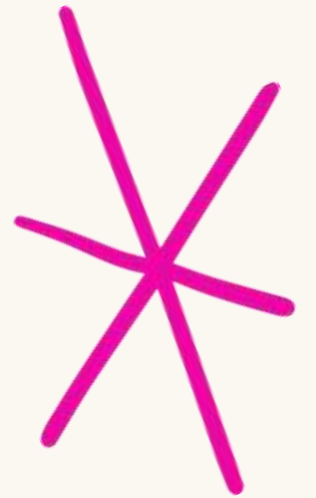




Year 6



PARENT WORKSHOP

Miss Brown



Welcome to year 5! It is lovely to see all the children back in school. They have settled in well and are getting used to our new routines.

I am eager to share lots of interesting and exciting lessons and learning with the children.

I hope you will find these slides useful, if you have any questions please do not hesitate to send an email to the office which will then be forwarded to myself.





School day

Children can start coming in to school at 08:40 with all children in class by 08:50. At the end of the day, children can be collected between 15:20 and 15:25.

Our lunch time is between 12:20 and 13:10.

Year 5 lunch begins at 12:25 and ends at 1:10pm.



Absences

Please inform school on the first day of absence that your child is not in school. We are required by law to log the reason for any absence. If we do not know why your child is not in school, the absence will be recorded as unauthorised and shown on your child's report at the end of the year.

If your child has a medical appointment, please email the school office with confirmation of this. This is a requirement of the local authority. Children are expected to return to school if possible.

Lateness into the classroom must be avoided as children who are late miss vital teaching points.

As you are aware, holidays cannot be authorised in school time.



What to wear:

Pupils at St Thomas's are expected to wear school uniform every day except their PE days when they are to come in their sports kit.

Our full uniform list can be found on our website.

Please remember to label all clothing so that it can easily be identified and returned to you.

We ask that children use only the reading bags.

Girls:

Royal blue sweat shirt or cardigan. Bright yellow polo shirt. Grey skirt, pinafore or trousers, White socks, grey or black tights. Black school shoes (no trainers)

Yellow/white gingham dress is optional for Summer

Boys:

Royal blue sweat shirt. Grey trousers or shorts. Bright yellow polo shirt. Grey or black socks. Black school shoes (no trainers)

*Personal Property:
Children are asked to leave valuable possessions at home as school cannot be held responsible for its safety.*

PE Kit:

Indoor:
Navy short, plain white T-shirt and black plimsoles. Your child will need a named drawstring bag to be hung in the cloakroom.

Outdoor:
Navy tracksuit and trainers.

PLAYTIMES AND DINNER TIMES



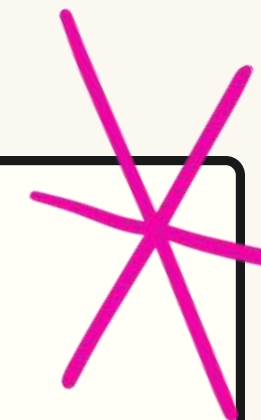
- **PLAYTIMES:**

We have one playtime in the morning at 10:35am and one in the afternoon. The afternoon playtime will be a 10 minute exercise session (daily mile) at 2:25pm. Children need to bring a coat to school every day and in warm weather, a sunhat and sun cream is recommended. Please name all of these items. As a health promoting school, KS2 children may bring a piece of fruit to eat at playtime.

We ask that you ensure that your child brings their water bottle to school each day.

- **DINNER TIMES:**

We strongly encourage children to choose a school dinner, as storing packed lunch boxes has to be in their classroom and are not kept refridgerated.





HOME TIME:

For your child's safety, we ask that all infant children are collected by one responsible adult at their individual time. If a different adult than usual is to meet your child, please inform school via email or speak to your child's class teacher.

Children can meet their parents outside the school gate from Y4 onwards, once you have sent an email confirming this to the school office. **Teachers will keep a record of this in their classroom.** Please remind your child to come back into school if they cannot see you.

If older children are to go home alone, please make sure they understand the importance of going straight home.



Communication



We hope to communicate with parents as effectively as possible at St Thomas through:

- email
- regular Newsletters via email
- Dojos



Please also check your child's reading bag to make sure that you do not miss information sent out.

If you have any concerns or information that you feel we need to know, please contact your child's class teacher by emailing the school office.

Our school website also contains key event information.



