

Elder

Year 6

Ms. Cassidy

Parent/Carer Information

**Please sign in – sheet at the
back of the class**

Pupil Premium

*Contact – Central Beds Pupil Premium Meals
Hotline 0300 300 8306*

The qualifying benefits to receive Pupil Premium Funding for all children (and free school meals in years Three and Four) are:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (during the initial roll-out of this benefit)

- For more information contact Mrs. Vickery-Cox via the school office.

Uniform at Maple Tree Primary School

All the children are expected to wear **navy trousers, shorts or skirts with a royal blue knitted jumper or cardigan.**

From **Year 3 - 6** children wear white shirts with a clip on tie.

Across the school, yellow or blue checked summer dresses are allowed in the warm weather.

All children should be wearing **smart black school shoes: no heels, trainers or strappy sandals allowed.** Velcro fastenings are much appreciated in the younger years where pupils can't yet tie their own laces.

Our **PE kit** consists of: a **yellow t-shirt, navy shorts, plain navy/black jumper and joggers and trainers for outdoor activities.** Children should come to school in their PE kit on the day that they have PE or a PE club, as this maximises the learning time and decreases the amount of lost uniform.

Jewellery

For safety reasons we ask that children do not wear jewellery in school. If your child has pierced ears, then please make sure that they only wear small studs in school. A child may wear a watch, but the school cannot accept responsibility for it and we do not allow **smart watches to be connected to the internet while at school.**

Hair and nails

We prefer that long hair is tied back during the school day and this will be enforced in subjects like PE and food technology for health and safety reasons. No large hair decorations (bands, bows etc) are allowed. Hair colours should be natural and there should be no patterns or tracks shaved in. Fingernails should not be painted.



Other

During the winter, coats must be supplied to allow your child to play outside in the colder weather with hats, scarves and gloves being optional. Equally, sun hats should be supplied in the summer and children should bring in a water bottle everyday.

Follow up: If the children are not in correct uniform, in the first instance, teachers will have an informal conversation with the parents on pick up/drop off (or phone call) to discuss expectations. Personal circumstances are considered and there is support from the school available, if needed. After this, teachers will send home a pre-written letter, outlining the correct uniform procedure from their key stage leader.

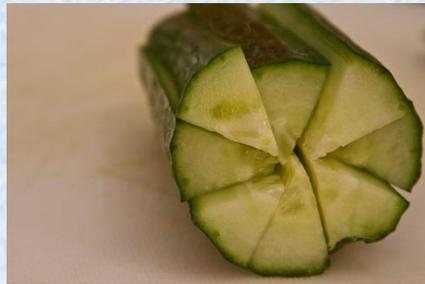
What goes on?

- **Door opens 8:45**
- Registration including early morning work – **revision**
- Maths and English either side of break
- Break 10:30-10:45
- Lunch 12:30-1:30
- Geography, history, art, design and technology, computing
- Reading Fluency – Whole class
- SPaG (spelling, punctuation and grammar)
- French
- P.E. (Thursday afternoon)
- Music
- R.E. (Religious Education)
- Circle time
- P.S.H.C.E (Personal, Social, Health, Citizenship Education)
- R.H.E (Relationships and Health Education)
- Values
- Assembly



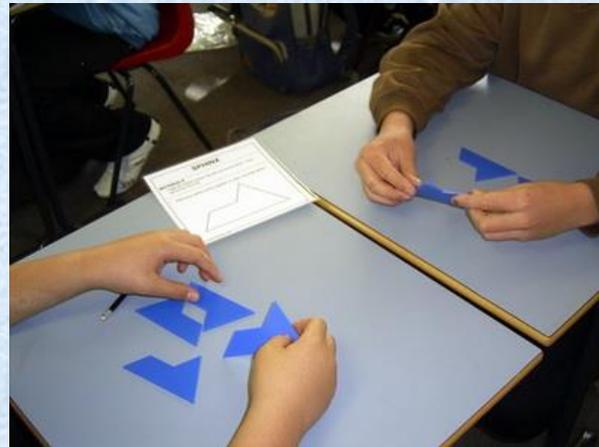
Snacks and Water

- 10:30 – 10:45 eaten on playground
- Long time since **breakfast**
- Fruit and vegetables only
- Named **water** bottles daily



