WELCOME!

YEAR 6 PARENTS' WORKSHOP

Thursday 16th October 2025

Aims of Session:

- To make sure parents are fully aware of the SATs and dates for this academic year
- Attendance and online safety
- To inform parents about the expected standard at the end of Key Stage 2
- To support parents and carers with preparing children for the year ahead

Attendance Matters – Every Day Counts

- Studybugs

Use the app or website to tell us whenever your child's ill and unable to attend school.

Get the app or register now (https://studybugs.com/about/parents)

- Target – 98%

What are the SATs?

- Standard Assessment Tests.

- They are designed to find out if children are on track to meet the expected standards by the end of Key Stage 2 in English and maths.

What are the SATs?

- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so 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 are the SATs?

Date	Subject
Monday, May 11, 2026	English grammar, punctuation, and spelling (Papers 1 and 2)
Tuesday, May 12, 2026	English reading
Wednesday, May 13, 2026	Mathematics (Paper 1: arithmetic, Paper 2: reasoning)
Thursday, May 14, 2026	Mathematics (Paper 3: reasoning)

How can I support my child in preparing for the SATs?

- The tests will 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 after the test has ended
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school at some point in July

How can I support my child in preparing for their SATs?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible.

Some further tips:

- Attend any meetings the school holds about SATs
- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible

How can I support my child in preparing for their SATs?

- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful
- If your child is unwilling to talk to their teacher, talk to them yourself
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.

How can I support my child in preparing for their SATs?

- Create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20 minute activities a day works best; for others, a longer study session on a Saturday or Sunday might be better.

- Avoid using the past papers (after 2016) – we will be using them as valuable assessment tools before May.

How can I support my child in preparing for their SATs?

- Keep it light – practice key skills like times tables and practice mental maths in real world scenarios, like adding up prices in the shops, working out discount deals, and asking questions like, “If there are 1,300 grams of flour in this pack, what is that in kilograms?”

- Do they know facts such as how many days in a month/fortnight/year/leap year?

- Do they know how many mm in a cm? cm in a m? g in a kg?

- Can they tell the time using an analogue clock?

- Listen to them read daily and attend the local library.

What should I do if I'm worried about my child?

Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

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

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so don't be surprised if they favour the reassurance of teachers above family members.

Advice for Year 6 children!

- Listen to what your teacher says;
- Your teacher is cheering you on and wants you to do your best;
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving;
- Read the questions carefully. This can help to avoid any silly mistakes!
- Don’t worry if there’s something you can’t answer. Take a deep breath! You can always move on and go back later but it’s better to write something rather than nothing;
- Keep in mind year 6 SATs are just one week of your entire life!

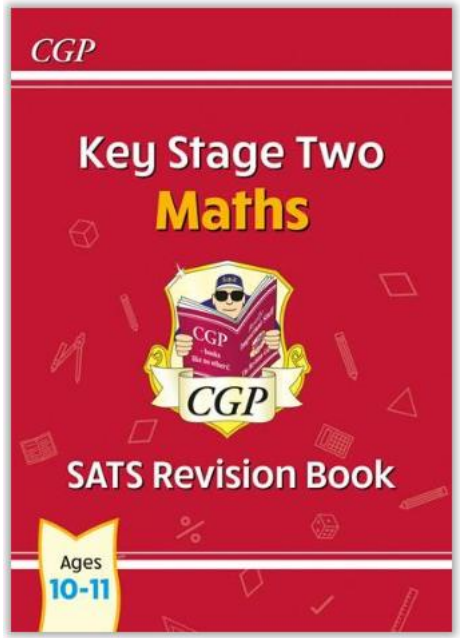
‘Stay focused in class so you don’t have loads of extra study at home!’
- Year 7 pupil’s advice

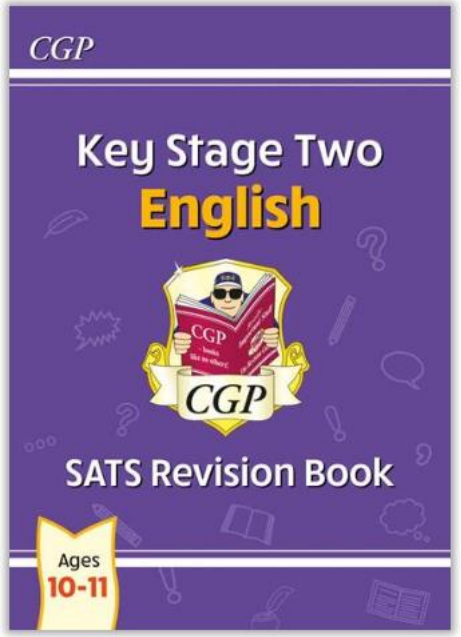
Advice for Year 6 children!

- Complete homework to support retrieval of key learning points.
- Use SATs bootcamp to revise topics needed.
- Take increasing ownership of your learning. If you know you found a particular area challenging in class, seek further support and complete extra learning.

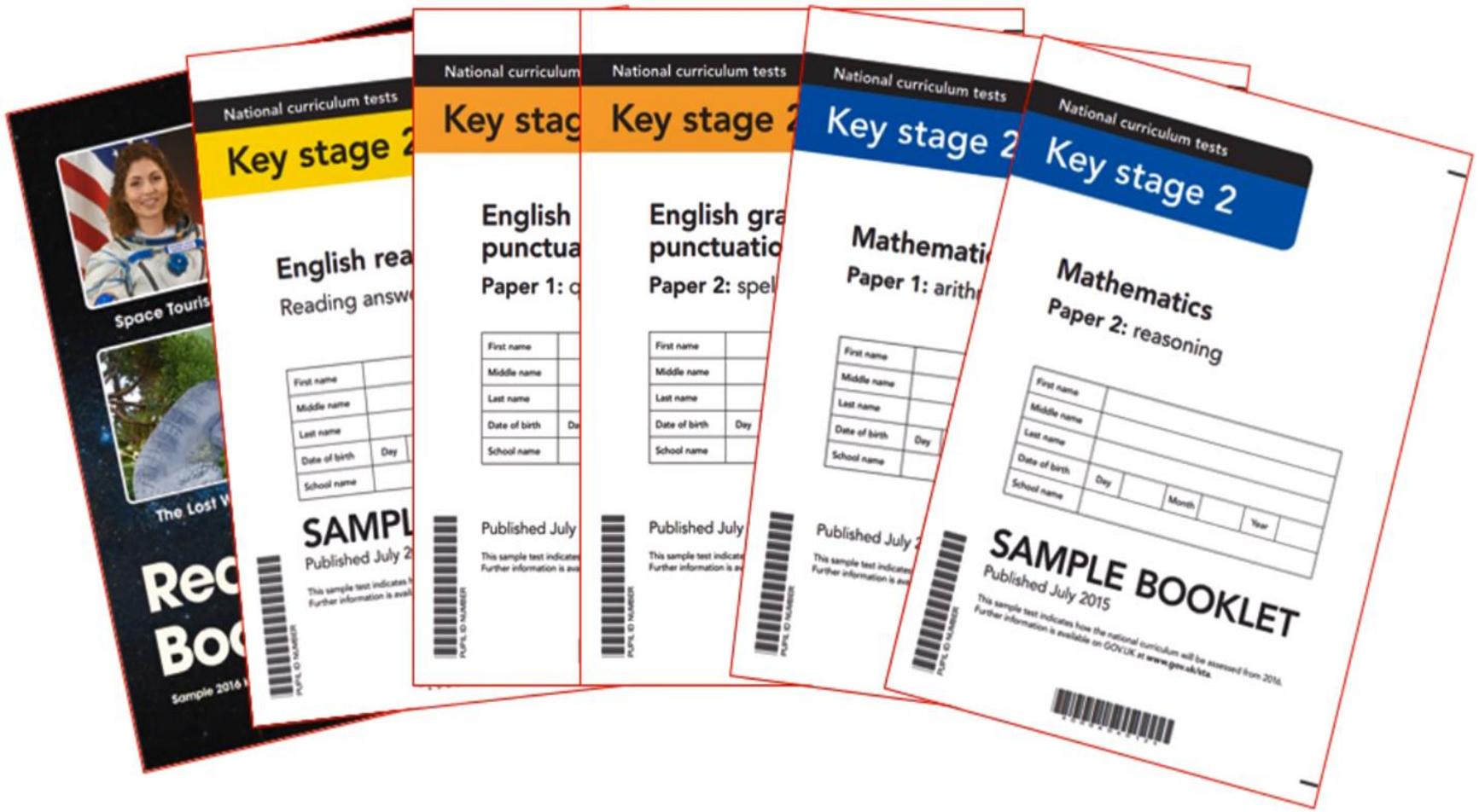
Revision Books

- Available at a huge discounted price.
- Strongly recommended for retrieval of key learning.
- Maths and English available.
- Make payment through Arbor by **31st October 2025.**





