



Hannah Ball Academy

**Welcome to Year 6
2026-2027**

Year 6 Team

- Mrs Ballard – Class Teacher
- Mrs Harris – Learning Support Assistant

Supporting with teaching and SATs Prep:

Mrs Machingauta (Principal) & ***Miss Powell***
(Vice Principal)

School Uniform and PE Kit

School Uniform

Please make sure your child is wearing the correct school uniform every day. **All uniform must be named.** If earrings are worn, because your child has recently been pierced, then they should be covered by tape. Otherwise no earrings should be worn. Long hair should be tied back neatly.

PE

Please make sure your child comes into school prepared each day. **PE will take place on Wednesday.** Please ensure your child has the correct PE kit in school on those days.

If your child cannot take part for a particular medical reason, then please make sure you write a note for the teacher.

Indoor P.E

Black plimsolls

White T- shirt

Black shorts/ Black jogging bottoms
(trousers/leggings)

Outdoor P.E

Trainers (any colour)

Black jogging bottoms (trousers/leggings)

White T-shirt

Black sweatshirt or jumper (no zips or
hoods)

Secondary school application

- Apply by Midnight on 31 October 2026
 - Apply online at www.buckinghamshire.gov.uk or on your home LA's website
- List schools in true preference order including grammar and upper schools if your child is sitting the test
- We strongly suggest you include all your local schools (e.g. catchment/local/nearest schools)
- Be realistic, understand the rules, use all your preferences
- Fill in SIFs where requested by your preference schools • Consider transport arrangements
- Visit the schools or view virtual tours
- Don't rely on the opinions of others

Buckinghamshire Secondary Schools



The Highcrest Academy



"Success is an Attitude"



Buckinghamshire Secondary Schools



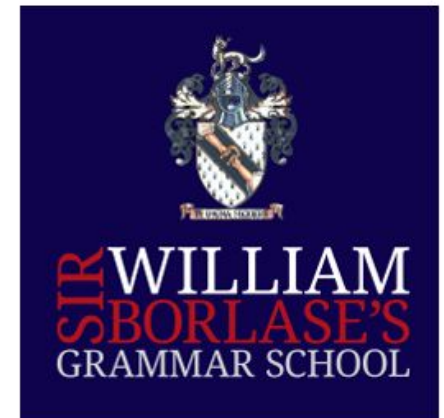
JOHN HAMPDEN
GRAMMAR SCHOOL



Dr Challoner's High School



Dr Challoner's Grammar School



GOOD ATTENDANCE MATTERS!



**Every school
day counts**



IMPORTANT INFORMATION FOR PARENTS AND CARERS

Year	Hannah Ball	National	National Distribution Banding
2025-2026	93.5%	94.7%	Below
2024-2025	92.9%	94.8%	Below
2023-2024	90.1%	94.5%	Below

Year 5 2025 End of Year Attendance: 94.4%

Odd absences add up and affect your child's progress at school

Attendance during one school year	Equivalent to number of days absence	Equivalent to rounded number of weeks absence	This number of lessons missed!
95%	9.5 days	2 weeks	57
90%	19 days	4 weeks	114
85%	28.5 days	6 weeks	171
80%	38 days	8 weeks	228
75%	47.5 days	9.5 weeks	285
70%	57 days	11.5 weeks	342



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

July 2026

How can I help my child enjoy school and attend regularly?

Be organised, have a plan, be consistent and involve your child!

- You should:
- appropriate bedtime routine
- good routines for mornings at home so that your child can arrive punctually and are properly equipped;
- try to make doctors and dental appointments out of school hours
- encourage and show interest in school work, friendships etc.
- attend school open evenings and functions
- calm space for them to do homework,
- check they understand the homework and that it has been completed.
- share any education concerns your child or you may have with the school staff as soon as possible
- set realistic boundaries

What does the law say I must do as a parent/carer?