Physical activities



Your child will have a PE lesson twice each week. These will be on Thursdays and Fridays. Please ensure your child comes to school in their kit on these days.
Please note, no football shirts are to be worn for PE.

We ask that children's indoor PE kits are kept in school at all times in a named PE school drawstring bag. We will send these home each half term for you to check for size.

The authority's policy is that all watches and earrings must be removed before undertaking any physical activity. It would be helpful if these were not worn on the days that your child is involved in PE or games.

Homework

Homework will be set on a Friday and is due in on the following Friday every week.

Each week there will be either an English or a Maths task. These should take no more than 20 minutes per task. Year 5 children have been given a folder to file homework sheets. This can be kept in school or be used to take tasks to and from school/home. The children will always have a paper copy of their spellings for the week that they can keep in school to revise. The date of the spelling check is always printed in the top right hand corner of the sheet.

Paper copies of homework can be made available for pupils who require it. Copies of homework will be uploaded to Class Dojo. When appropriate, one other task related to any area of the curriculum may be set.

We expect children to read every day and for reading records to be signed at the end of the week, 5 minutes a day is adequate. In Year 6, children are expected to change their books twice every week. Those who are not changing weekly will be reminded individually. **Children who do not complete homework will complete it in school during a lunch break.**



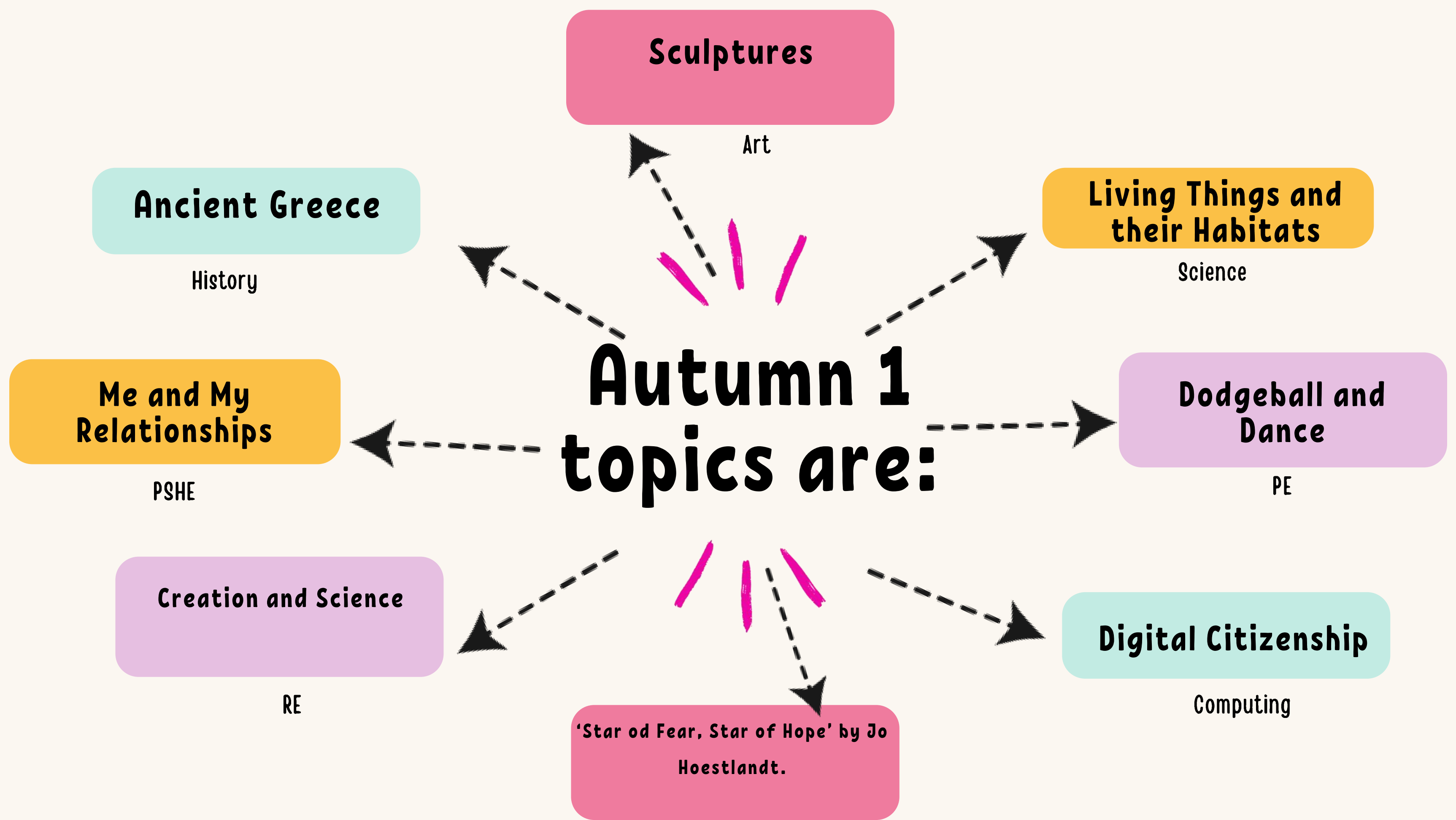
Reading



We ask that you read daily with your child. Once your child has read their book, please sign in their reading record 'book finished'. Your child needs to change their reading book at least twice per week. This may vary a little due to the number of pages in different books.

As class teacher, I will be listening to children read throughout the term and this will be evidence in their reading record.

The children will also receive 3 x 20 minute guided reading sessions focusing on comprehension skills or fluency/reading with expression.



A variety of writing genres will be visited through our class text in English

French



French



Music

Music Curriculum Overview- Sparkyard Scheme								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Musical objectives to be taught through the EYFS curriculum topics (Also see pre-learning musical experiences noted on the Curriculum Overview Document)	Hear my Voice What's the Music Saying? Instruments Everywhere! Playing with Songs	Move to the Beat Learn to recognise pulse, matching movements to music.	Time To Play Exploring Pulse and Rhythmic Patterns.	Hear It, Play It! Exploring Rhythmic Patterns.	Playing With Rhythm Playing together and rhythmic structures.	Exploring Rhythmic Layers Develop their understanding of rhythm and rhythmic notation.	We've Got Rhythm Rhythmic Devices and Structure.
