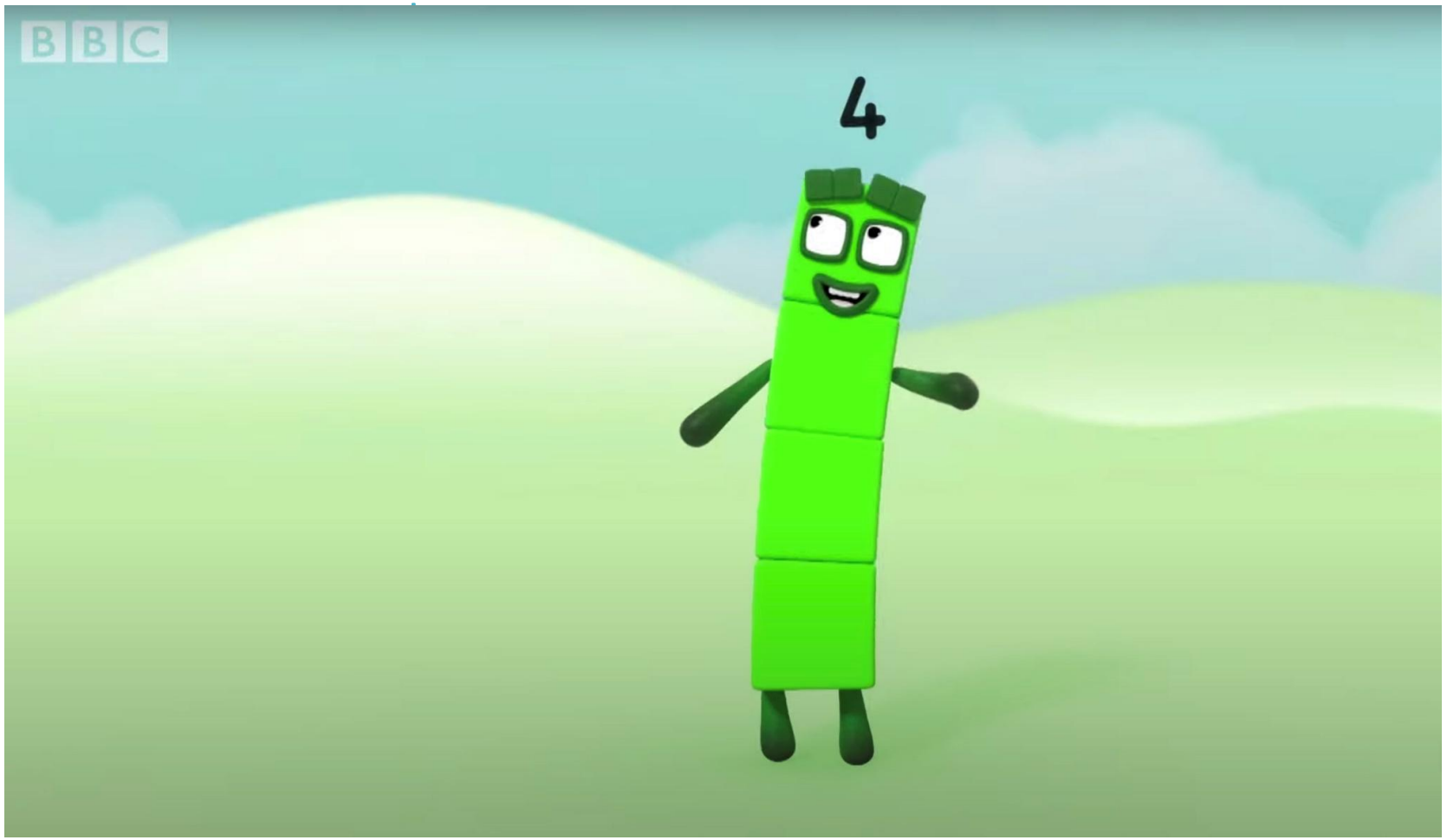






Numberblocks

Mastering Number is about helping children understand numbers, rather than simply learning to count.



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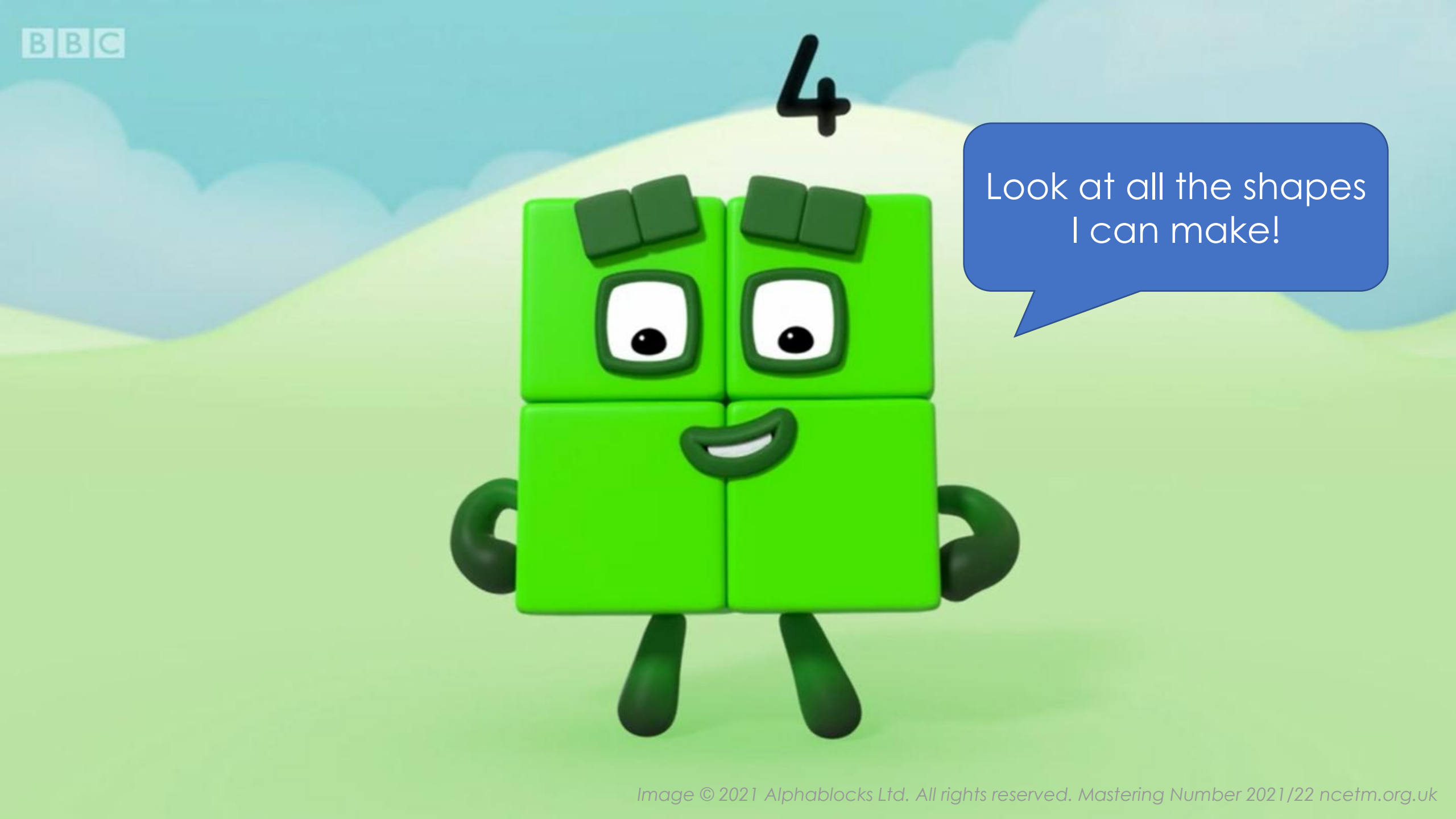