- Once your child is registered at a school, you are legally responsible for making sure they attend regularly.
- This means your child should not have any unauthorised absence as this would constitute an offence in law.
- When attendance doesn't improve after support or, when a minimum of 5 days unauthorised holiday/leave is taken, legal action can be taken.
- Courts can fine parents/carers up to £1,000 per child and for repeat offences the court can fine parents/carers up to £2,500 per child or impose a prison sentence of up to 3 months.

Performance Tables

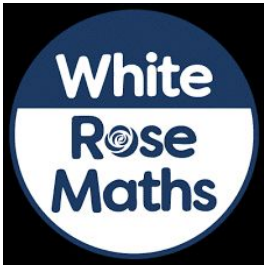
Overall performance at end of key stage 2 in 2025 - all pupils [?](#)

Showing 17 schools

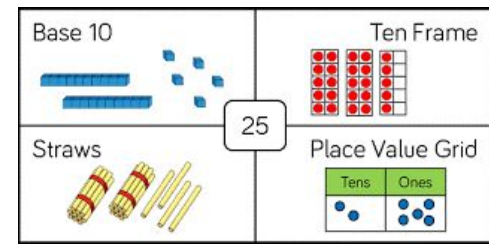
School name ?	Type of school ?	Number of pupils at the end of key stage 2 ?	% of pupils meeting expected standard ?	% of pupils achieving at a higher standard ?	Average score in reading ?	Average score in maths ?
Highworth Combined School and Nursery ✕ Remove	Maintained school	59	86%	17%	109	108
Castlefield School ✕ Remove	Maintained school	50	84%	26%	110	111
Cedar Park School & Nursery ✕ Remove	Maintained school	30	80%	10%	108	108
Hannah Ball Academy ✕ Remove	Academy	27	78%	7%	107	107
The Downley School ✕ Remove	Academy	55	71%	11%	109	109
West Wycombe School ✕ Remove	Academy	22	68%	9%	110	103
Hughenden Primary School ✕ Remove	Academy	28	64%	7%	110	103
Oakridge School ✕ Remove	Maintained school	57	64%	0%	105	106
Loudwater Combined School ✕ Remove	Maintained school	29	62%	14%	107	107
Great Kingshill Church of England Combined School ✕ Remove	Academy	49	61%	2%	110	107

Reading

- **Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.**
- Daily reading is vital!
- Listen to your child read 3x a week and ask them about the books that they are currently reading; signing their planner to confirm.
- As year 6 children, we expect them to take responsibility and change their book themselves once a week. Mrs Harris and I do check their planners to ensure they are being changed.
- Enjoy sharing Library books with your child, they will visit the school library once a week (on Fridays).
- We teach reading in 5 reading lessons a week following a scheme called Complete Comprehension.



Maths



- As a school we follow the **White Rose Scheme** in Maths.
- Children are taught skills progressively and the scheme promotes an enquiry based approach which helps our children build key mathematical skills such as investigation, problem solving and reasoning.
- We also have 1 lesson a week focussing on developing arithmetic proficiency.

Planners

Reading books and Planners (Reading Records)

- brought into school **every day**
- will be checked during the week and reading books, changed weekly or as necessary.
- Please make sure you (or your child) record any reading they have done at home in their Planner.

These Planners act as a home school diary, however **if there is something immediate that I should know, then please inform Mrs Sullivan before school or class teachers after school.**

In addition to their reading book, your child will also have the opportunity to visit the school library for extra reading books that interest them.

Homework

Set each Friday and due on Wednesdays

- All children are expected to complete the set task on Magma Maths and Google Classroom each week. They should have their login details.
- Children should be reading daily. In KS2, a minimum of 20-25 minutes each time is recommended. Planners will be checked weekly.
- **All children have a Times Tables Rockstars accounts and we expect them to practise their multiplication facts – they should be secure in timetables up to 12.**
- Additionally, the children will be tested on their spellings each week. New spellings or a spelling rule will be sent out each Friday with their homework following our Purple Mash scheme.

Behaviour Policy

1.1 School Motto

The school motto encompasses the most important reasons why the children come to school **'Together Inspire, Aspire and Achieve'**

Alongside the school motto, there are five school values which reflect the ethos of the school:

- Honesty
- Kindness
- Respect
- Responsibility
- Resilience
- Curiosity

These are taught explicitly in lessons and assemblies. They are demonstrated in all aspects of school life and it is expected that everyone within the school community adheres to these values.