Term 2		What's the Pattern? Playing Musical Patterns and Accompaniments Exploring Descriptive Sounds	Exploring Sounds Explore how sounds can be produced in different ways using voices and instruments.	Musical Moods and Pictures Learn how songs and music can communicate different emotions.	Painting Pictures With Sound Learn to identify and describe the ingredients (dimensions) that make up music.	Musical Contrasts Explore instrumental timbres, learning how instruments can be grouped and classified in different ways.	Music and Words Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary.	Musical Effects and Moods Get creative with vocal and instrumental sounds, developing improvisation skills.
Term 3		Let's Perform!	High or Low? Learn to identify and describe pitch.	Patterns with Pitch Exploring Pitch and Melody.	Sing, Play, Notate! Learn to identify and describe the direction of pitch in simple melodies.	Melody Builders Exploring Melodies and Song Structures.	Song Ingredients Exploring Melody, Harmony and Lyrics.	Celebrating Songs Learn how composers use the inter-related dimensions to communicate the message of a song as well as identifying structural features.
BBC Ten Pieces Unit* Possible outcomes:	'Moonlight Sonata'- Beethoven (see JB) Dance/ musical story to be recorded	'Nutcracker- Waltz of the flowers and Russian Dance'- Tchaikovsky Dance to be recorded	'Nutcracker- Waltz of the flowers and Russian Dance'- Tchaikovsky Composed dance to be recorded	'In the Hall of the Mountain King'- Grieg Story to be written based on music Dance- recorded	'No Place Like...'- Kerry Andrew Class long poem Composition to be recorded	'Firebird'- Stravinsky Collective artwork Dance to be recorded	'Mars' Holst or 'O Fortuna' Performance to be recorded/ performed for others	'A Bao A Qu'- Mason Bates Tricky whole class composition- to be recorded
Opportunities for performance experiences/ links with the community:	Nativity play during Autumn 2- parents and family invited to watch Reception- Class worship for parents and the school		Nativity play during Autumn 2- parents and family invited to watch Class workshops for parents and the school		KS2 Carol Service and St Bartholemew's Church- for parents and the community Class workshops for parents and the school End of Year production- UKS2 involved as actors or singers- parents and family invited to watch Choir open to KS2- sing at School Fairs, MacMillan coffee mornings, in local community at various events, Switching on of the Christmas Lights in Westhoughton- family, friends and local community invited to watch, Young Voices concert- 8,000 children singing as one massed choir- tickets available to family and friends. In school performances linked to the BBC 'Ten Pieces' Project work. End of year Music concert- all KS2 involved as instrumentalists or singers- parents, family, friends, some members of community invited to watch.			