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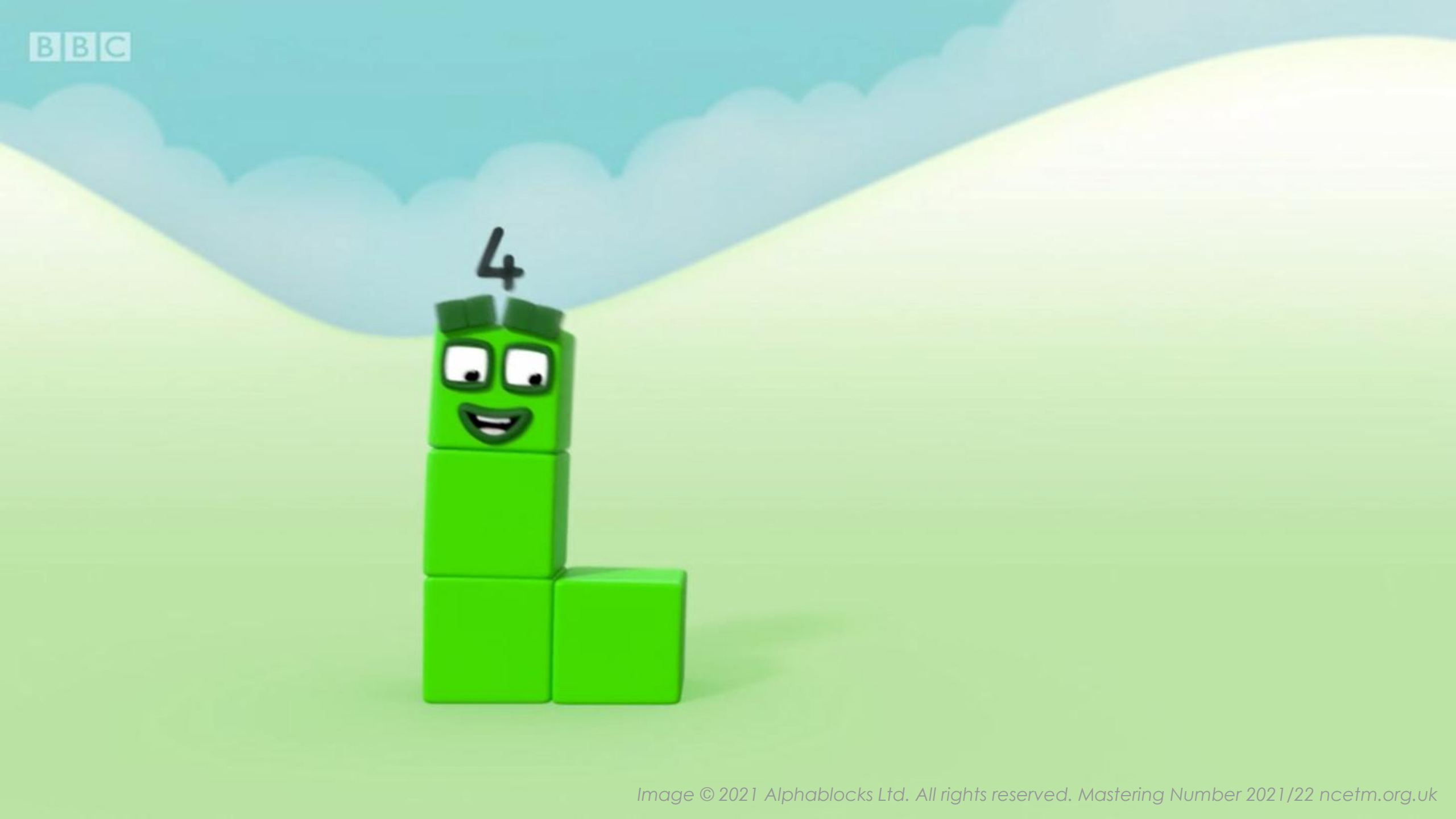