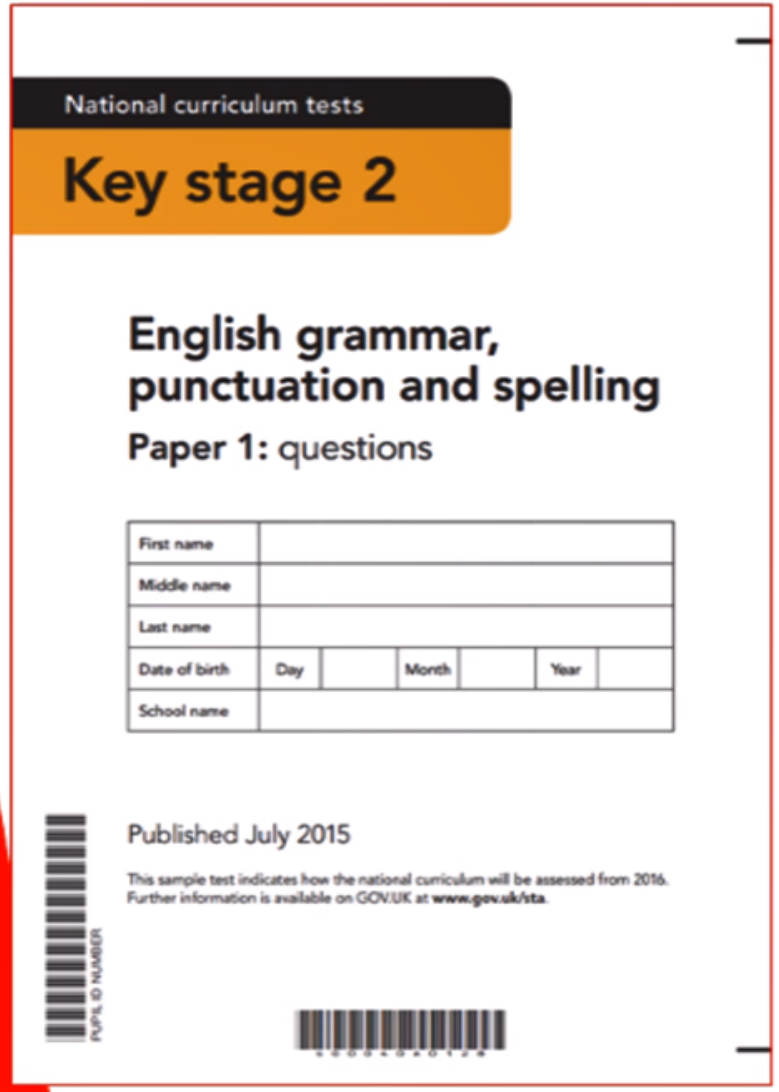
Key Stage 2 Tests



KS2 Assessment Week

Monday 11th May 2026	**English grammar, punctuation and spelling test** Paper 1 short answer questions (45 mins) Paper 2 spelling (15 mins)
Tuesday 12th May 2026	**English reading test:** Reading booklet and associated answer booklet (60 mins)
Wednesday 13th May 2026	**Mathematics test:** Paper 1 arithmetic (30 mins) Paper 2 reasoning (40 mins)
Thursday 14th May 2026	**Mathematics test:** Paper 3 reasoning (40 mins)

Monday: English grammar, punctuation and spelling


National curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

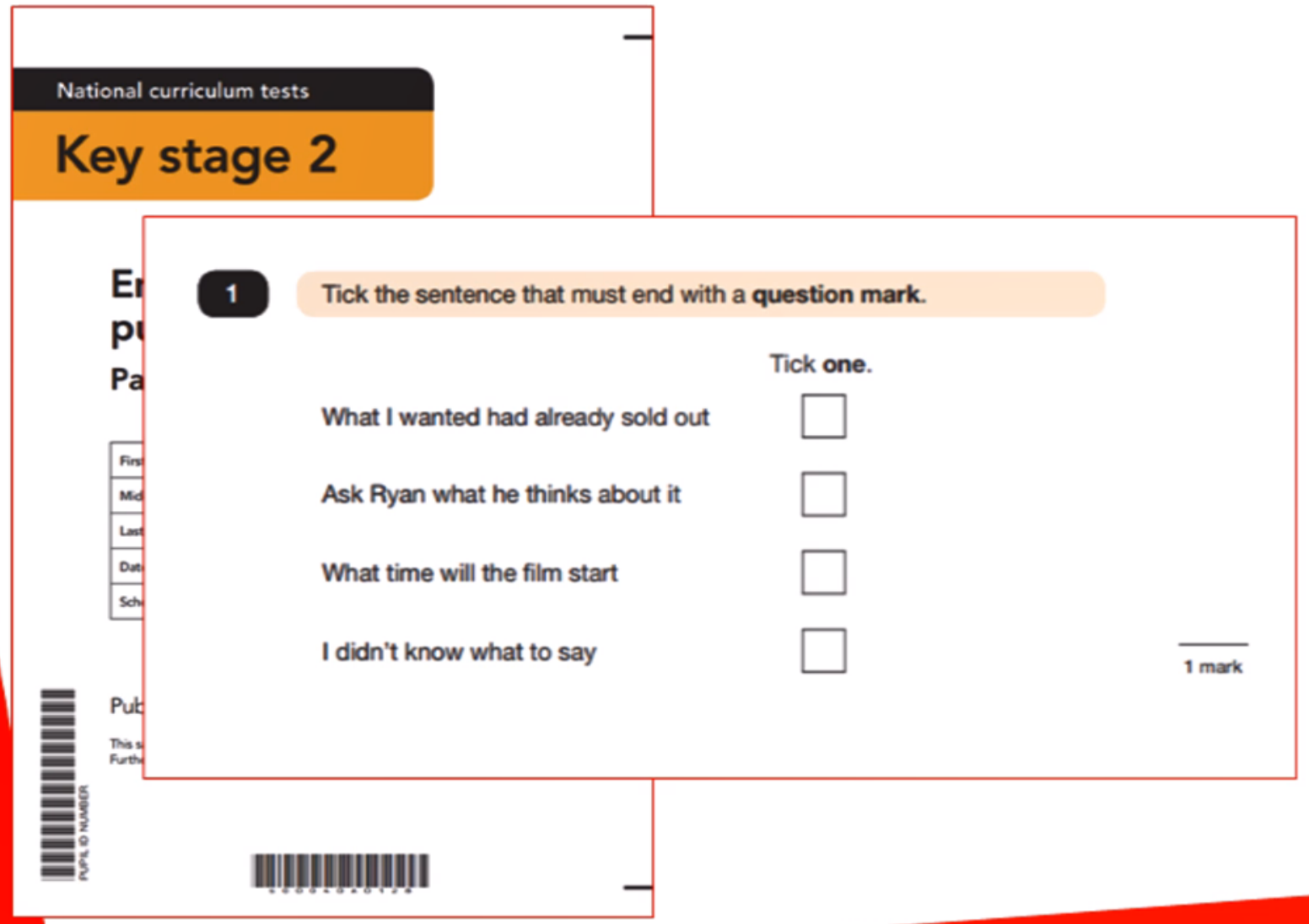
Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

PUPIL ID NUMBER

- 45 minutes
- ☑ 50 marks

Monday: English grammar, punctuation and spelling


National curriculum tests

Key stage 2

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

Tick **one**.

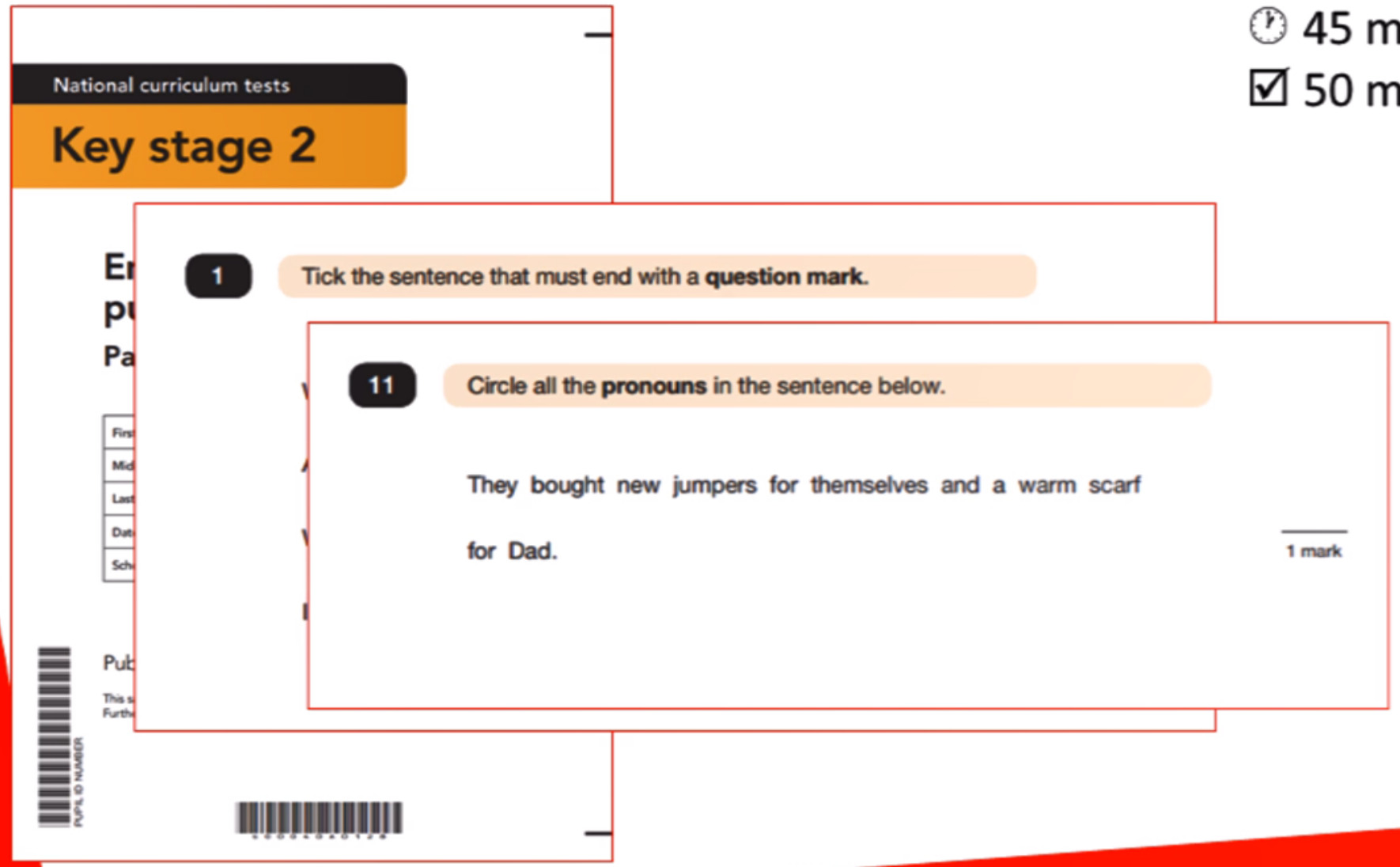
- What I wanted had already sold out ☐
- Ask Ryan what he thinks about it ☐
- What time will the film start ☐
- I didn't know what to say ☐