Maths

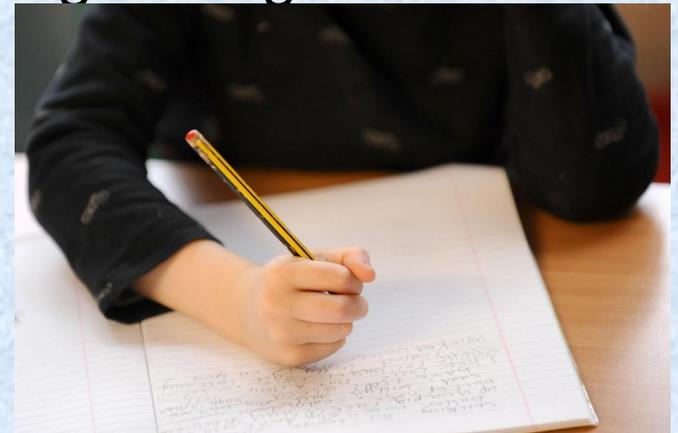
- Mastery
- Interactive learning
- Appropriate challenge
- Arithmetic
- Problem solving and Reasoning
- TT Rockstars – access at home for times tables practise – really important to build fluency



English

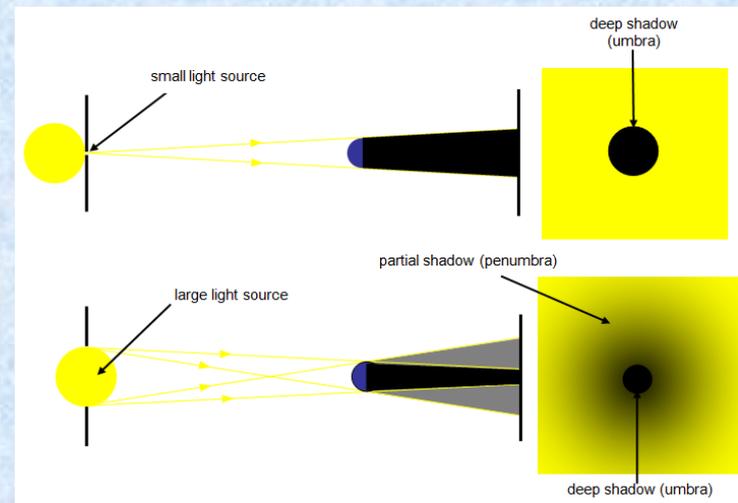
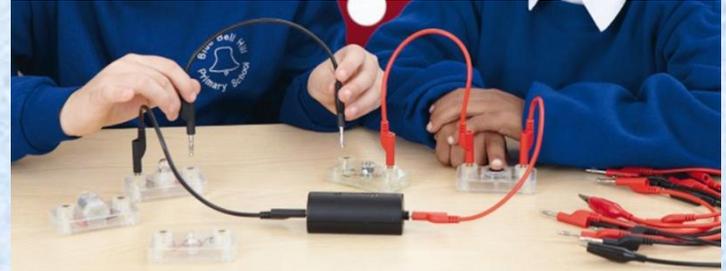


- Focus on Spelling, Punctuation and Grammar (SPaG)
- Handwriting must be joined using cursive style
- Writing for extended periods of time
- Writing for a range of purposes and genres, e.g. letters, instructions, stories etc
- Proof reading and editing and improving writing
- Reading fluency
- Weekly spelling
- Year 5/6 statutory spellings



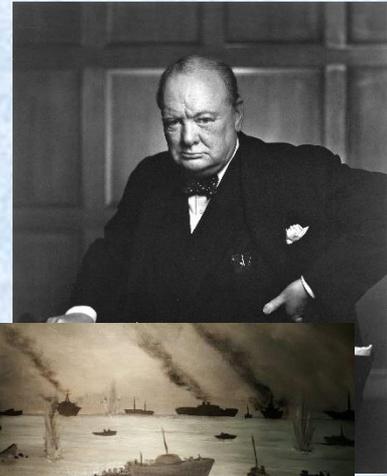
Science

- Light
- Electricity
- Evolution and Inheritance
- Living things and their habitat
- Animals including humans
- Working Scientifically
 - Questioning
 - Planning a fair test
 - Observations
 - Comparisons
 - Recording
 - Using scientific language



Foundation Subjects

- History
- Geography
- Design and Technology
- Art
- RE
- P.S.H.C.E./R.H.E.
- Computing
- Music
- French
- P.E.