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BBC

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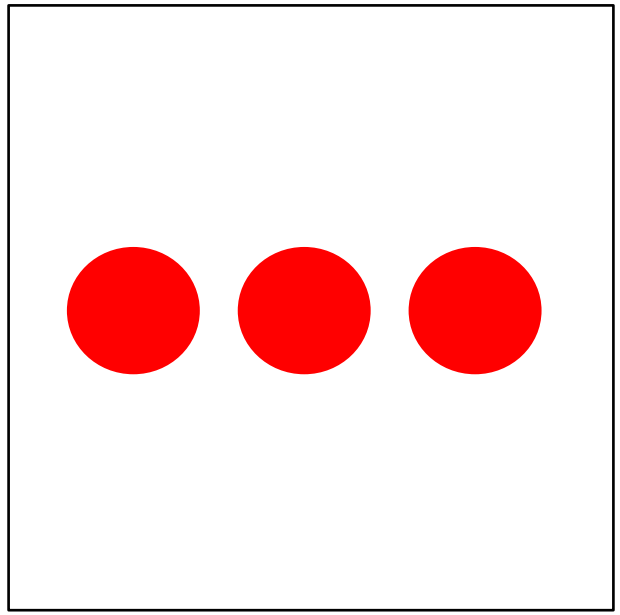


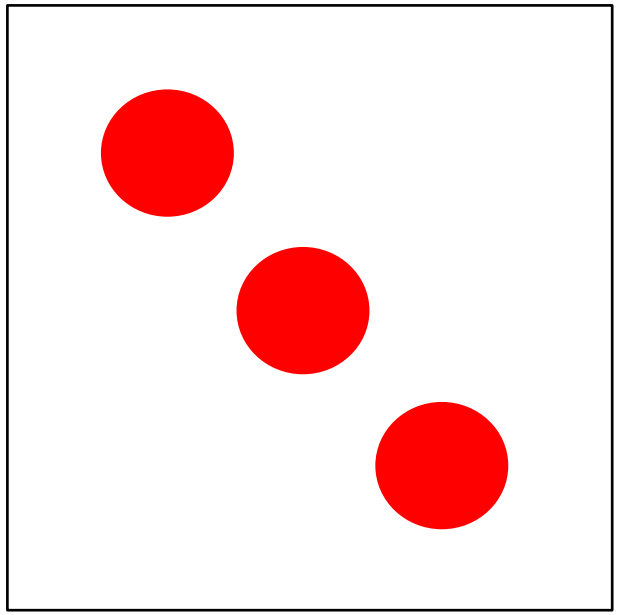
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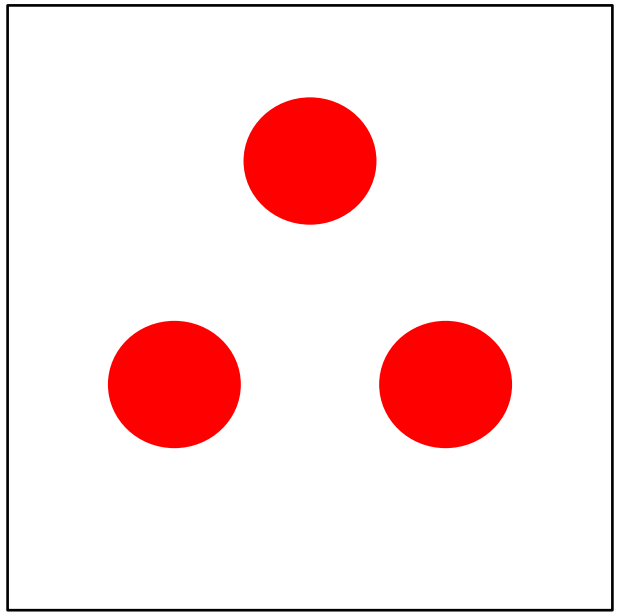
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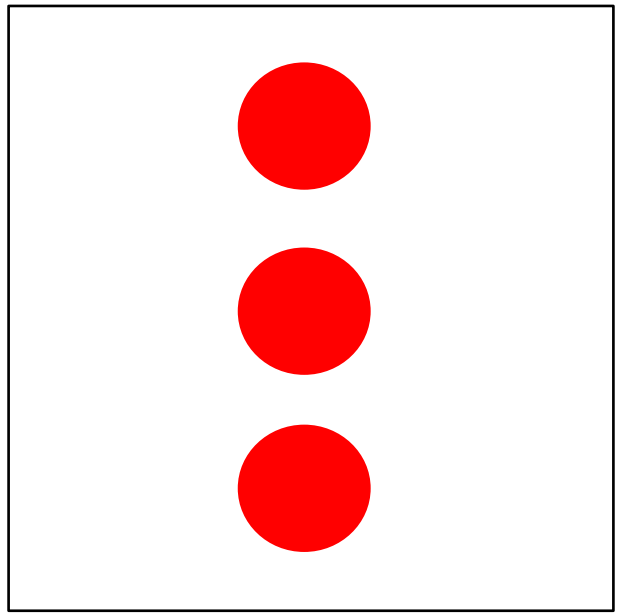