1 mark

🕐 45 minutes

☑ 50 marks

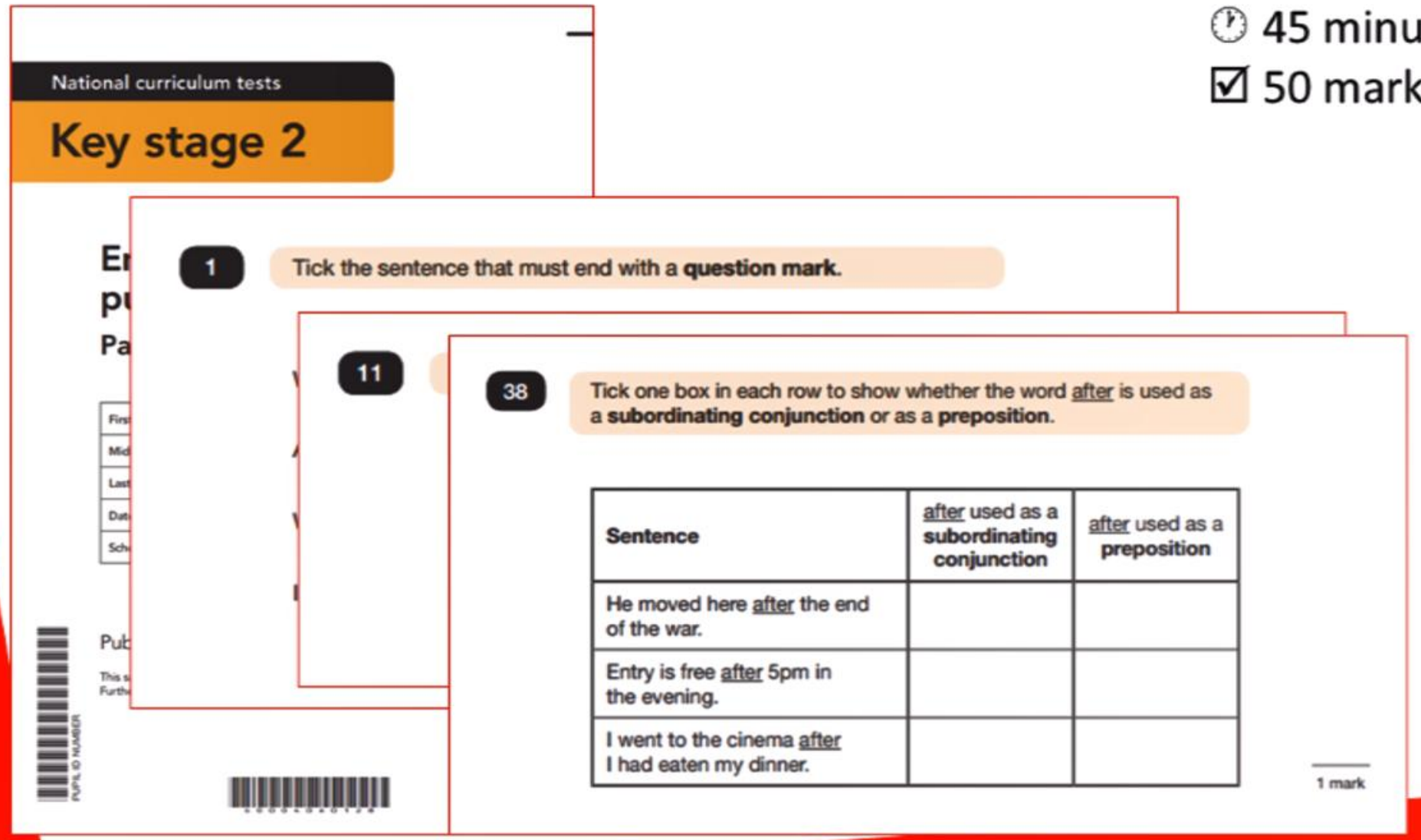
Monday: English grammar, punctuation and spelling



45 minutes

☑ 50 marks

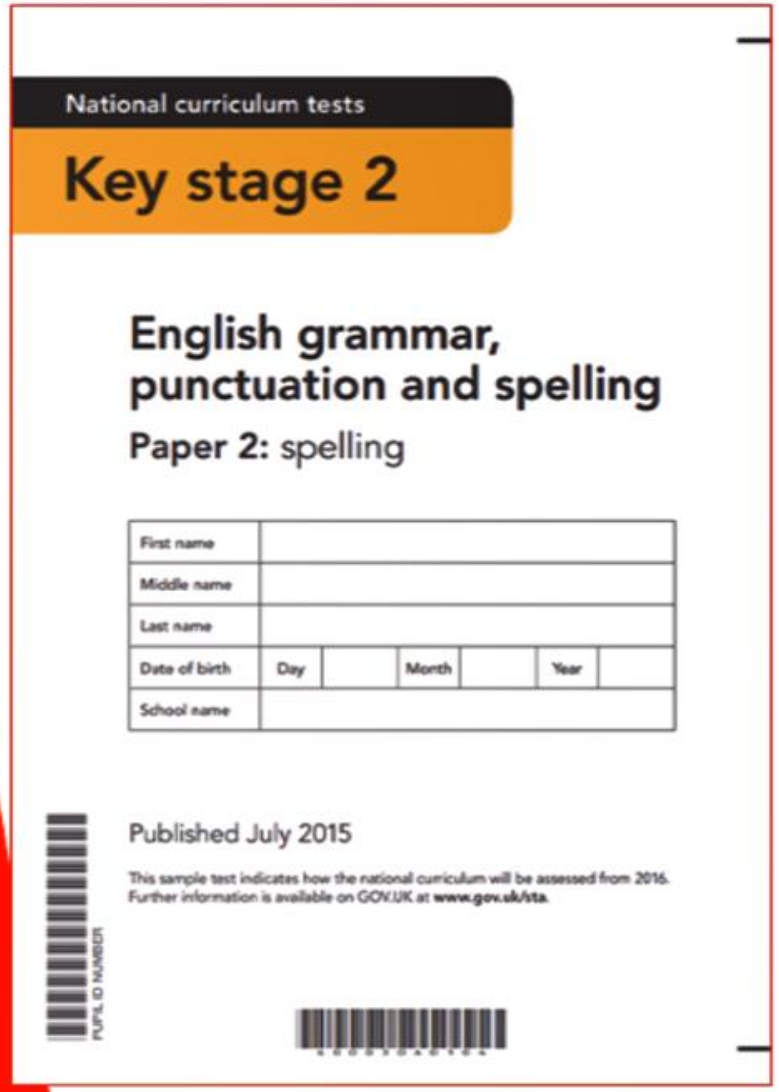
Monday: English grammar, punctuation and spelling



45 minutes

☑ 50 marks

Monday: Spelling test


National curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

PUPIL ID NUMBER

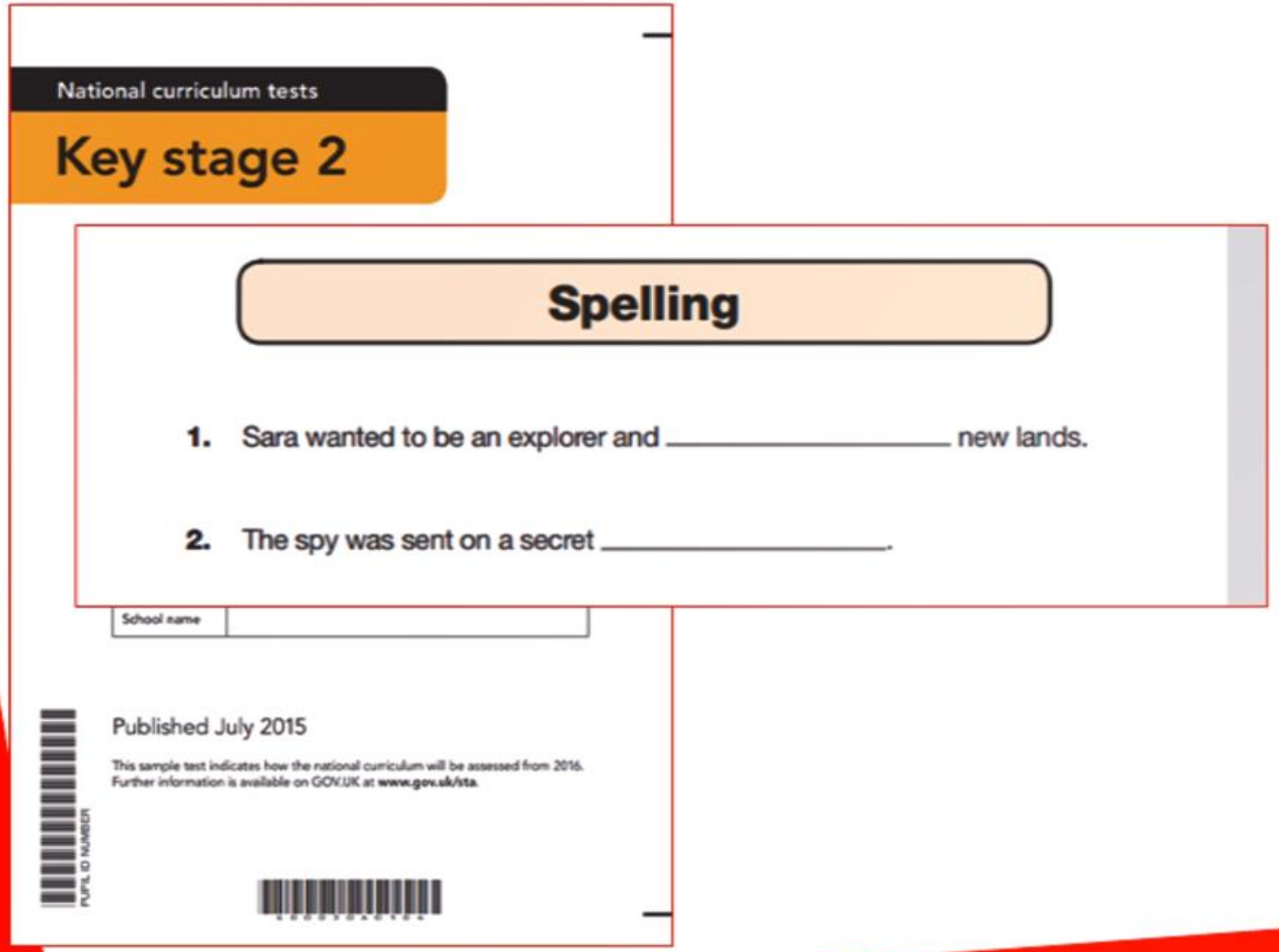
Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

