

Welcome! 😊

- Congratulations to our Head Boy and Head Girl, Shay and Maja
- A huge thank you to everyone in Year 6 😊
- We have lots to look forward to – lucky us!



Purposes of the Meeting

- Welcome you, and your child, into Year 6
- Outline our expectations for the year
- Explain what the KS2 SATs are and why we do them
- Provide examples of SATs materials for you to look at in your own time
- Discuss available support for you children in school
- Suggestions of support that can be given at home
- Give you a chance to ask any questions you may have about the year ahead



Our expectations for the year ahead...

- Homework is set every Friday and is due in the following Friday
 - Homework books will be celebrated in the last week of each half term – just like in Year 5.
- Homework will involve: TTRockstars, Spelling Shed, reading and an extra piece (usually maths) set on Google Classroom.
- Planners are to be signed every day to show that your child is reading 5 x weekly.
- I am always here to discuss any matters you feel are relevant to be shared with school.

<http://www.stmaryoftheangels.co.uk/class/year-6>

Curriculum Overview for Year 6 – 2023/2024

SUBJECT Class Book:	AUTUMN TERM Letters From The Lighthouse	SPRING TERM Room 13	SUMMER TERM Holes
Main Topic	Life in World War II	Who were the Maya? What's it like in South America?	I Am Special I Am Me
ENGLISH	<p>Reading, Writing, S&L, Manfish – Jennifer Berne</p> <p>Star of Fear, Star of Hope-Jo Hoest World War II poetry</p>	<p>Reading, Writing, S&L, Can we save the tiger? – Martin Jenkins</p> <p>The Selfish Giant - Oscar Wilde</p>	<p>Reading, Writing, S&L, Island – Jemmy Button – Jason Chin</p> <p>Great Adventurers – Alasdair Humphreys</p>
MATHS	<ul style="list-style-type: none"> • Number- Place Value • Number- Addition and Subtraction • Number – Multiplication and Division • Number – Fractions • Geometry – Position and Direction 	<ul style="list-style-type: none"> • Number – Decimals and Percentages • Algebra – substituting numbers for letter • Measurement – converting units • Measurement – perimeter, area and volume • Number – Ratio and proportion • Statistics – handling data 	<ul style="list-style-type: none"> • Geometry – properties of shape • Revision Units • Problem Solving and Investigations • Binary Numbers • Calculator Skills
RELIGIOUS EDUCATION	<p>The Kingdom of God <i>Reflect on what the Kingdom of God is like and how we can build the Kingdom today</i></p> <p>Justice <i>Understand what Justice is and how we are called to work for it</i></p>	<p>Exploring The Mass <i>Exploring Jesus as 'The Bread of Life' and deepening our understanding of the Mass</i></p> <p>Jesus, the Messiah <i>Deepening our understanding of Jesus as the Christ.</i></p>	<p>The Transforming Spirit <i>Know and reflect on our calling to be disciples of Jesus.</i></p> <p>Called to Serve <i>Be aware of Jesus' teaching and example of service and how we should try to be like him</i></p>
SCIENCE	<p>Light <i>How it travels, How we see things Reflection and refraction,</i></p> <p>Electricity <i>Components of a circuit, application, Use of circuit diagrams, analysis,</i></p>	<p>Evolution and inheritance <i>Recognise how living things change over time and fossils provide information about the past.</i></p> <p>Living things and their habitats <i>Classification – linked to topic Keys and food chains/food webs</i></p>	<p>Animals, including humans <i>Human circulatory system, impact of diet, exercise, drugs and lifestyle on the body.</i></p> <p>Chemistry with Cabbage Workshop <i>Working with Dr Wilson</i></p>
PSHCE/SRE	<p>Journey in Love <i>God loves me in my changing development</i></p> <p>No Outsiders <i>Recognising and valuing freedoms Rights and Responsibilities</i></p>	<p>Journey in Love <i>The wonder of God's love in creating new life</i></p> <p>No Outsiders <i>Promoting respect for diversity Equality and Diversity</i></p>	<p>Journey in Love <i>I Am Special, I am Me Topic Cross-curricular themed learning</i></p> <p>No Outsiders <i>Accepting differences and overcoming fears about differences</i></p>