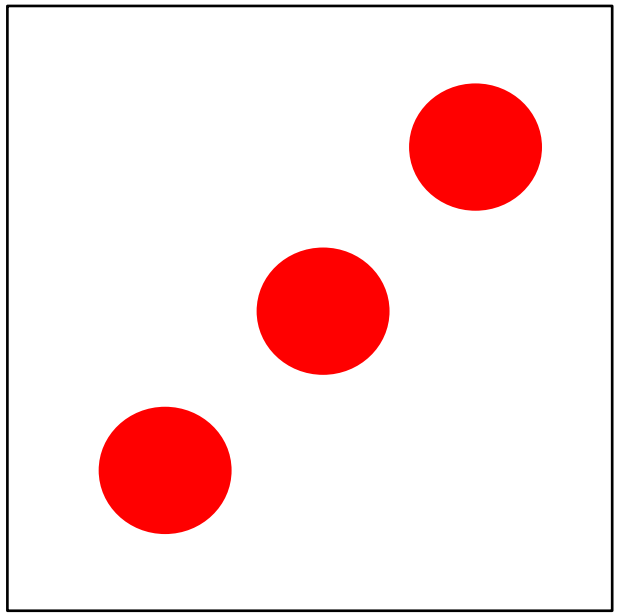
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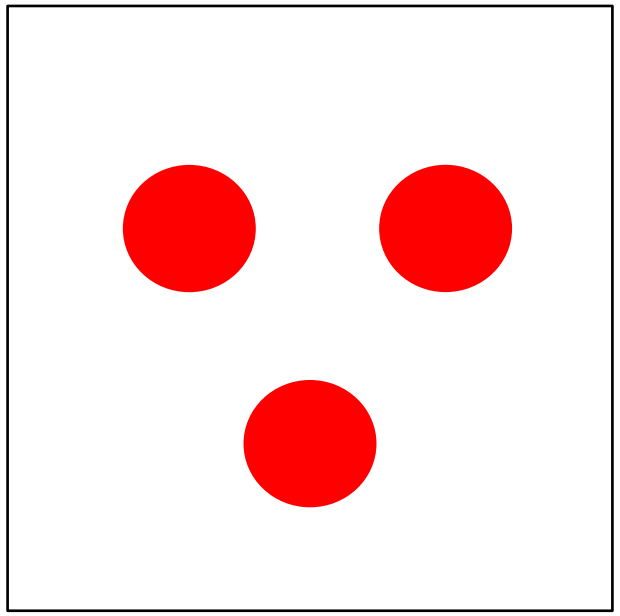












Pat









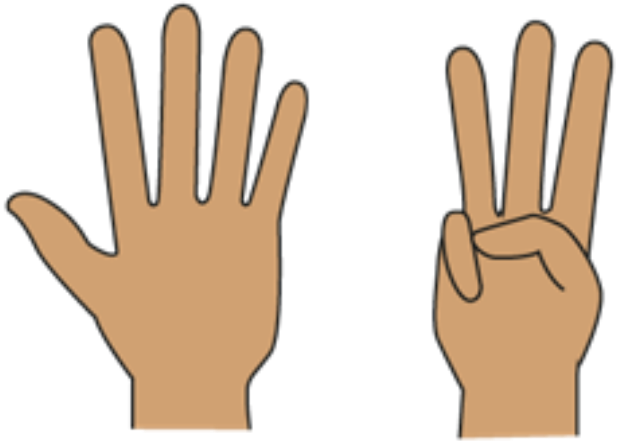
Sam



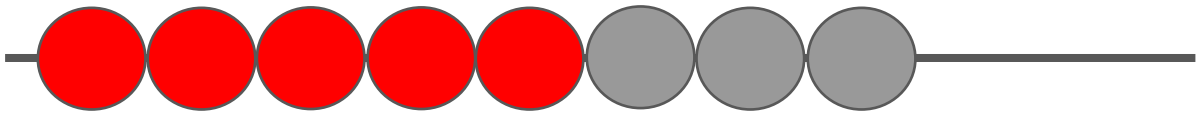




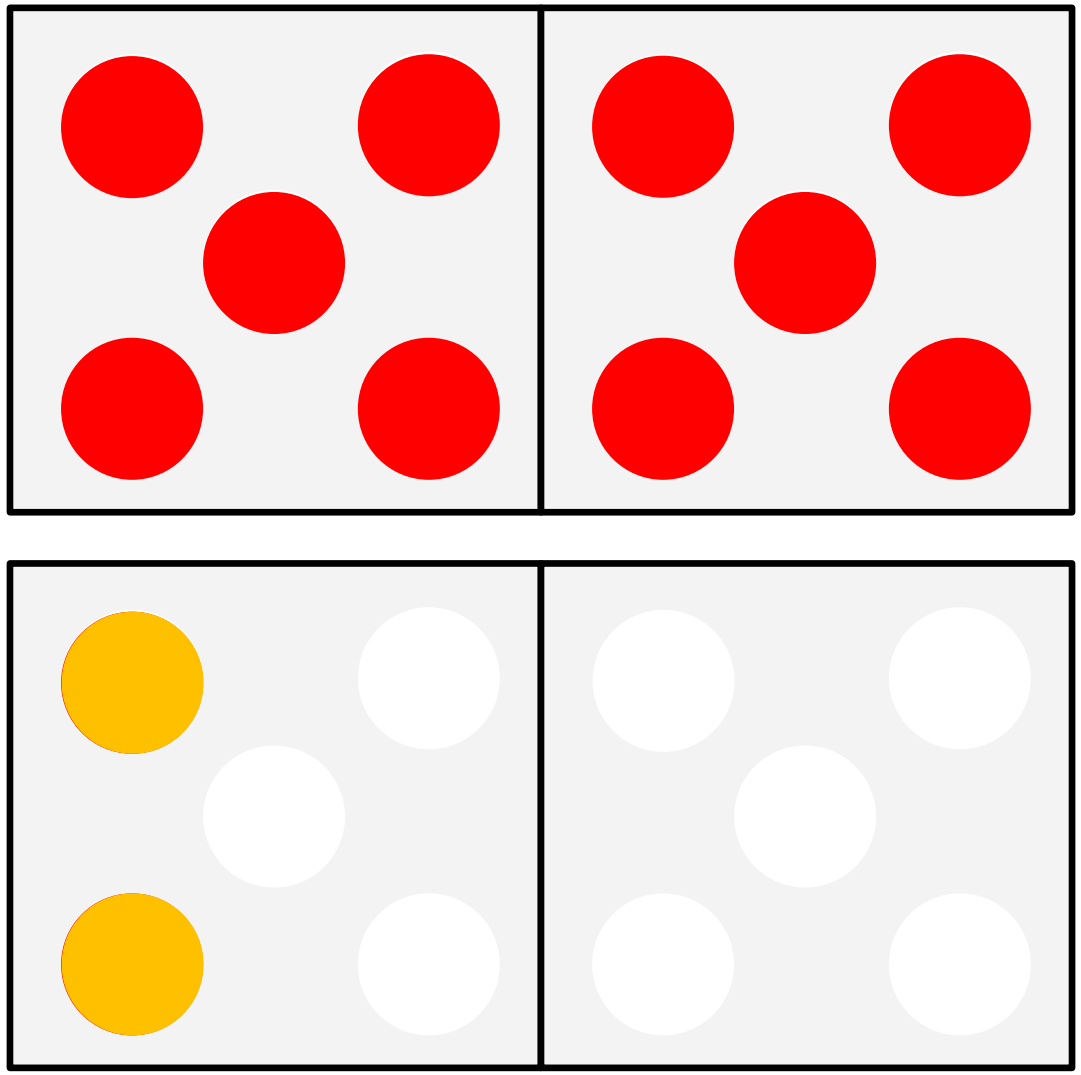
_____ has more than _____ .