- 🕐 15 minutes
- ☑ 20 marks

Monday: Spelling test

- 15 minutes
- ☑ 20 marks



National curriculum tests

Key stage 2

Spelling

1. Sara wanted to be an explorer and _____ new lands.

2. The spy was sent on a secret _____.

School name

Published July 2015

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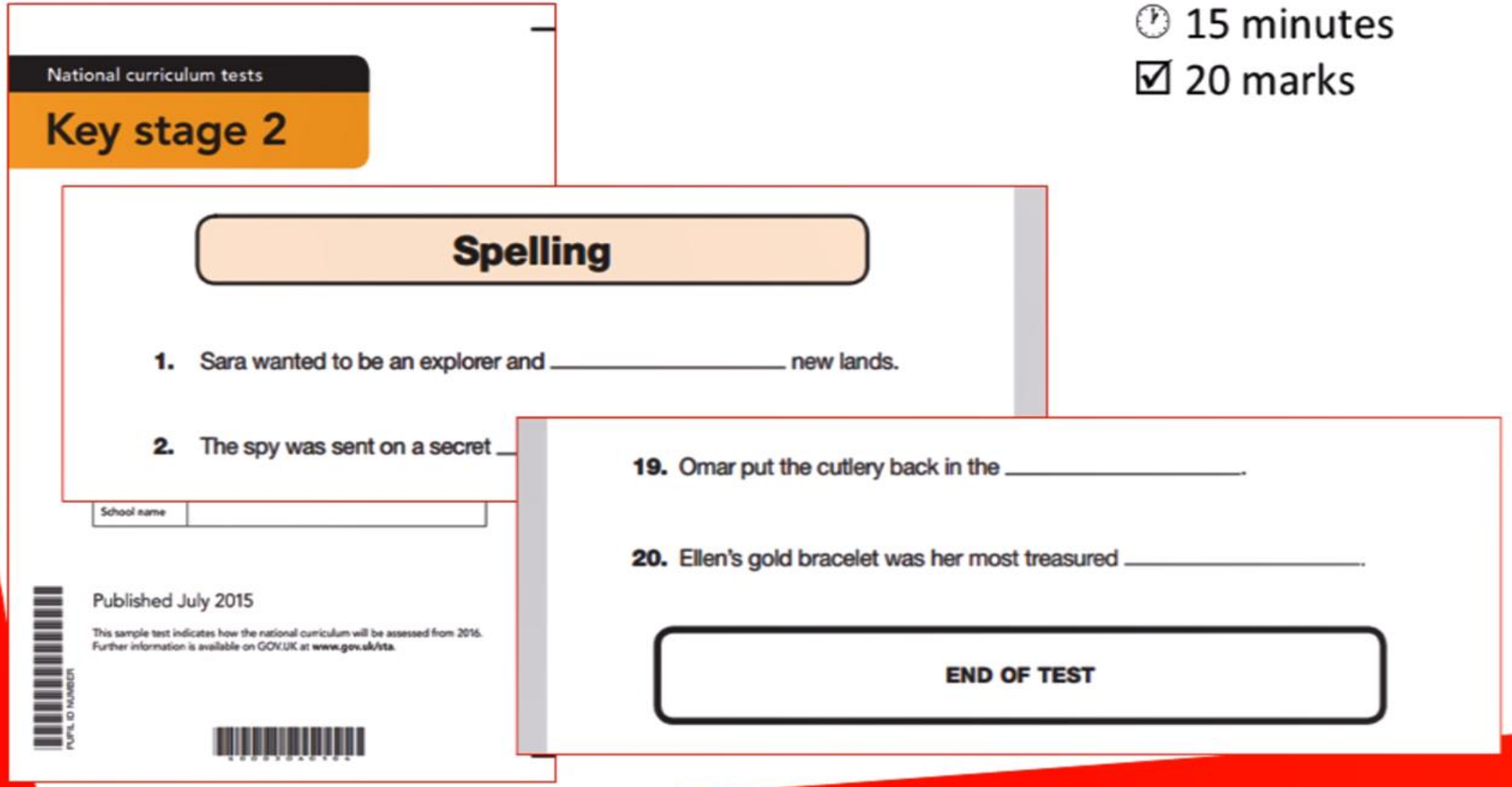
Further information is available on GOV.UK at **www.gov.uk/sta**.

PUPIL ID NUMBER

Monday: Spelling test

🕐 15 minutes
☑ 20 marks



National curriculum tests

Key stage 2

Spelling

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2. The spy was sent on a secret _____

School name

Published July 2015

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PUPIL ID NUMBER

19. Omar put the cutlery back in the _____.

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

END OF TEST

Writing Standards: End of Key Stage 2

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Writing Standards: End of Key Stage 2

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

[3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

This extended piece retells the story of Shakespeare's *Macbeth* as a third-person narrative.

The opening paragraph shows an awareness of the reader and the information they need, introducing 2 principal characters (*Macbeth and Banquo*), and providing information of events prior to the story opening (*celebrating their late victory of defeating the Norwegians in battle*).

Morgan immediately seeks to establish a sinister atmosphere to the retelling (*One spooky midnight; trudging through the misty, murcky moors*).

Parts of the dialogue attempt to mirror the lines and repetition from the play, supported by Morgan's use of reporting clauses (*the first witch...cackled; the second haggard witch spat; the third whispered creepily*). Dialogue is further integrated at specific points to support the writer's interpretation of the characters and their relationship with one another ("*Come ~~of~~ on," Lady Macbeth ~~said slyly~~ grimaced. "You know you want to.*").

[C]

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murcky moors ~~to~~ while celebrating their late victory of defeating the Norweigians in battle. All of a sudden, three raggedy hags ~~apear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King." the third ~~whi~~ whispered creepily.

~~"But~~ How can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis." But the disgusting hags were no ~~were~~ where to be seen. Suddenly Macbeth's messenger arrived ~~exasted~~ exausted, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Adverbs (*loudly, creepily*) and expanded noun phrases (*three raggedy hags; the second haggard witch*) are used to specify and add detail concisely. While these are not always used correctly, as they might be by a child working at greater depth, (*greedily holding up a jar of sleeping pills*), Morgan shows an awareness of the reader through the use of these language features.

[C] [GP]

Use of the passive form, reflecting the language of ghost stories or some traditional tales the writer has read, underlines the mysterious way the witches have disappeared.

[GP] [C]

This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution).

The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story.

Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution.

Cohesion is achieved through the use of adverbials which help to sequence the events (*Immediately, As soon as, Eventually, Within a few minutes, In time)* and accurate use of pronouns.

[C]

"Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ two tatty-looking passports in her bag. Immediatly, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremly fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.

[C]

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (a phone call from work), convey detail concisely.

[GP]

Eventually, they arrived in Antarctica where the film crew ~~wh~~ere waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with ~~a frost b~~ very painful frost bite. What ~~might~~ ~~she~~ could she do now ~~with~~ to get rid of the frost bite? she thought to herself, but gradually it melted from the warm heat of her coat.

A multi-clause sentence deploys a range of clause structures, including a relative clause (*where the film crew were waiting*). This control of language is good, although the choice of verb (*causing*) lacks the precision that might be used by a pupil working 'at greater depth within the standard'

[GP]

Positioning the pronoun before the noun (*her...Lauren*) supports cohesion effectively within the sentence.

[GP]

The question makes good use of the modal verb (*could*) to suggest degree of possibility.

[GP]

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly

occured, right in front of her. There was no way of escaping the disastrous snow storm because it ~~would~~ would only plough what was in front of it (which was Lauren).

Menacingly, a snow-~~lepod~~ lepord approached her, as if from nowhere, ~~in~~ with an angry mind – ready to attack. Lauren was stuck between a fierce snow-lepord and a powerful blizzard; knowing there was no-one to help her and no way to escape.

Fortunatley, Lauren realised she had her super strong, winter boots on and ~~a~~ immediately took one of them off. Determined to escape, she flung one of the boots onto the snow-lepord, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicous lepord.

In time the blizzard dissapeared, the hailstones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

Sentence structure and grammar across the piece are controlled effectively, but the pupil relies too much on fronted adverbials: many of the sentences begin in this way. Greater variety for specific effect might be expected from a pupil who would be judged to be working at greater depth in writing. This should now be a target for this pupil.
[GP]

Commas for parenthesis are used effectively here to highlight the approach of the snow leopard.
[GP]

Co-ordination is used to balance noun phrases and clauses, emphasising the scale of Lauren's predicament and the absence of options.
[GP]

A fronted subordinate clause foregrounds Lauren's determination and resourcefulness, setting up the rest of the sentence. This construction is used very well here.
[GP]

The device of the snow boots coming to the rescue has been set up across the narrative, supporting cohesion across the text (*her brand new winter boots, her super strong winter boots, one of them, one of the boots)*.
[C]

While the narrative is resolved in a satisfactory way, the ending is somewhat rushed compared to the detailed and cleverly-written opening.
[C]