A. Systems to assist in good behaviour management

At Hannah Ball Academy there are a range of systems in place to assist in good management of behaviour. In each classroom two main charts are displayed; one showing pupils making good choices for that day (Positive Choices Chart) as well as the YOYOB (You Own Your Own Behaviour) aimed at discouraging inappropriate choices.

Promoting Positive behaviour

- Pupils work their way through a positive choices chart each day by making increasingly independent and responsible choices.
- House points are awarded where children demonstrate good team spirit. The children are split into four house teams.
- 50 class tick sheet which focuses on the class getting a tick when they have done something well collectively as a class. Completion of the 50 class tick chart leads to an agreed class reward.

Examples of Other Rewards used at Hannah Ball Academy:

1. Issuing stickers
2. Sending children to the Deputy Principal/ Principal with good work
3. Certificates presented to children at Friday assembly – Star of the week
4. Notes in diaries to parents/carers about their child's good behaviour
5. Praising the child with parent present at the end of the day

Managing inappropriate behaviours

The YOYOB chart (You Own Your Own Behaviour) is a stepped system where children have the opportunity at each stage to make a more appropriate choice in order to avoid progressing to more serious consequences. The steps are:

Look (this is discreet prompting from an adult that certain behaviour is inappropriate and needs to stop.)

Step 1: Warning

Step 2: Missing Beaktimes

Step 3: Lunch time reflections with SLT

Step 4: See the Principal

Step 1 <i>Class teacher level</i> Poor classroom etiquette e.g. calling out, not focusing on work. Being unkind to peers e.g. name calling in friendship contexts. Not completing work in lesson. Not moving sensibly around the school e.g. running in corridors.	Step 2 <i>Breaktime Reflection</i> Repetition of Step 1 behaviours Disrespectful attitude shown to any adult. Lack of adherence to routines set for the year group e.g. lining up, walking out of class. Poor etiquette off site e.g. school trips, outside the gates. Loss of temper.
Step 3 <i>Lunchtime Reflection</i> Repetition of Step 2 behaviours Damaging school property. Deliberately harming another including fighting. Undesirable language not including racist language e.g. swearing and derogatory language.	Step 4 <i>Principal Level</i> More than one instance of step 3 behaviours. Stealing Bullying including online Undesirable use of online platforms. Racist language

You Own Your Own Behaviour



You are a superstar!

Step 1

Class teacher level

Poor classroom etiquette e.g. calling out, not focusing on work.
Being unkind to peers e.g. name calling in friendship contexts.
Not completing work in lesson.
Not moving sensibly around the school e.g. running in corridors.

Look

Brilliant!

Step 2

Breaktime Reflection

Repetition of Step 1 behaviours
Disrespectful attitude shown to any adult.
Lack of adherence to routines set for the year group e.g. lining up, walking out of class.
Poor etiquette off site e.g. school trips, outside the gates.
Loss of temper.

Warning

Great!

Step 3

Lunchtime Reflection

Repetition of Step 2 behaviours
Damaging school property.
Deliberately harming another including fighting.
Undesirable language not including racist language e.g. swearing and derogatory language.

Break Time

Reflection

Ready to learn

Step 4

Principal Level

More than one instance of step 3 behaviours.
Cheating
Bullying including online
Undesirable use of online platforms.
Racist language

Lunchtime Reflection

See Principal

Step 1 Class teacher level Poor classroom etiquette e.g. calling out, not focusing on work. Being unkind to peers e.g. name calling in friendship contexts. Not completing work in lesson. Not moving sensibly around the school e.g. running in corridors.	Step 2 Breaktime Reflection Repetition of Step 1 behaviours Disrespectful attitude shown to any adult. Lack of adherence to routines set for the year group e.g. lining up, walking out of class. Poor etiquette off site e.g. school trips, outside the gates. Loss of temper.
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Online Safety