8



_____ is made of 5 and _____ ;
5 and _____ make _____ .

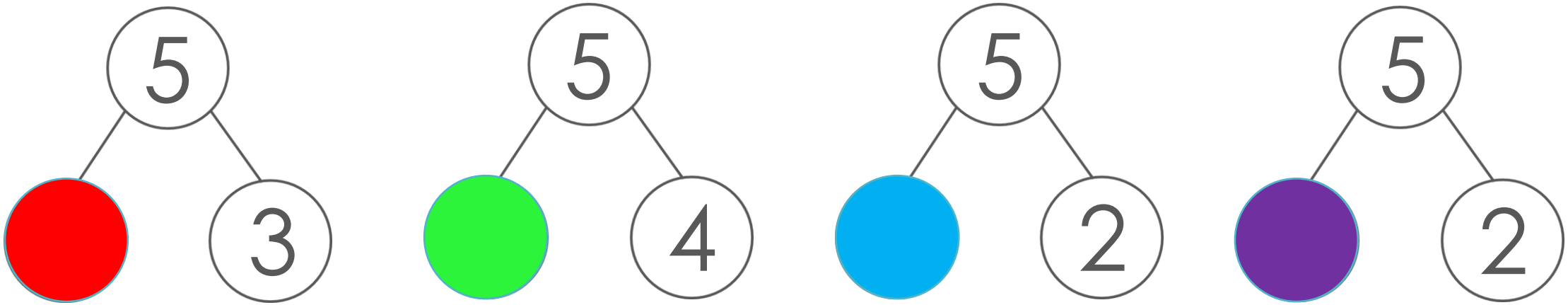


_____ is made of 10 and _____ ;
10 and _____ make _____ .

12

Twelve

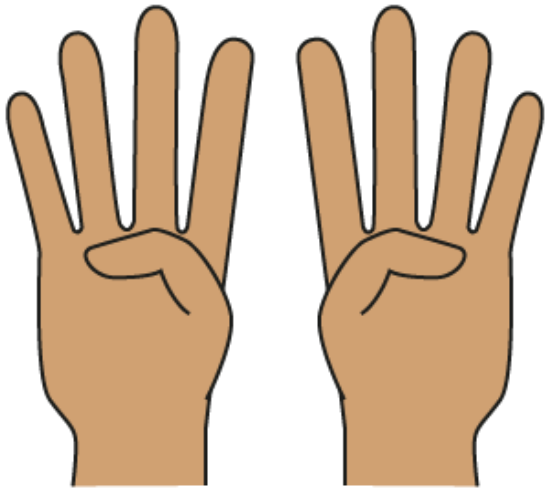
What are the hidden parts?



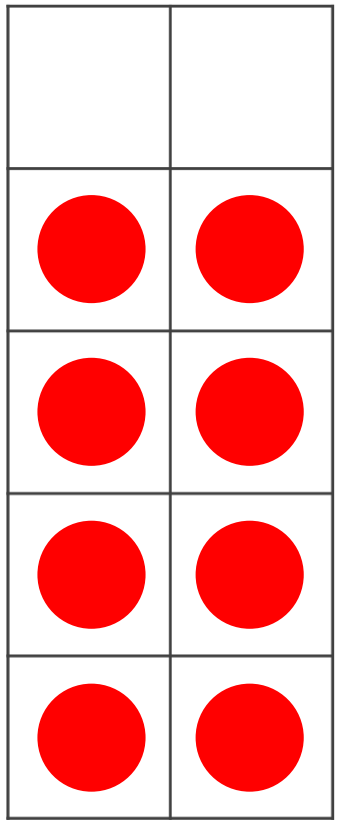
5 is made of ___ and ___;

___ and ___ make 5.

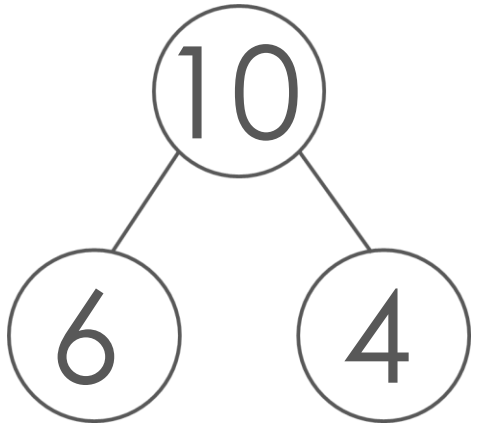
Same or different?



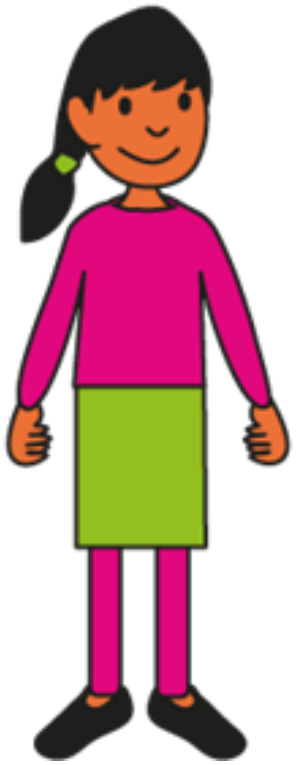
8



8



Can you complete the equations to match my part-part-whole diagram?