Year 3 and 4 Statutory Spellings

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business

calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth

eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward
forwards
fruit
grammar
group
guard

guide
heard
heart
height
history
imagine
important
increase
interest
island
knowledge
learn
length
library
material
medicine

mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess

possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special

straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

Year 5 and 6 Statutory Spellings

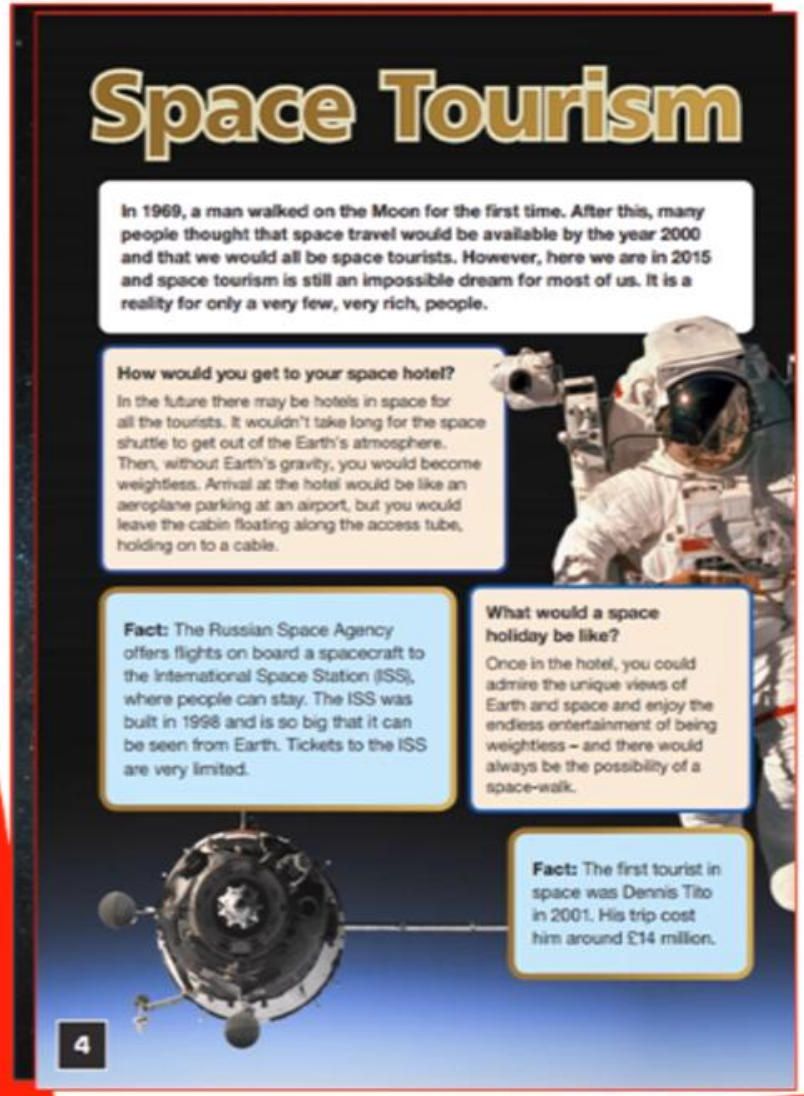
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Tuesday: Reading test

🕐 60 minutes

☑ 50 marks

Tuesday: Reading test



Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

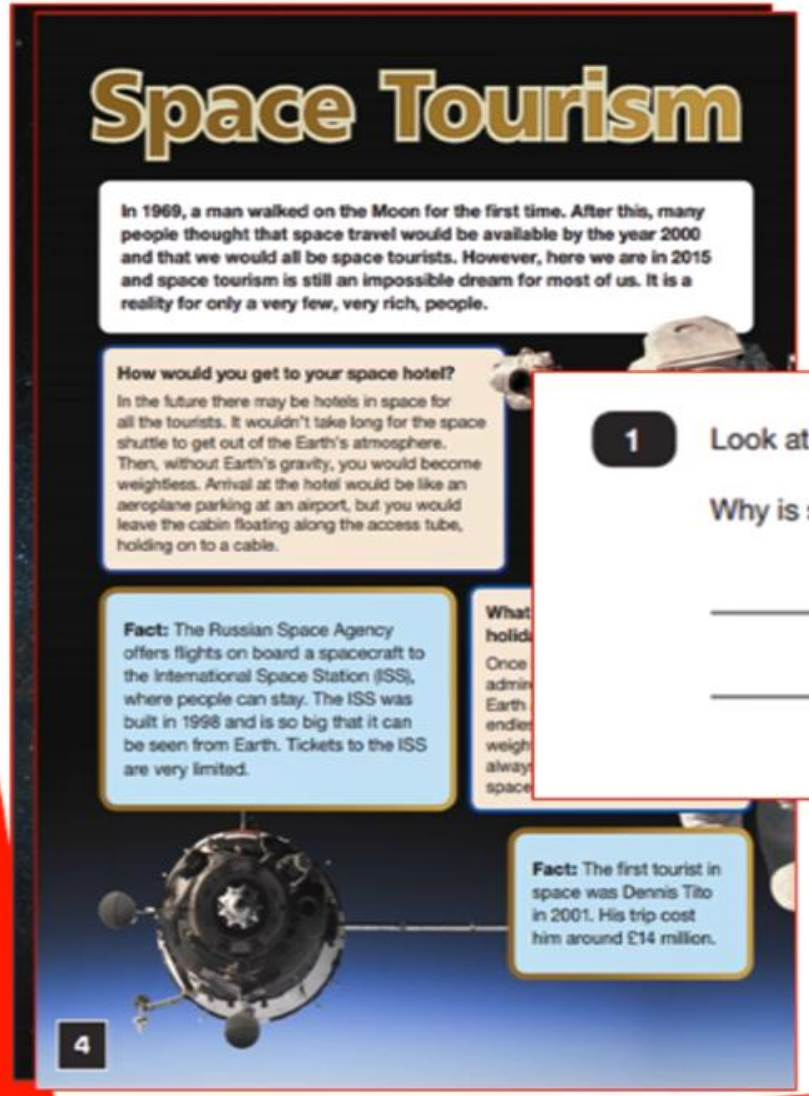
4

- 🕐 60 minutes
- ☑ 50 marks

Tuesday: Reading test

🕐 60 minutes

☑ 50 marks



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Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

4

1 Look at the introduction.

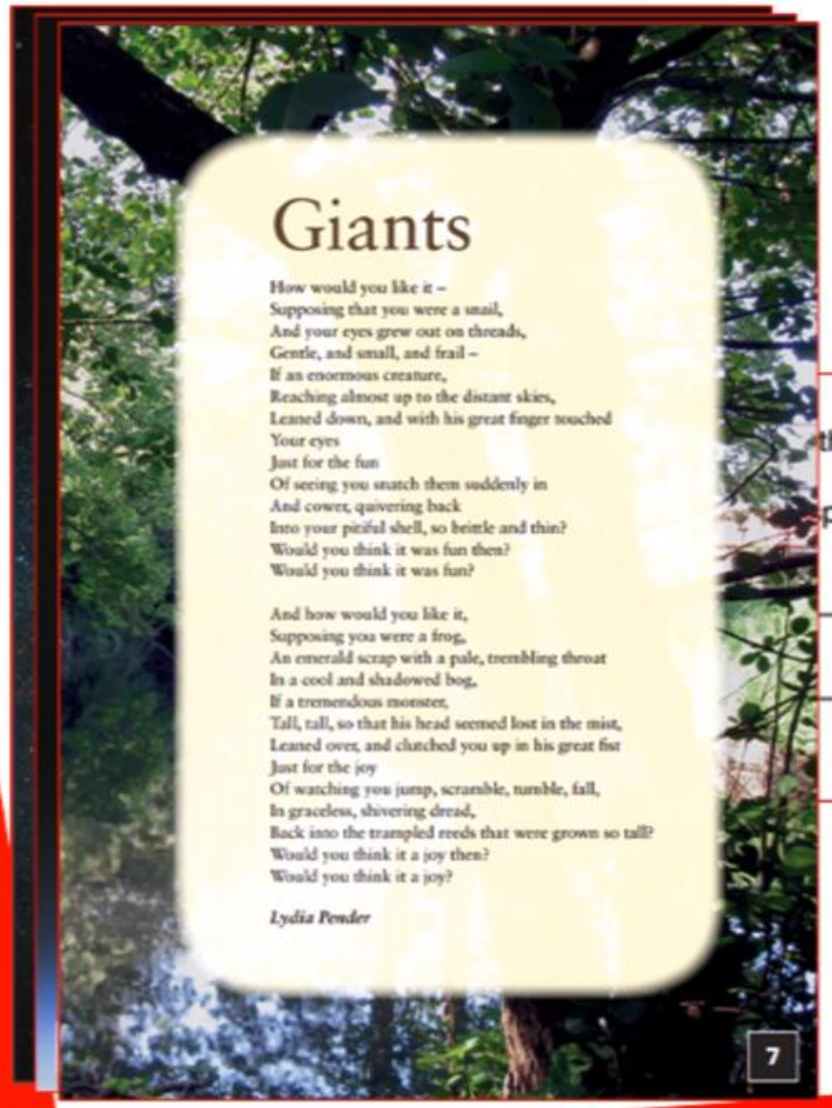
Why is space tourism *impossible* for most people?

_____

_____

1 mark

Tuesday: Reading test



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

7

🕐 60 minutes

☑ 50 marks

the introduction.

pace tourism *impossible* for most people?