* BBC Ten Pieces unit to be delivered at any point during the year. It can be taught as a block unit or may be carried out during weekly music lessons over a half term. The Sparkyard units can then be compressed for that term- teaching two as shorter units during a longer half term or can be substituted completely for that half term. These decisions are at the class teachers' discretion.

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – **Monday 11th May**
 - Grammar, punctuation and spelling (paper 2: Spelling) – **Monday 11th May**
 - Reading – **Tuesday 12th May**
 - Maths (paper 1: Arithmetic) – **Wednesday 13th May**
 - Maths (paper 2: Reasoning) – **Wednesday 13th May**
 - Maths (paper 3: Reasoning) – **Thursday 14th May**
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are 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

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher 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.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

3

Tick **one** box to show where a **question mark** is needed in the sentence below.

“ Have you finished eating your lunch ” asked Hannah

↑
☐

↑
☐

↑
☒

↑
☐

1 mark

7

Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

43

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The local park is maintained by the council.

The council maintain the local park.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.

2025 Spelling script

Spelling 1: The word is **knight**.

There was a brave **knight** in the story.

The word is **knight**.

Spelling 2: The word is **through**.

The children walked home **through** the park.

The word is **through**.

Spelling 3: The word is **rewarded**.

We were **rewarded** for our hard work.

The word is **rewarded**.

Spelling 4: The word is **adventure**.

I enjoy reading **adventure** stories.

The word is **adventure**.

2023 Spellings

1	lamb
2	touch
3	numbered
4	undrinkable
5	lyrics
6	ought
7	misconduct
8	glorious
9	obey
10	official
11	unique
12	puncture
13	steadily
14	mechanic
15	preference
16	protein
17	substantial
18	scenario
19	optician
20	currant

2024 Spellings

1	young
2	island
3	famous
4	texture
5	social
6	replacing
7	symbol
8	increase
9	examination
10	frequently
11	veins
12	league
13	chaos
14	queue
15	solution
16	reluctance
17	memorable
18	persuasion
19	referring
20	nutritious

Reading: Tuesday 12th May

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.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

2

An intriguing game

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

☐

popular

☐

challenging

☐

interesting

☐

4

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



2	An intriguing game Which word is closest in meaning to <i>intriguing</i> ? Tick one . Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: exciting ☐ popular ☐ challenging ☐ interesting ☒
---	---

Reading

Example questions:

25

Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

Qu.	Requirement	Mark															
25	Look at the whole text. Tick one box in each row to show what the text tells you about the lights. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for all four correct: <table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>where they are placed</td><td>✓</td><td></td></tr><tr><td>what colour they are</td><td>✓</td><td></td></tr><tr><td>how many did not work</td><td></td><td>✓</td></tr><tr><td>what they are used for</td><td></td><td>✓</td></tr></table>		Yes	No	where they are placed	✓		what colour they are	✓		how many did not work		✓	what they are used for		✓	1m
	Yes	No															
where they are placed	✓																
what colour they are	✓																
how many did not work		✓															
what they are used for		✓															

14

'It's just a rock. They're all rocks, you can...'

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____
2. _____

2 marks

Qu.	Requirement	Mark
14	'It's just a rock. They're all rocks, you can...' What made Tom realise that what he was looking at wasn't actually a rock? Write two things. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following, up to a maximum of 2 marks: 1. its colour, e.g. - it was a different colour to other rocks - it was red. 2. its shape, e.g. - it had a different shape to other rocks - it had a shape of a boat - curious regular shape - it was a weird shape. 3. its texture, e.g. - it was smooth. 4. the writing on it, e.g. - it had writing on it. Also accept reference to its size, e.g. - it was large.	Up to 2m