$6 + \boxed{4} = 10$

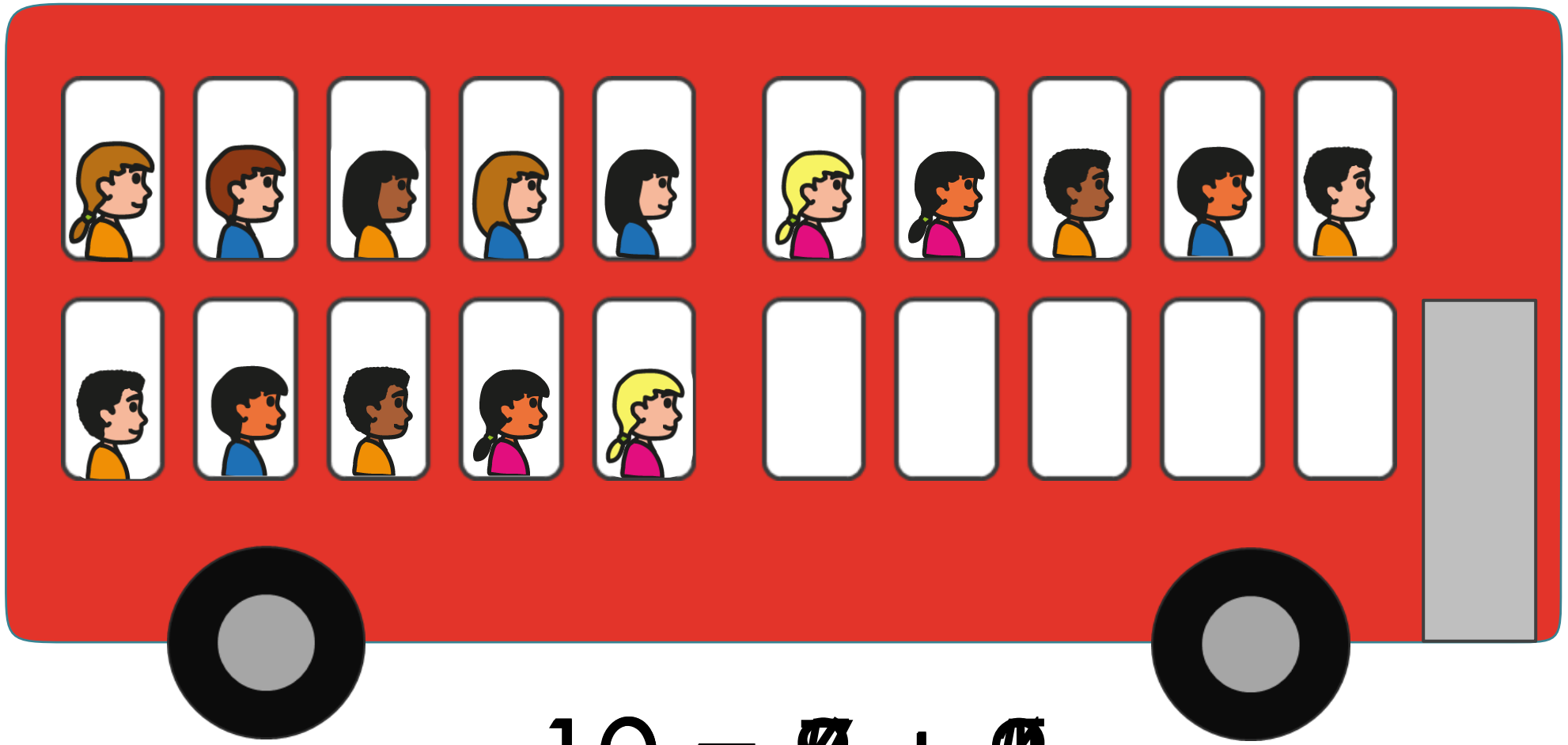
$10 - 6 = \boxed{4}$



"No more counting in ones"

NCETM
NATIONAL CENTRE for EXCELLENCE in the TEACHING of MATHEMATICS

Show what is happening on the 20-seater bus using your rekenrek!



$$10 = \square + \square$$

10 is equal to _____ plus _____ .

TIMES TABLES



Year 4 times table check (June)

The Year 4 Multiplication Tables Check (MTC) is an online, on-screen assessment in England that tests pupils' fluent recall of times tables up to 12 × 12. completed in June

What the Test Involves

Format: An interactive, online test completed on a computer or tablet.

Questions: 25 multiplication questions ranging from the 2x to the 12x tables. It does not test division facts or the 1x table.

Timing: Pupils get **6 seconds** to answer each question, with a **3-second rest** between questions. The total test takes less than 5 minutes.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

TIMES TABLES

Expectations for times tables for each year group	
Year 1	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Year 4	Recall and use multiplication and division facts for tables up to 12 x 12
Year 5	Revision of all times tables and division facts up to 12 x 12
Year 6	Revision of all times tables and division facts up to 12 x 12

Why are times tables so important?

YEAR 5

17 $\frac{5}{7} + \frac{3}{21} =$

x3

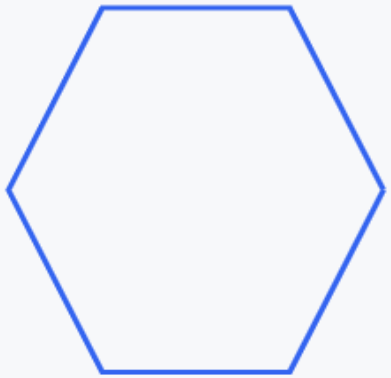
$\frac{5}{7} = \frac{15}{21}$ (x3)

$\frac{15}{21} + \frac{3}{21} = \frac{18}{21}$

$\frac{18}{21}$

KS2 SATs Reasoning: Perimeter & Times Tables

Not actual size



8 cm
Regular Hexagon



Square

These two shapes have the same perimeter.

The length of each side of the hexagon is 8 centimetres.
Calculate the area of the square.

Show your method.

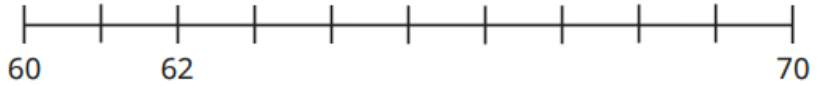
MATHS PROBLEM SOLVING

READ	• the problem carefully 
CHOOSE	• a strategy 
SOLVE	• the problem 
CHECK	• the solution 

Example of Year 3

Key learning

- Use the number lines to help you complete the sentences.