_____

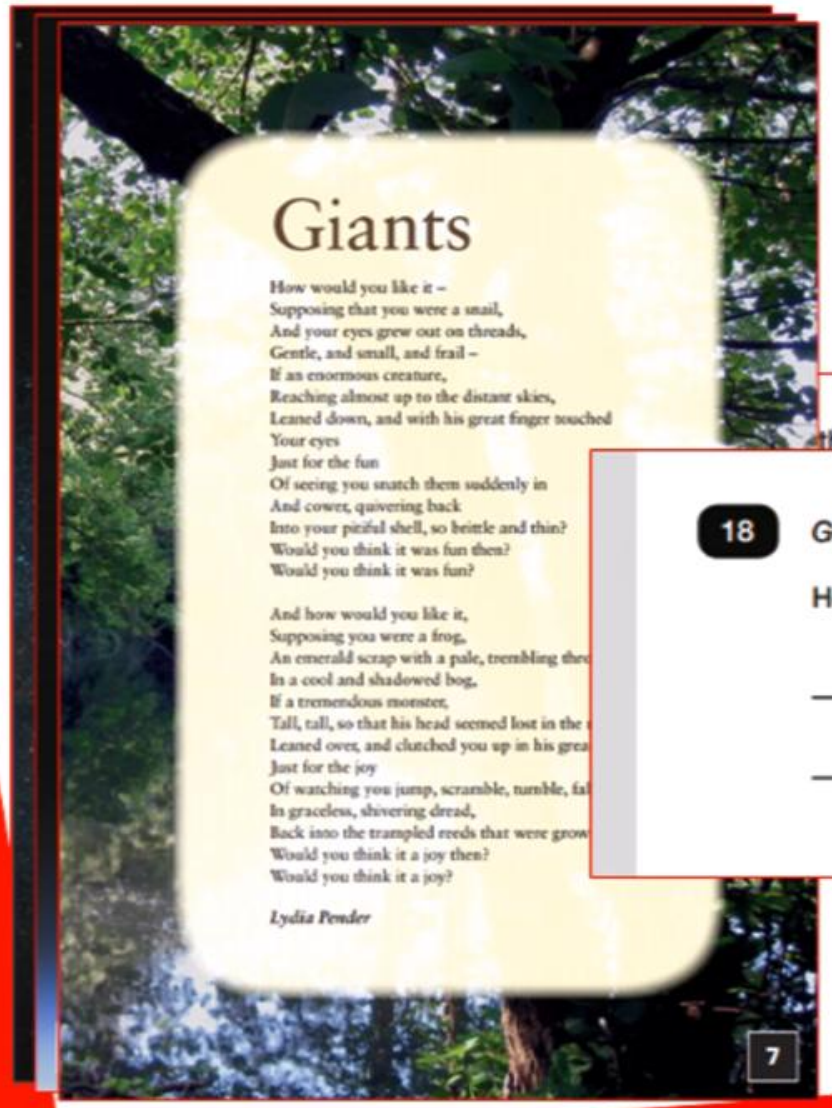
_____

_____
1 mark

Tuesday: Reading test

🕐 60 minutes

☑ 50 marks



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling thr
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the
Leaned over, and clutched you up in his grea
Just for the joy
Of watching you jump, scramble, tumble, fal
In graceless, shivering dread,
Back into the trampled reeds that were grow
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

7

the introduction.

18 *Gentle, and small, and frail*

How do these words make the reader feel about the snail?

_____

_____

1 mark

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

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.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park… they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's… it's the park!!'

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about…?' Joe started to say.

'You leave that to me, I don't want you worrying.' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll… I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes.

Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know… I can't believe they've closed the park. I mean, why?!' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:

Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees
Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?
To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused
Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!

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.

Did you know that bumblebees have smelly feet?
Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help
Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?

Geranium

Lavender

Wild rose

Energy drink for bees
If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.

Act now
You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: **www.bumblebeeconservation.org**

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

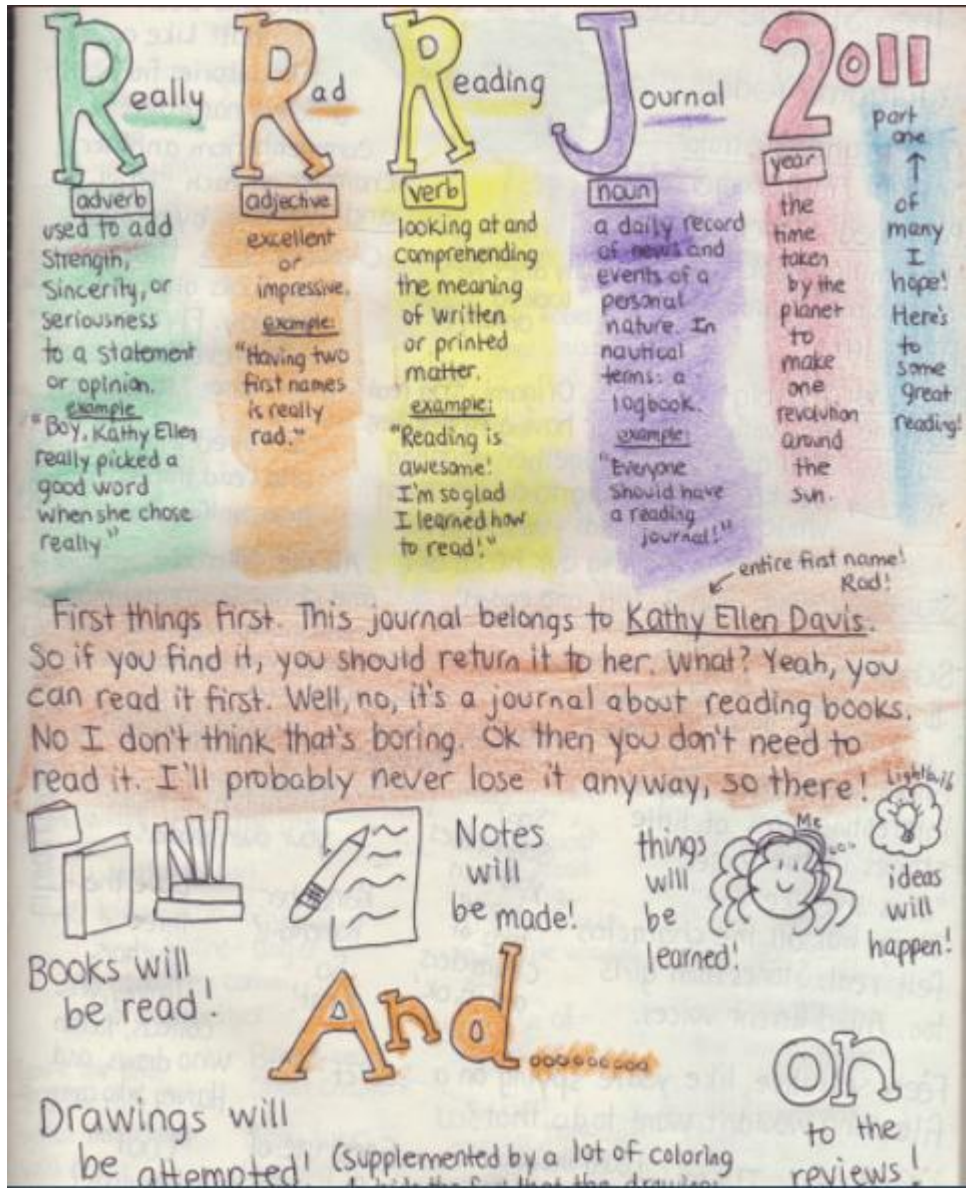
Reading in Year 6

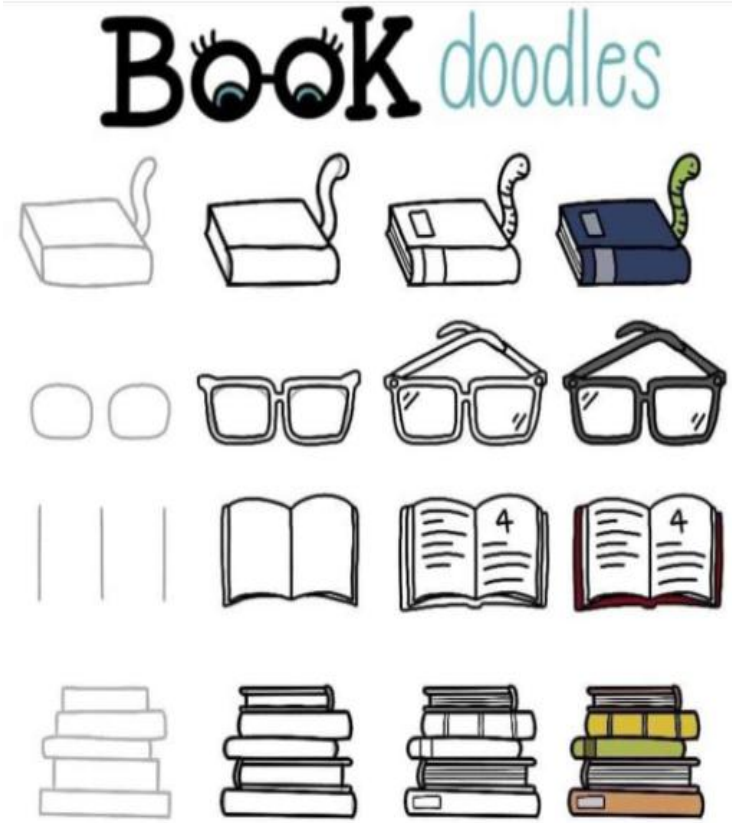
- Encourage
- Share
- Enjoy
- Talk

Reading in Year 6

- Listen to your child read
- Read to your child (even in Year 6!)
- Have lots of conversations about what your child is reading
- Read a range of reading materials at home
- Be a reading role model

Reading Journals





Title : October, October

Author : Katya Balen

Date started : 04/10/21

Date finished :

Genre :

Notes

* Already love the setting! Wild nature!

Wonderful words!

'star-dusted sky'

'the twisted reaches of the branches'

Rating :

Reasons :

Teaching Reading: the skills

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

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KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ….. effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ….. have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ….. effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did…?
- How often…?
- Who had…? Who is…? Who did….?
- What happened to…?
- What does…. do?
- How ….. is ……..?
- What can you learn from …… from this section?
- Give one example of……
- The story is told from whose perspective?