Reading

Example questions: 3 mark question

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom		
Geoff		

3 marks

Qu.	Requirement	Mark										
26	What impressions do you get of Tom's and Geoff's personalities? Write one impression for each boy, using evidence from the text to support each answer. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.	Up to 3m										
Tom is...												
<table><tr><th>Acceptable points (Impression)</th><th>Evidence</th></tr><tr><td>1. anxious / cautious / a worrier</td><td> • <i>he peered nervously into the darkness</i> • <i>'What did you do?'</i> • <i>he climbed silently into the machine</i> • <i>he didn't want to touch the buttons / lights</i> • <i>'What are you doing?'</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>he stared at his friend in horror</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i> </td></tr><tr><td>2. sensible / responsible</td><td> • <i>he didn't want to touch the buttons / lights</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i> </td></tr><tr><td>3. curious / interested</td><td> • <i>he walked towards / went to look at the object</i> • <i>he leaned forwards to brush away the dust</i> • <i>he wanted to work out what the writing said</i> • <i>Tom came round to look</i> • <i>he questioned Geoff when the light came on / 'What did you do?'</i> • <i>he got into the machine to sit with Geoff</i> </td></tr><tr><td>4. observant</td><td> • <i>he noticed details about the rock</i> • <i>he spotted the writing on the machine</i> • <i>he became aware of a faint humming / inaudible vibration</i> </td></tr></table>			Acceptable points (Impression)	Evidence	1. anxious / cautious / a worrier	• <i>he peered nervously into the darkness</i> • <i>'What did you do?'</i> • <i>he climbed silently into the machine</i> • <i>he didn't want to touch the buttons / lights</i> • <i>'What are you doing?'</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>he stared at his friend in horror</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i>	2. sensible / responsible	• <i>he didn't want to touch the buttons / lights</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i>	3. curious / interested	• <i>he walked towards / went to look at the object</i> • <i>he leaned forwards to brush away the dust</i> • <i>he wanted to work out what the writing said</i> • <i>Tom came round to look</i> • <i>he questioned Geoff when the light came on / 'What did you do?'</i> • <i>he got into the machine to sit with Geoff</i>	4. observant	• <i>he noticed details about the rock</i> • <i>he spotted the writing on the machine</i> • <i>he became aware of a faint humming / inaudible vibration</i>
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Continued on the following page.												

Qu.	Requirement	Mark
26 (cont.)	Geoff is...	
	AP - Impression	Evidence
	1. adventurous / brave	• he climbed into the machine first • he ran a finger cautiously over one of the lights / buttons • 'I reckon if you pushed one of these' • he was going to / wanted to press the buttons • there was only one way to really know
	2. reckless / careless	• he climbed into the machine first • he ran a finger over one of the lights / buttons • 'I reckon if you pushed one of these' • he was going to / wanted to press the button • his finger still hovered over the lights • there was only one way to really know
	3. curious / interested	• he walked towards the object • he got into the machine • he wanted to find out what the lights were / did • 'I wonder what it is?' • 'What do you think it is?' • 'What's it for?' • he ran a finger over one of the lights / buttons • 'I wonder if we could find out?' • he stared intently at the surface • 'They're not just lights, are they?' / 'They're buttons, you see?' • 'I reckon if you pushed one of these' • he wanted to press the button / find out what would happen if he pressed the button • his finger hovered over the lights • there was only one way to really know
	4. excitable / enthusiastic / impulsive	• he climbed into the machine first • he says 'Wow' when the machine pings • he ran a finger over one of the lights / buttons • 'I reckon if you pushed one of these' • his finger hovered over the lights • he was going to / wanted to press the button • he didn't want to listen to Tom / he didn't want to think about it
	5. stubborn	• his finger still hovered over the lights • reluctantly he sat back and thought about it • he didn't want to listen to Tom / he didn't want to think about it • he was going to / wanted to press the button even though Tom didn't want him to • there was only one way to really know
	6. observant	• he became aware of a faint humming / inaudible vibration • stared intently at the surface under his hand • 'They're not just lights, are they?' / 'They're buttons, you see?'

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 2025 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 30% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 48% 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: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

- **Paper 1: Arithmetic (30 minutes) – Wednesday 13th May**
- **Paper 2: Reasoning (40 minutes) – Wednesday 13th May**
- **Paper 3: Reasoning (40 minutes) – Thursday 14th May**

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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

Example questions:

27	19% of 2,300 =

1 mark

28	17	884
Show your method		

2 marks

[illegible]

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

25

5% of 860 =

Using known fact of 10% of 860 = 86
And 5% is half of 10%

$$86 \div 2 = 43$$

43

1 mark

12

540 $\div$ 6 =

Known facts: 54 $\div$ 6 = 9

90

1 mark

26

$\frac{5}{8} \div 3 =$

$$\frac{5}{8} \times \frac{1}{3}$$

$$5 \times 1 = 5$$

$$8 \times 3 = 24$$

$$\frac{5}{8} \times \frac{1}{3} = \frac{5}{24}$$

5/24

1 mark

8

12 $\times$ 3 $\times$ 10 =

$$12 \times 3 = 39$$

$$39 \times 10 = 390$$

390

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

14	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$	
Show your method		2 marks

Qu.	Requirement	Mark	Additional guidance
14	Award TWO marks for the correct answer of 19,648 If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 614 \\ \times 32 \\ \hline 1226 \text{ (error)} \\ 18420 \\ \hline 19646 \end{array}$	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. $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 1842 \text{ (place value error)} \\ \hline 3070 \end{array}$

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes 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.