Homework diary expectations for UKS2:

- **Each week pupils will record:**
- maths or English homework once a week (left hand side of double page for the week)
- daily reading at home (20 minutes with or without adult – record in reading diary eg title and page numbers)
- quiz results
- key information and dates
- practise times tables and spellings
- **Each week teachers will:**
- give a good to be green stamp and acknowledgment of completion of reading and homework
- send a Marvellous Me badge to celebrate achievements
- communicate as necessary
- **Each week parents/carers will:**
- sign parent comments section
- communicate as necessary in parent comments section or email via teacher@mapletreepriamaryschool.com



Times Tables 1 to 12

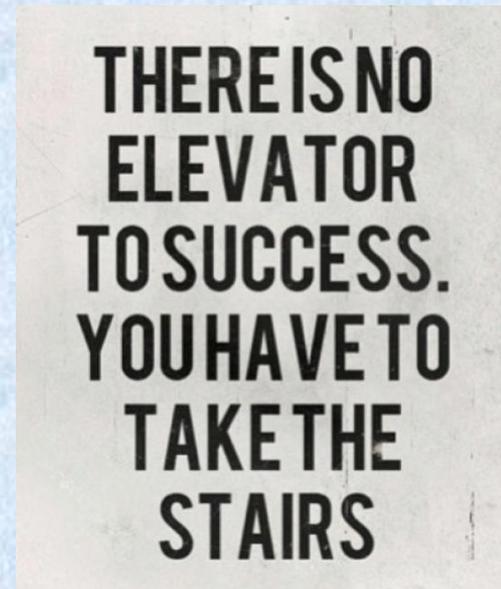
1 times table	2 times table	3 times table	4 times table
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48

5 times table	6 times table	7 times table	8 times table
1 x 5 = 5	1 x 6 = 6	1 x 7 = 7	1 x 8 = 8
2 x 5 = 10	2 x 6 = 12	2 x 7 = 14	2 x 8 = 16
3 x 5 = 15	3 x 6 = 18	3 x 7 = 21	3 x 8 = 24
4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = 32
5 x 5 = 25	5 x 6 = 30	5 x 7 = 35	5 x 8 = 40
6 x 5 = 30	6 x 6 = 36	6 x 7 = 42	6 x 8 = 48
7 x 5 = 35	7 x 6 = 42	7 x 7 = 49	7 x 8 = 56
8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64
9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72
10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80
11 x 5 = 55	11 x 6 = 66	11 x 7 = 77	11 x 8 = 88
12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96

9 times table	10 times table	11 times table	12 times table
1 x 9 = 9	1 x 10 = 10	1 x 11 = 11	1 x 12 = 12
2 x 9 = 18	2 x 10 = 20	2 x 11 = 22	2 x 12 = 24
3 x 9 = 27	3 x 10 = 30	3 x 11 = 33	3 x 12 = 36
4 x 9 = 36	4 x 10 = 40	4 x 11 = 44	4 x 12 = 48
5 x 9 = 45	5 x 10 = 50	5 x 11 = 55	5 x 12 = 60
6 x 9 = 54	6 x 10 = 60	6 x 11 = 66	6 x 12 = 72
7 x 9 = 63	7 x 10 = 70	7 x 11 = 77	7 x 12 = 84
8 x 9 = 72	8 x 10 = 80	8 x 11 = 88	8 x 12 = 96
9 x 9 = 81	9 x 10 = 90	9 x 11 = 99	9 x 12 = 108
10 x 9 = 90	10 x 10 = 100	10 x 11 = 110	10 x 12 = 120
11 x 9 = 99	11 x 10 = 110	11 x 11 = 121	11 x 12 = 132
12 x 9 = 108	12 x 10 = 120	12 x 11 = 132	12 x 12 = 144

Behaviour for Learning

- Self-motivation
- Can-do attitude
- Resilience
- Positive attitude to all learning
- Do your best!
- Sustained periods of silent work



Social Media



Online Safety

Age limit – should be 14 and above for most apps

Problems on social media = lost learning in school!