62 is closer to _____ than _____



840 is closer to _____ than _____



478 is closer to _____ than _____

- Work out the calculations.

▸ 80 + 30	78 + 33	
▸ 700 – 500	670 – 480	
▸ 200 + 100	240 + 120	237 + 118

In each set, which calculation was easiest to work out?

- Tommy is estimating the answer to 482 – 194

Use Tommy's method to estimate the answers to the calculations.

482 is close to 500
194 is close to 200
500 – 200 = 300

132 + 724	561 – 289	909 – 375	443 + 459

- Mr Hall has £560

Estimate whether Mr Hall can afford to buy both the laptop and the printer.



- Write < or > to complete the statements.

27 ◯ 30	27 + 49 ◯ 30 + 50
44 ◯ 40	44 + 72 ◯ 40 + 70
132 ◯ 130	400 – 132 ◯ 400 – 130
138 ◯ 140	400 – 138 ◯ 400 – 140

Part 1

What next?

0	0	1	1	2	2	3



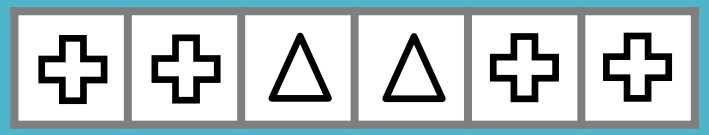


0	0	0	0	0	0	0

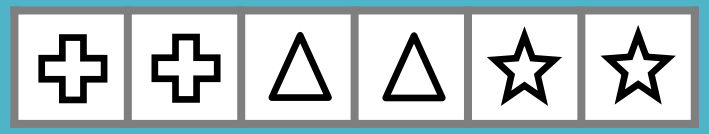
Part 2

Match a number pattern to a shape pattern.

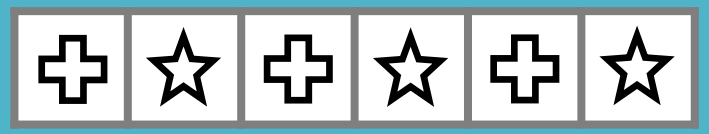
4	4	5	5	6	6



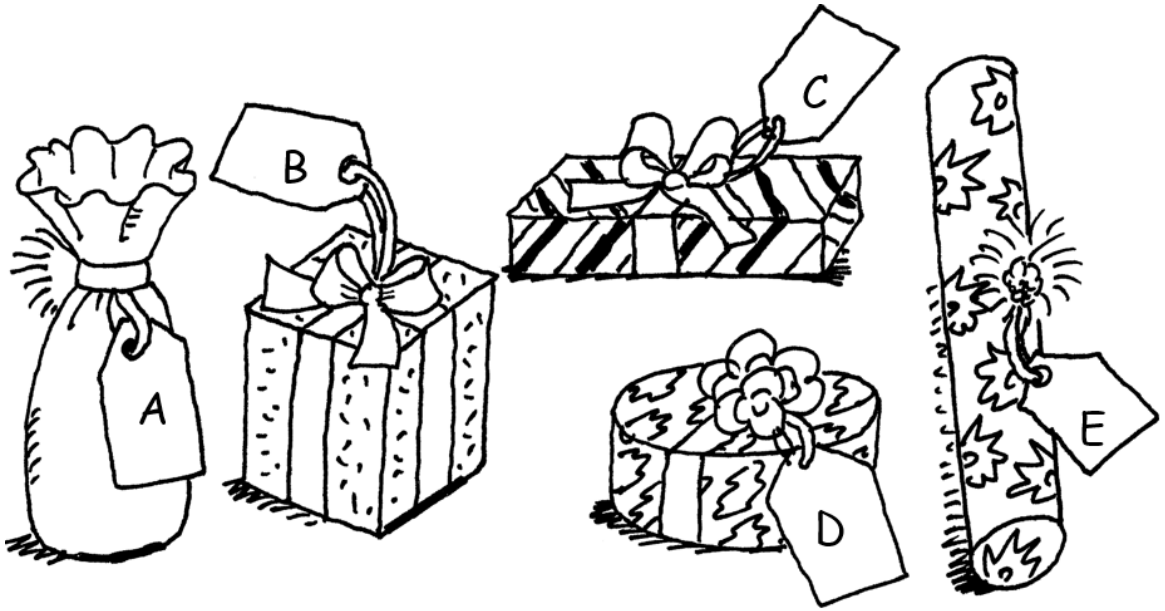
4	6	4	6	4	6



4	4	5	5	4	4



Examples of Maths problem solving



For A and B he paid a total of £6.
For B and C he paid a total of £10.
For C and D he paid a total of £7.
For D and E he paid a total of £9.

How much did Gurmit pay for each present?

Rows of coins



1. Take five coins: 1p, 2p, 5p, 10p, 20p.Put them in a row using these clues.
   The total of the first three coins is 27p.
   The total of the last three coins is 31p.
   The last coin is double the value of the first coin.



Noah saw 12 legs walk by into the ark.

How many creatures could he have seen?

How many different answers can you find?

Can you explain how you found out these answers?

This is a 750ml bottle of concentrated orange squash.



It is enough to make fifteen 250ml glasses of diluted orange drink.



How much water is needed to make 10 litres of this drink?

VOCABULARY


education
language
vocabulary
dictionary
writing
communication
translator
knowledge
letters
text
write
class
school
correction
information
foreign
verb
book
student
detail
success
notebook
explanation
pronoun
teacher
lexicon
educational
interpreter
learning
primary
exercise
concept
educate
paper
homework
child
university
teaching
test
composition
check
pronunciation
glossary
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grammar
lesson
read
letter
classroom
work
word
punctuation
document
study
spell
translation
article
english
definition
print
meaning
studying

Vocabulary





GEOGRAPHY - OUR KEY QUESTION IS...
What is it like here?