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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after …….?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

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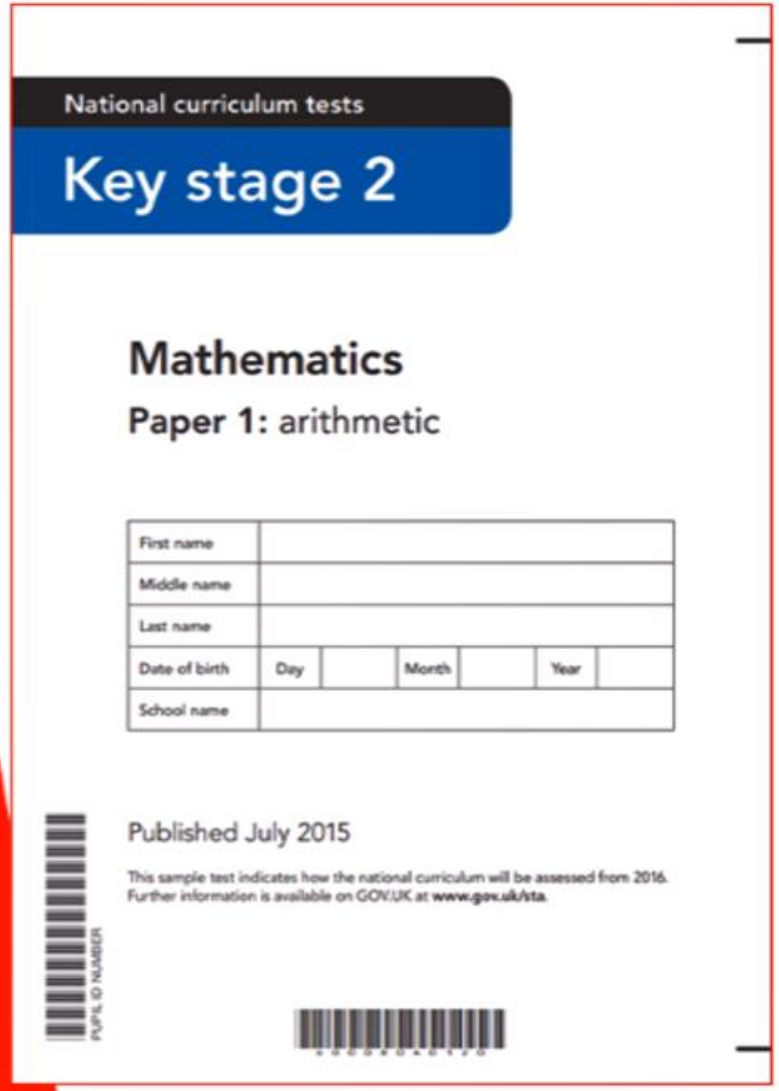
Wednesday: Arithmetic test


National curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

PUPIL ID NUMBER

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

- 30 minutes
- ☑ 40 marks

Wednesday: Arithmetic test

National curriculum tests

Key stage 2

1 979 + 100 =

1 mark

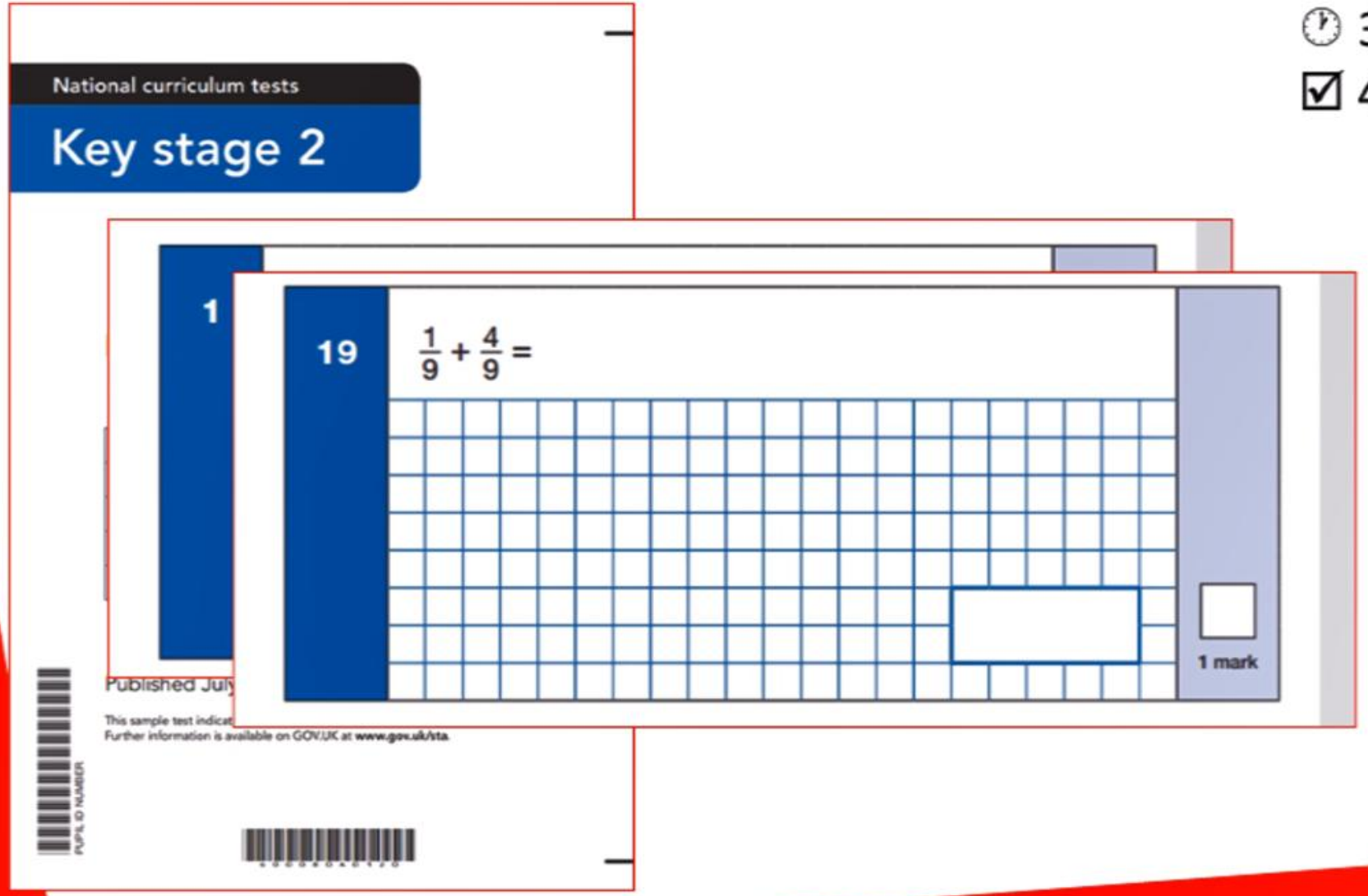
Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/sta.