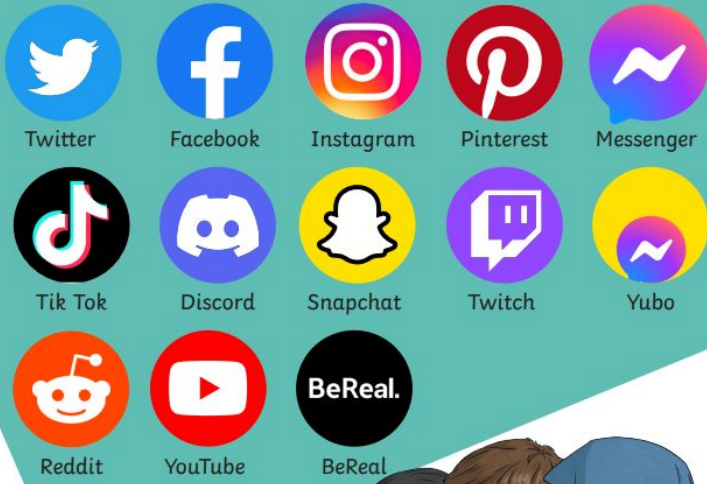
Please ensure you are aware of your children's social media presence. We have had issues with year 6 in the past with phones and apps where unkind messages have been sent back and forth. As a school, we are committed to creating a safe and secure environment and it is imperative that this includes online safety at both school and at home.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Age Restrictions for Social Media Platforms

13

is the minimum age for account holders on these social media sites and apps.



Age Restrictions for Social Media Platforms

16

is the minimum age for account holders on these social media sites and apps.



18

is the minimum age for account holders on these social media sites and apps.



Video Games

12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man

The Year
6 SATS

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 13th May** ending on **Thursday 16th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 13th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th 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

- 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.

Spelling, Punctuation and Grammar:

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for 45 minutes.
- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Spelling, Punctuation and Grammar: Paper 1

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.

1

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

Tick **one**.

The teacher asked them what they were doing

☐

I wonder what time the next train arrives

☐

Did she play tennis on your team last year

☐

He asked if he could use my pen

☐

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Reading:

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:

- 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.

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

1 What is Ajay doing when the post arrives?

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.

1 mark

Qu.	Requirement	Mark
1	What is Ajay doing when the post arrives? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to him eating (his breakfast), e.g. • <i>just about to tuck into his tea and toast</i> • <i>having his breakfast</i> • <i>drinking tea.</i>	1m

19

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



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.

1 mark

19

In what way is *buzz pollination* 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.
 - *because it releases trapped pollen that they wouldn't have been able to get out*
 - *it makes a buzz that gets more pollen than other bees do*
 - *it helps release more pollen.*
2. key produce is more expensive / harder to get without it, e.g.
 - *it makes some vegetables we eat easier to produce and sell a lot cheaper*
 - *it means we can buy more common foods cheaper*
 - *it would be harder to grow beans.*

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

Qu.	Requirement	Mark																
32	What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td> - there are widening cracks in the planks in the ceiling </td></tr><tr><td>2. it is small / tiny</td><td> - she wishes she had a bigger work space - she has to eat at the same table that she works at </td></tr><tr><td>3. it is warm / cosy</td><td> - there is a fire / stove <i>comfortable nest</i> </td></tr><tr><td>4. it is untidy / cluttered</td><td> <i>Piston rings, bolts, and cylinders littered its surface</i> </td></tr><tr><td>5. it is old fashioned</td><td> - no electricity / kerosene lamps / cast-iron stove </td></tr><tr><td>6. it is isolated</td><td> - it is situated among fields <i>to go outside and watch the fields</i> </td></tr><tr><td>7. it is safe</td><td> - the storm coming outside is dangerous </td></tr></table> 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.	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	there are widening cracks in the planks in the ceiling	2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at	3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>	4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove	6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>	7. it is safe	the storm coming outside is dangerous	Up to 3m
Acceptable points (impressions)	Likely evidence																	
1. it is rickety / old	there are widening cracks in the planks in the ceiling																	
2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at																	
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6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>																	
7. it is safe	the storm coming outside is dangerous																	

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 (VIPERS)

Maths:

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 10th May
- Paper 2: Reasoning (40 minutes) – Wednesday 10th May
- Paper 3: Reasoning (40 minutes) – Thursday 11th May

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.