GEOGRAPHY	COMBINED TOPIC Life in World War II <i>A study of World War II in our local area and our country</i>		COMBINED TOPIC Who were the Maya? <i>A study of the Ancient Maya Civilisation</i> What's it like in South America? <i>A study of the human and physical geography of South America.</i>		COMBINED TOPIC Communication through Time <i>Changes to an aspect of social history (communication) in the 20th century</i>	
HISTORY						
COMPUTING	6.1 Coding 6.2 Online Safety 6.3 Spreadsheets		6.4 Blogging 6.5 Text Adventures Enrichment: E-Safety Week		6.6 Networks 6.7 Quizzing 6.8 Binary (link to Maths)	
ART	<ul style="list-style-type: none"> - Create a piece of artwork inspired by LS Lowry using charcoals and pencils - Create a piece of Blitz artwork using charcoal, pastels and pencils 		<ul style="list-style-type: none"> - Create tile prints inspired by Athos Bulcao - Create a piece of artwork inspired by Henri Rousseau using pencils, pastels and paints - Create an alternative cover for a children's book using e-resources 		<ul style="list-style-type: none"> - Production – creating set pieces for our KS2 production - Create a book cover and illustrations inspired by Liz Pichon - Draw a self-portrait using watercolours and pencils inspired by Julian Opie 	
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> • Designing, Making and Evaluating Anderson shelters • Food Tech – following a fruit cake recipe • Designing, making and evaluating felt Christmas decorations 		<ul style="list-style-type: none"> • Designing, making and evaluating Maya masks • Cooking and Nutrition– Traditional SA cuisine (understand and apply the principles of a healthy and varied diet within a budget) 		<ul style="list-style-type: none"> • Designing, making and evaluating rollercoasters • Designing, making and evaluating teddies for EYFS children 	
MUSIC	<ul style="list-style-type: none"> • Charanga Units • Singing and performing • Glockenspiels 		<ul style="list-style-type: none"> • Philharmonic Hall Music Project • Traditional Music of South America • Singing and Performing – Summer Production 			
SPANISH	<i>Telling the time</i> <i>Daily life of a superhero</i> <i>Homes and houses</i> <i>Elf on the shelf</i>		<i>Sports</i> <i>At the funfair</i> <i>My favourite things</i> <i>Tradition</i>		<i>Tapas culture</i> <i>Café culture</i> <i>Performance time</i> <i>Transition</i>	
PE/GAMES	Tennis	Gymnastics	Football	Dance	Rounders	Athletics

Why do we complete SATs?

- It is a statutory requirement for all Year 6 pupils. The SATs will go ahead this year for the third year since the pandemic.
- SATs help teachers – and you – learn more about your child's areas of strength and areas of development.
- They can also measure how much each child improves from one Key Stage to another.

When and how are the SATs completed?

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked *externally*.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes

Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes

Reading – 60 minutes

Maths (paper 1: Arithmetic) – 30 minutes

Maths (paper 2: Reasoning) – 40 minutes

Maths (paper 3: Reasoning) – 40 minutes

Spelling, Punctuation and Grammar – Paper 1 (Monday)

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Example questions

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

1

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1 mark

Grammar, Punctuation and Spelling – Paper 2 (Monday)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting roughly 15 minutes and focuses solely on spelling. Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Spelling 19: The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

Spelling 20: The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

Reading (Tuesday)

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

Children will be asked questions which require skills such as:

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Identify/ explain how meaning is enhanced through choice of words and phrases.