Safeguarding

- Never share personal/private details.
- Only communicate with people you know and trust.
- Please check your children's telephone.
- Ask them about their social media accounts.

Enrichment and Trips

- Bletchley Park
- Visitors to school
- Local area study

- PGL – 18.05.25 – 20.05.25
- (detailed information to follow)



<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-6/>

<https://www.booksfortopics.com/booklists/recommended-reads/year-6/>

Reading recommendations for Year 6.

SATs information evening

End of KS2

SATs

11.05.25 – 14.05.25

May 2025

Aims for the session:

- Explain the what, when and how.
- Investigate what is expected at the end of KS2.
- Consider the keys to success.
- Explore how to best support the pupils' wellbeing.

What are the SATs?

The SATs are a **national test** that all pupils in year 6, across the country, will sit in English and mathematics.

Science and writing are assessed separately.

They show the government how the pupils are fairing nationally, regionally and by school.

They look at progress from their year 2 assessments and their attainment, compared to the rest of the nation.

<https://shorturl.at/bYARw>

When are they?

Monday 11th May- Spelling, punctuation and grammar (SPaG)

Tuesday 12th May- Reading

Wednesday 13th May- Paper 1: Arithmetic and Paper 2: Reasoning

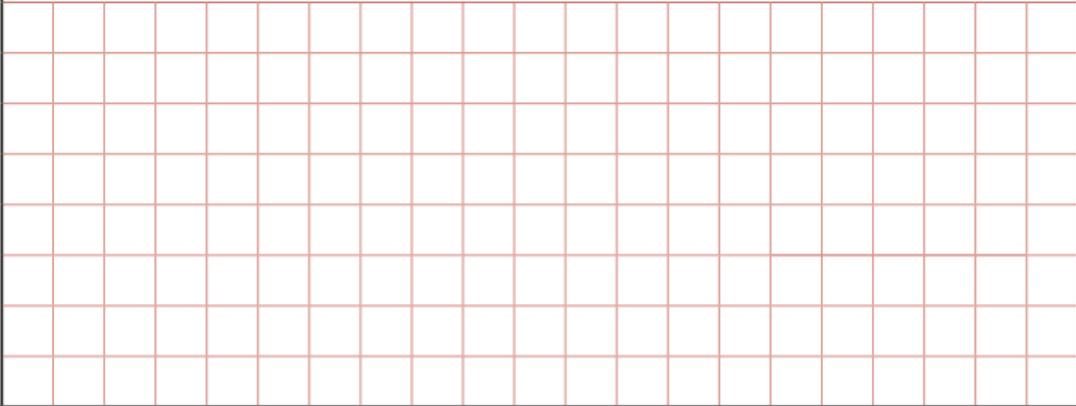
Thursday 14th May- Paper 3: Reasoning

Arithmetic paper:

- They have 30 minutes to answer 36 questions.
- It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.
- There is a high correlation between the pupils getting over 30/40 marks in this paper and achieving expected standard.
- This is usually the pupils favourite paper as it is the most straight forward with black and white answers.

Example questions

Consider which questions you think should be done mentally and the strategies that you'd use to work them out.

1	<div data-bbox="461 748 722 853" style="border: 2px solid blue; padding: 5px; display: inline-block;">6,090</div> = 6,000 + 90 	<div data-bbox="1524 1125 1601 1200" style="border: 1px solid black; width: 40px; height: 53px; margin: 0 auto;"></div> <p data-bbox="1524 1218 1605 1239">1 mark</p>
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5

$$9 \times 41 =$$

369

1 mark

14

$$25.34 \times 10 =$$

253.4



1 mark

22

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

$$\begin{array}{r} 10 \\ \hline 7 \end{array} - \begin{array}{r} 4 \\ \hline 7 \end{array}$$

6

6
7



1 mark

23

$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$

Show
your
method

You might remember how to
do this slightly different to how
the children do it now!