23	$\begin{array}{r} 8\ 3\ 6 \\ \times\quad 2\ 7 \\ \hline \end{array}$
Show your method	

☐
 2 marks

36

Maths Paper 1 (Arithmetic)

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

22

$$1\frac{3}{7} - \frac{4}{7} =$$

$$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$$

$$\frac{6}{7}$$

☐

1 mark

25

3 7 | 8 8 8

Show
your
method☐

2 marks

Maths Papers 2 and 3 (Reasoning)

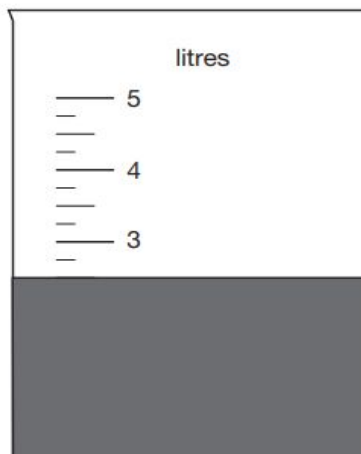
Paper 2 will take place on Wednesday 10th May and paper 3 will take place on Thursday 11th May. These tests have a total of 35 marks each.

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.

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

18

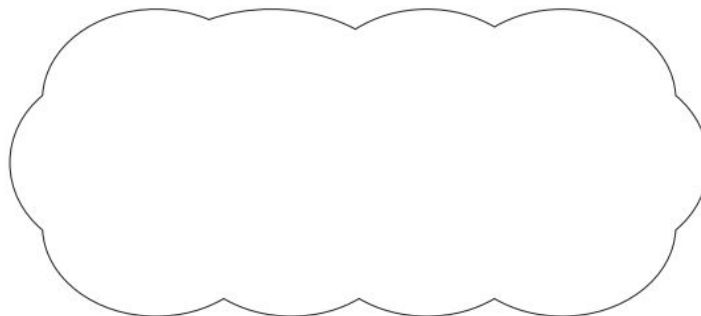
Circle the **prime** number.

95

89

87

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



1 mark

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show
your
method

beads

3 marks

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.
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to me if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- 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.

Further tips:

Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.

Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.

As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

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 of 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.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Autumn 1

Curriculum Overview

English

Key Text: Macbeth and Windrush Child

Writing Outcomes: Narrative (fiction)

Pupils will be taught to:

- Describe settings, characters and atmosphere using expanded noun phrases and relative clauses.
- Use dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use the full range of punctuation including brackets, dashes or commas to indicate parenthesis.

Reading Outcomes:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning.

Year 6 Autumn 1 Curriculum Topic Overview

Shakespeare

Black History Month

(Windrush)

Memorable
Experience
Visit to the Globe

Maths

Number & Place Value, Addition & Subtraction, Multiplication & Division

Pupils will be taught to:

- Read, write & order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Solve problems involving addition, subtraction, multiplication and division.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.
- Identify common factors, common multiples and prime numbers.
- Solve number and practical problems that involve all of the above.

History & Geography

History:

- Black History - Windrush.

Geography:

- Fieldwork

Music

- Rhythm

Computing

Online safety,
Spreadsheets

French

PE

- Dodgeball

Religious Education

Religion-Islam

Theme: Beliefs and Practices

Key Question: How is the Qur'an vital to Muslims today?

PSHRE (Personal, Social, Health, Relationships and Economic Education) -Being Me in my World

In this unit pupils will be taught to:

- Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.
- Show empathy with people in situations where their difference is a source of conflict.
- Manage their feelings and ways of standing up for themselves in real and online situations.

Science

Light

Pupils will be learning to:

- Recognise that light appears to travel in straight lines.
- Explain how we see objects.
- Explain why shadows have the same shape as the objects that cast them.