Puffins Autumn 1
Knowledge Organiser

KEY VOCABULARY

aerial view: A view from above (bird's eye view).

feature: Important objects on a map.

location: A particular place or position.

landmark: An object or feature that makes somewhere easily recognisable.

map: A drawing to show where things are.

symbol: Something that represents something else on a map (for example, a triangle to mean a tree)

direction: The way to get somewhere.

questionnaire: A set of questions used to get information from people.

KEY FACTS TO LEARN AND REMEMBE

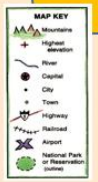
1. To know the name of the village our school is in.



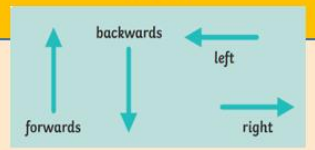
2. To be able to identify at least 3 features of the local area on an aerial photograph.

To kno
ma
inforr

4. To use simple shapes or symbols to create features on a map.

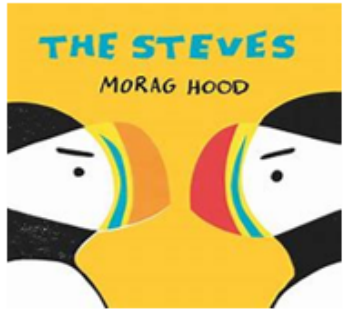


5. To use simple directional language to describe the location of features in the local area.



Writing Journey start date: 9th September 2026.

Text Driver: The Steves by Morag Hood.



Vocabulary	
Year 1	**Year 2**
I older wiser taller greatest fastest strongest	I'm prove champion weird greatest

Outcome:

Purpose: To inform

Audience: Puffins Class

Form: An 'All about Me' poster

The skills we will be practising are:
- Starting a sentence with the personal pronoun 'I'
- Developing our vocabulary
- Using capital letters
- Orally compose a sentence before writing
- Developing our vocabulary through discussion

How to support at home

When you read together, discuss the meaning of vocabulary. Don't assume children know the meaning of words.

When you read together or listen to your child reading, ask questions about what has happened and make predictions about what might happen next.

TEACHING SENTENCE LEVEL WORK

Reception



EYFS Framework statement: articulating ideas and structuring them in speech, before writing.



Year 1: The dog barked and showed its teeth.

National curriculum statement: Joining words and joining clauses using 'and'.

Year 2: The dog barked because it heard a noise.

National curriculum statement: Learn how to use subordination 'because'

Year 3/4: The dog barked loudly because it could hear somebody outside.

National curriculum statement: Using conjunctions, adverbs and prepositions to express time and cause

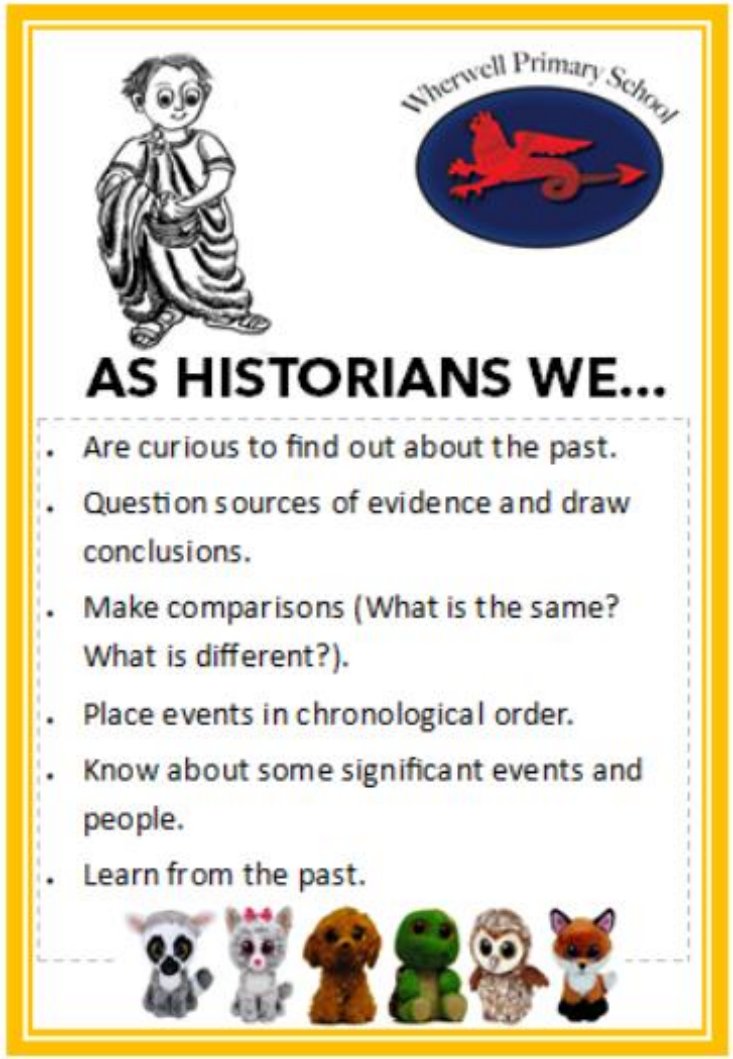
Year 5/6: The dog, which was usually quiet, barked loudly.

National curriculum statement: Using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

Non core subjects

GEOGRAPHY, ART, PE, COMPUTING, RSHE, RE, SPANISH







Autumn 1 Knowledge Organiser





DT - OUR KEY QUESTION IS…

Can you design and make a stable pencil pot?

KEY VOCABULARY

equipment – things that are used or made for a certain activity.

join – to put, bring or fasten together.

base – the bottom part that holds something up.

design – a plan that helps people to make something.

prototype – a test or model to be able to improve.

evaluation – to judge how well something has gone.

KEY FACTS TO LEARN AND REMEMBER

1. To know that a wider base is used in order to support the structure.



2. To know that there are different ways to join materials.



3. To know that a prototype is a test model.



4. To know that designers use the process of Design – Make – Evaluate.



Questions or feedback?