Maths Paper 2 (Reasoning)

Example questions:

18

Tick the fractions that are **greater than** $\frac{2}{3}$

$$\frac{5}{6} \quad \input{checkbox}/$$

$$\frac{4}{9} \quad \input{checkbox}$$

$$\frac{9}{12} \quad \input{checkbox}/$$

$$\frac{11}{15} \quad \input{checkbox}/$$

$$\frac{10}{21} \quad \input{checkbox}$$

2 marks

20

Sophie thinks of **two prime numbers**.

She adds them together.

Her answer is **24**

Write **all** of the different pairs of prime numbers that Sophie could think of.

and

and

and

2 marks

Maths Paper 2 (Reasoning)

Example questions:

16

Here are two boxes.

1 1/4 kg

1.4 kg

The mass of the first box is 1 1/4 kilograms.

The mass of the second box is 1.4 kilograms.

What is the **difference** in mass of the two boxes?

Give your answer in kilograms.

Show your method

kg

2 marks

16	Award TWO marks for the correct answer of 0.15 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $1\frac{1}{4} = 1.25$ $1.4 - 1.25 = 0.25$ (<i>error</i>) OR $1\frac{1}{4} \times 1000 = 1250$ $1400 - 1250 = 50$ (<i>error</i>) $50 \div 1000$	Up to 2m	Accept for TWO marks an exact equivalent fraction, e.g. $\frac{3}{20}$ For the award of TWO marks, the answer must be in kilograms. Answer need not be obtained for the award of ONE mark. Award ONE mark for an answer of 150 Any conversion of units, fractions or decimals must be a correct method of conversion seen OR a correct conversion for the award of ONE mark. Misreads are not allowed.
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Maths Paper 3 (Reasoning)

Example questions:

13

Write these numbers in order, starting with the **least**.

$$\frac{9}{100}$$

$$0.999$$

$$\frac{99}{100}$$

$$0.009$$

least

1 mark

13

Award **ONE** mark for the correct order, as shown:

0.009

least

$\frac{9}{100}$

$\frac{99}{100}$

0.999

1m

Misreads and miscopies are **not** allowed.

Accept equivalent fractions and exact equivalent decimals.

Accept numbers in reverse order **AND** the label 'least' changed to follow suit.

Maths Paper 3 (Reasoning)

Example question:

17

A shop buys **35 boxes** of crisps.

Each box contains **48 packets** of crisps.



On average, the shop sells **56 packets** of crisps each day.

How many **days** will it take for all of the crisps to be sold?

Show
your
method

days

3 marks

17

Award **THREE** marks for the correct answer of 30

If the answer is incorrect, award **TWO** marks for:

- evidence of an appropriate complete method which contains no more than one arithmetic error, e.g.

$$48 \times 35 = 1580 \text{ (error)}$$

$$1580 \div 56 = 28 \text{ r}12$$

Award **ONE** mark for:

- evidence of an appropriate method with more than one error

OR

- sight of 1680 (as evidence of the appropriate multiplication step completed correctly).

Up to 3m

Any appropriate rounding or truncating of the answer does not negate an appropriate method.

Any answer which does not result from appropriate rounding or truncating implies an additional step not shown.

Any incorrect answer to the pupil's division that is not appropriate rounding or truncating is an error.

Answer need not be obtained for the award of **ONE** mark.

If a pupil's final answer results in a notation error, this is taken as an additional error and only **ONE** mark can be awarded in an appropriate, complete method.

A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.

TWO marks will be awarded for an appropriate method with the misread number followed through correctly.

ONE mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

Robinwood

Wednesday 1st October – Friday 3rd October

Why Robinwood?

- Amazing staff with 24 hour care
- 3 groups & one group leader throughout
- Just for KS2
- Booked and busy!

Activities

Example timetable...



THANK YOU!

I hope you have found the information useful.