22,572



2 marks

27

35% of 320 =

Find 10% first X 3

Find 5%

112

1 mark

Reasoning papers

- Both have standard timings of **40 minutes** and are worth **35 marks** each.
- Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.
- Questions focus on the following Mathematical topic areas:
 - Number and place value- including Roman Numerals
 - Addition, subtraction, multiplication and division (calculations)
 - Geometry- properties of shapes
 - Geometry- position and direction
 - Statistics
 - Measurement- including length, perimeter, area, mass (weight), volume, time and money
 - Algebra
 - Ratio and proportion
 - Fractions, decimals and percentages
- It is not unusual for pupils not to complete the whole paper.
- It is supposed to be in difficulty order, but it depends on the strengths of the child and does change now and then.

The paper depends on pupils using a range of skills. The amount of steps doesn't equal the amount of marks.

2024 paper had several steps for 1 mark!

17 These two shapes have the **same** perimeter.

regular hexagon square

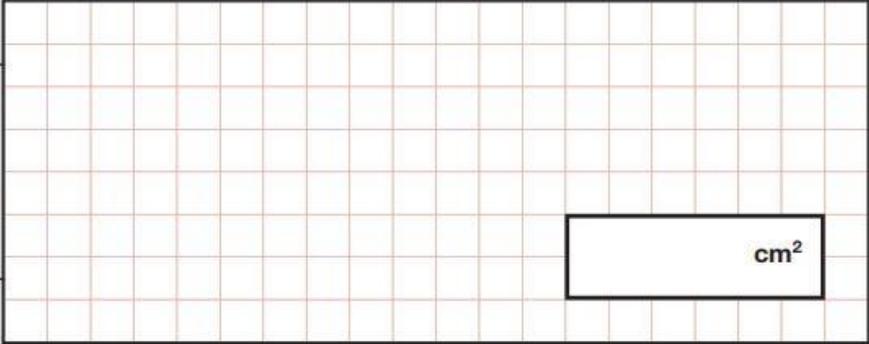


Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

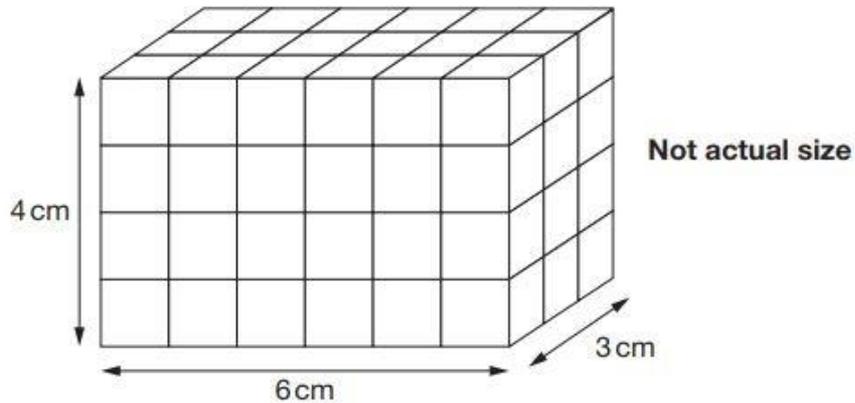
Show your method



2 marks

23

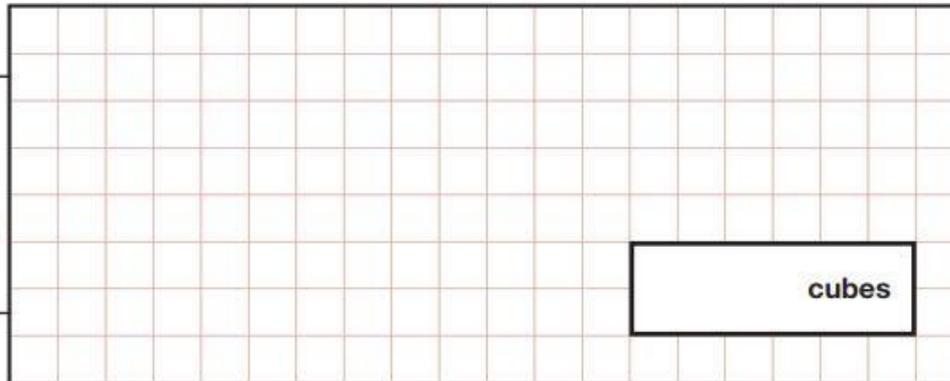
Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

Show your method



2 marks

17

$$x + 2y = 20$$

x and y are whole numbers **less than 10**

What could x and y be?