Example questions

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Example questions



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Requirement	Mark
In what way is <i>buzz pollination</i> more useful than other forms of pollination?	1m
Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction	
Award 1 mark for reference to either of the following:	
1. it releases pollen that would otherwise stay inside the flower, e.g. <ul style="list-style-type: none">• <i>because it releases trapped pollen that they wouldn't have been able to get out</i>• <i>it makes a buzz that gets more pollen than other bees do</i>• <i>it helps release more pollen.</i>	
2. key produce is more expensive / harder to get without it, e.g. <ul style="list-style-type: none">• <i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i>• <i>it means we can buy more common foods cheaper</i>• <i>it would be harder to grow beans.</i>	

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular:

In the 2019 Reading SATs paper:

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Maths Paper 1 – Arithmetic (Wednesday)

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23	×	$\begin{array}{r} 836 \\ 27 \\ \hline \end{array}$	<div style="border: 2px solid #00a0e3; width: 80px; height: 40px; margin: auto;"></div> <input type="checkbox"/> 2 marks
Show your method			

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Example questions

6

$5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11

$\boxed{22} = 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15

$60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10

1 mark

18

$20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600

1 mark

Maths Papers 2 and 3 – Reasoning (Wednesday and Thursday)

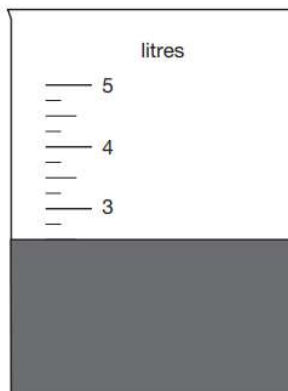
These tests have a total of 35 marks each. These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Example questions

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Example question

18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

How do we support and prepare your child in Year 6?

- Focused lessons on key objectives and revise key areas of learning.
- Practise arithmetic tests
- SATs papers
- Spelling sessions 3 x weekly
- Small group work with Miss Moore, Miss Filson or Mrs Turley
- Interventions where needed
- Whole class reading sessions at least 3 times per week
- Homework to revise key areas of learning
- Supported editing time in writing
- Time to respond to marking in exercise books to boost understanding
- Pre-SATs breakfast club during SATs week
- Time to talk whenever they need it 😊

How do we support and prepare your child in Year 6?

At St. Mary of the Angels Catholic Primary School, we firmly believe that through nurturing the health and wellbeing of our pupils, we assist them in improving their academic outcomes and enjoying a positive-lifelong journey in education.

If you feel that there may be barriers to your child's learning, please speak to your child's class teacher for further advice.

Barriers to learning may include:

- Anxiety and worries
- Difficulties at home
- Poor behaviour for learning
- Issues concerning bullying/friendships/social anxieties
- Dealing with bereavement/loss
- General disaffection and disengagement from learning
- Worries about transferring from primary to high school
- Difficulties with organisation
- Anger Management
- SEMH- Social skills, Self-esteem, Honesty, Positive thinking
- Emotional Literacy Support Assistant (ELSA)
- Mental Health

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How can we help?

- Provide support for all children's well-being
- Here to provide non-judgemental and confidential support to all our pupils and families
- Work closely with teaching staff and families to help children achieve their full potential
- Use a variety of activities, strategies and interventions within school on a bespoke basis to those in need
- Provide short term interventions focussed on providing an emotional toolkit
- Signpost further support agencies

How can you support your child in reading?

- First and foremost, focus on developing an enjoyment and love of reading!
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

How can you support your child in maths?

- Encourage children to login and play on TTRockstars. This will improve crucial recall of times tables.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

How can you support your child in writing?

- Ensure your child is completing their weekly spelling homework.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Advice for Year 6 children

- Listen to your teachers and key adults in school
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well; this will help your brain.
- Don't panic! Hearing 'SATs' can often make you feel worried or nervous – they really are not as bad as you might think.
- Remember that the Year 6 SATs last for 4 days out of your whole life – and out of our amazing year together!

Thank you!



Any questions?