$x =$

$y =$

1 mark

Spelling, punctuation and grammar:

- Consists of two papers.
- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally.**
- Paper 2 is a shorter paper lasting approximately 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

Examples of questions

Remember that these are the end of KS2 tests, not year 6, so they are being tested on topics from years 3, 4, 5 and 6.

6

Which sentence must **not** end with an **exclamation mark**?

Tick one.

You really must wear a coat

What a dreadful day I had

What is the temperature now

The wind is very strong today

The questions are **NOT** in difficulty order, which means that pupils need to have great resilience to not be put off by questions that they do not understand. Take this capital letter question, near the end of the paper!

46

Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged
to travel by train with aunt laura.

1 mark

35

Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

1 mark

37

How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.
2. We listened to the music while we ate our lunch.

1 mark

It is important that children use and understand grammatical vocabulary.

39

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

The wind damaged the fence.

1 mark

40

Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

Reading:

- They have **60 minutes**, including reading the text and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**. We have not had a poetry text for several years – this does not mean we will not get one!
- The first text is usually the easiest and the last the hardest.
- There are a range of question types from retrieval to inference. Pupils must be able to use evidence to support their answers.

2

How does Joe know that the letter contains bad news **before** his mum tells him what it says?

1 mark

4

Look at page 4.

Find and copy one word which shows that Joe is angry.

1 mark

It is important that children follow the question instructions carefully!

(b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark

13

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Writing

- Writing is assessed by us, in house, but could be moderated externally.
- Pupils need to show that they have met all the criteria for working towards and expected standard across a range of writing, with one weakness allowed (for example, spelling).
- Writing evidence will be collected throughout the year as their skills continue to develop.

Steps to success overall:

- Regular but not over-testing throughout the year (baseline in September, October, January (mock) and March).
- Use of gap analysis to identify areas of improvement.
- Involve pupils in their target setting and tracking of results to give them ownership over their progress.
- Build resilience in every lesson- they need to be able to attempt questions without fear of failure.
- Focus on what pupils are learning NOT talking about SATs to them.
- Whole school support and encouragement.
- Parental engagement and support.
- Pace, pace, pace in ALL tasks to keep them moving swiftly.
- Most importantly- a relentless focus on high standards for all. The pupils deserve it.

Target setting – later in the year.

Teacher: *Miss Hyde*

Target: I am working at the expected standard with a score of 65 or higher.

	Paper 1: Arithmetic	Paper 2: Reasoning	Paper 3: Reasoning	Total
TARGET	32	18	15	65
Year 5 score	13	6	12	31
Distance from target	-19	-12	-3	-34
October score	19	18	14	51
Distance from target	-13	0	-1	-14
Improvement	+6	+12	-1	+21

Well-being: saving the best for last.

- It is **CRUCIAL** that the pupils feel calm and happy with their learning.
- It will help the pupils in secondary school if they achieve national standard at KS2, but not at the risk of their mental health.
- Pupils that are motivated to do well, because they want to, not because of a reward, will put more effort into their learning.
- Show how much you care and that you are in it together.
- Try to keep everything else running normally. So whether it's sport, music lessons or Scouts and Guides; sticking to your normal routine of out of school activities demonstrates to your child that SATs are not the be all and end all of year 6.
- Stay positive. Many children enjoy taking the tests as they see it as a challenge and like the importance and the feeling of being special that SATs give year 6.

How can you help at home?

1. Practising quick recall of times tables.
2. Shopping –paying with actual money, savings accounts, budgeting and discounts.
3. Watching the weather report and comparing temperatures around the world.
4. Cooking – any kind of practical activities involving mass, length and capacity.
5. Telling the time – reading analogue clocks, calculating differences in time and reading timetables.
6. Solving everyday problems – e.g. how many do we need if each person wants...?
7. Reading everyday and a range of texts – leaflets, news articles, letters etc.
8. Writing for purpose – shopping lists, diaries, postcards.

Any questions?