PUPIL ID NUMBER

- 30 minutes
- ☑ 40 marks

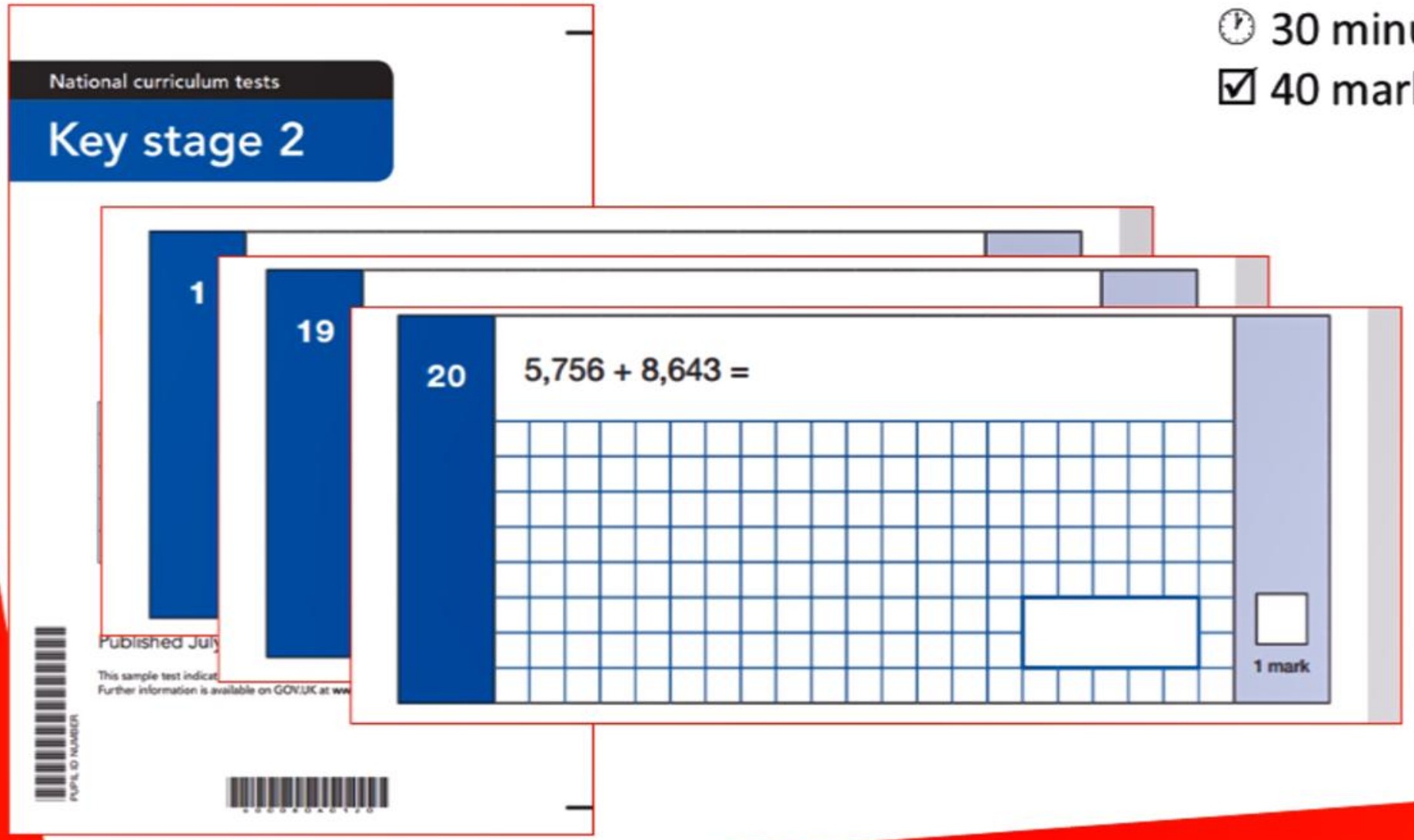
Wednesday: Arithmetic test



30 minutes

☑ 40 marks

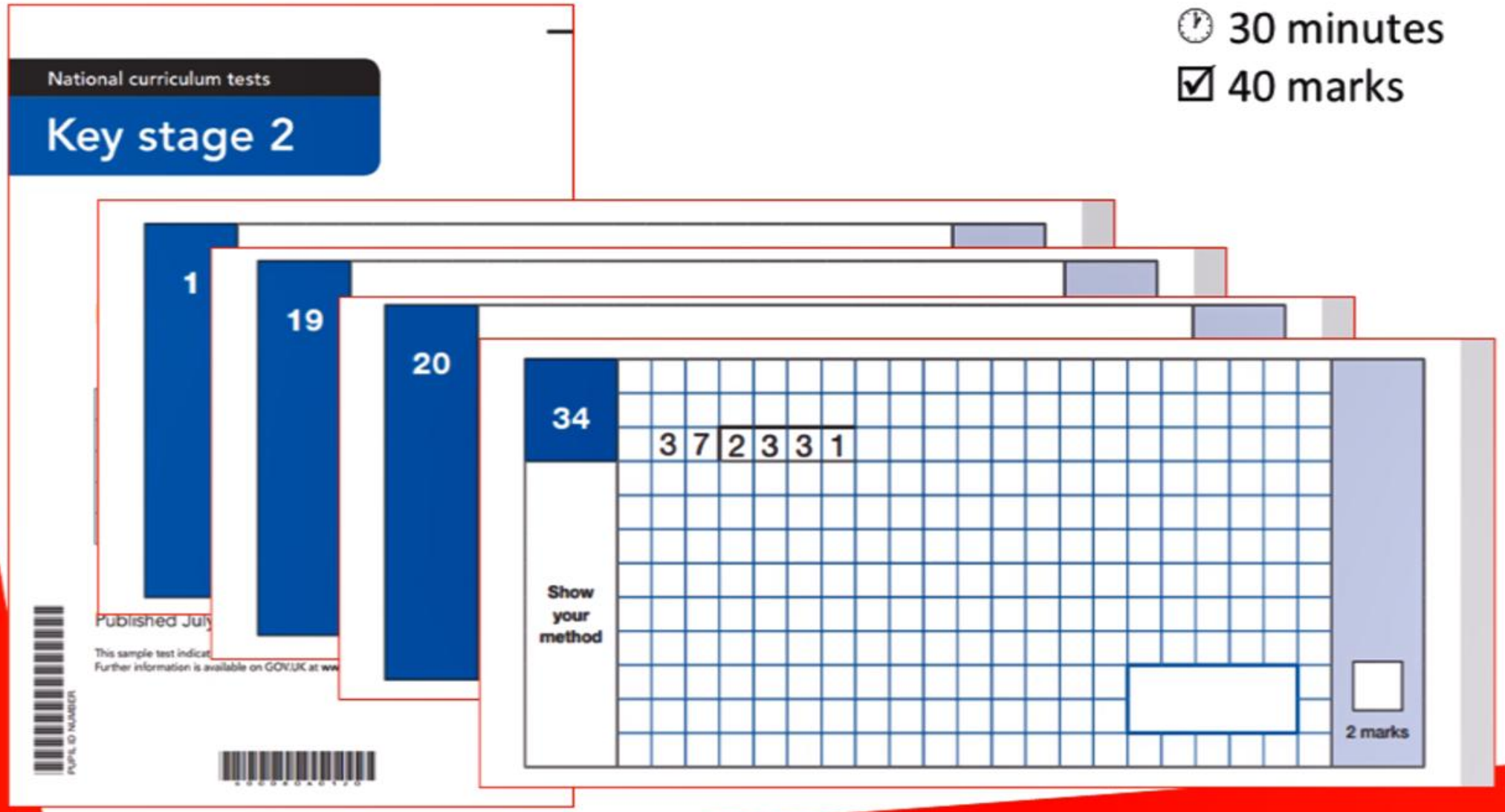
Wednesday: Arithmetic test



30 minutes

☑ 40 marks

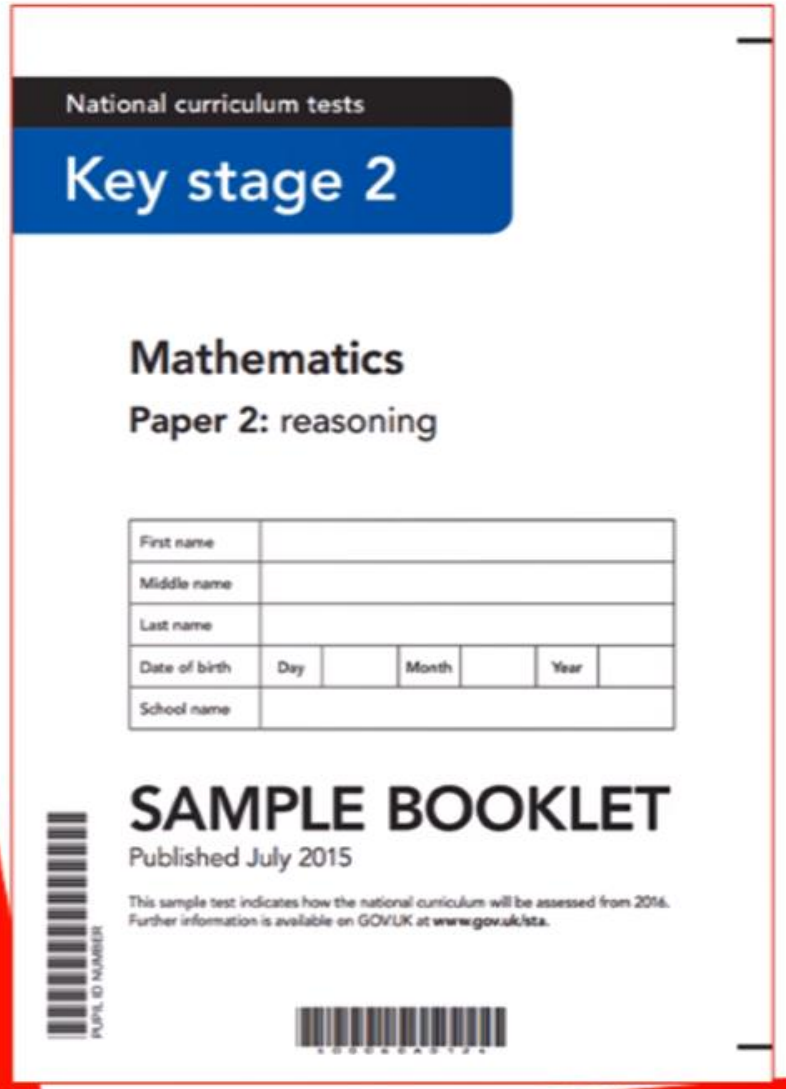
Wednesday: Arithmetic test



30 minutes

☑ 40 marks

Wednesday & Thursday: Maths Reasoning


National curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

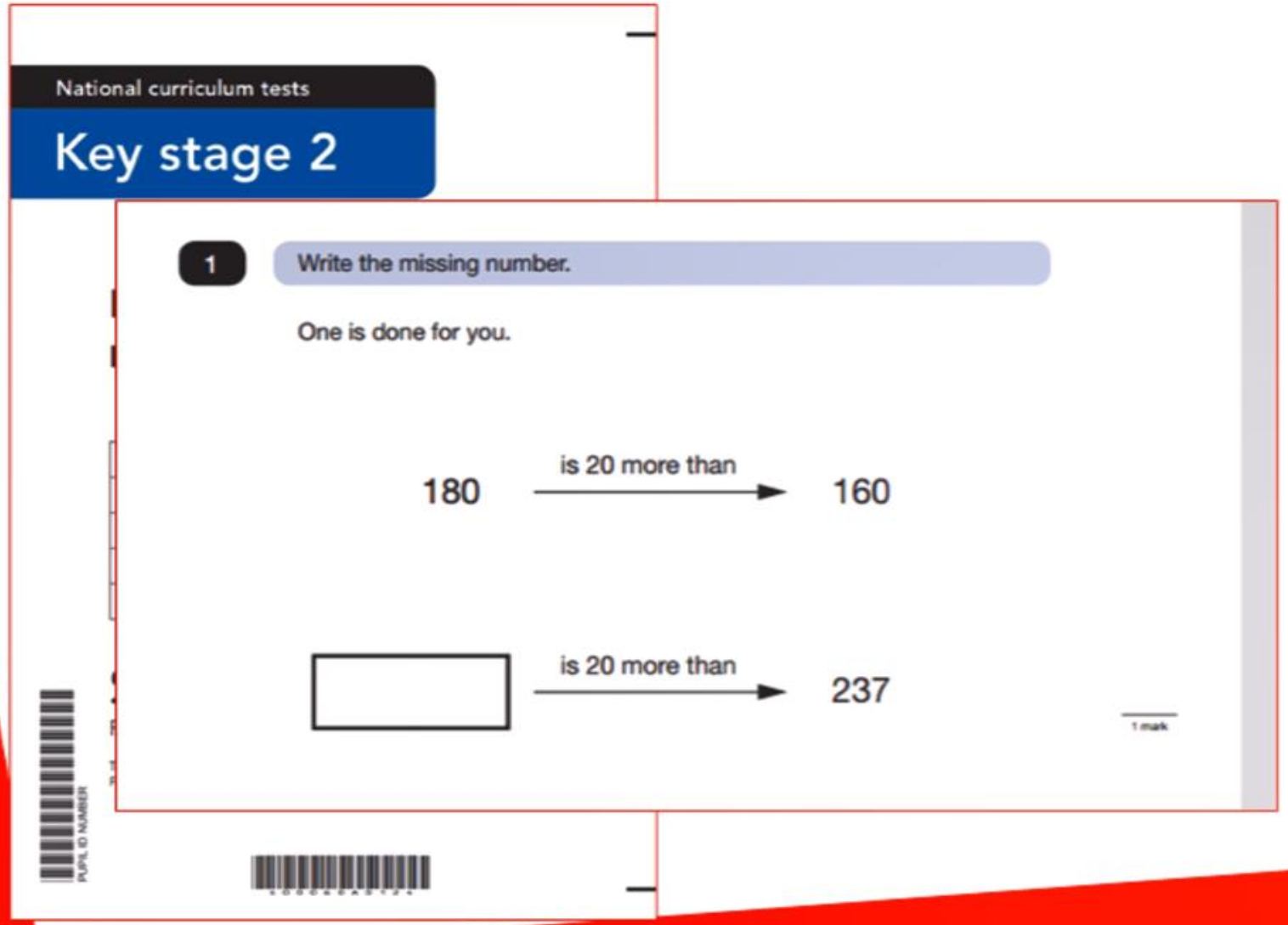
PUPIL ID NUMBER

- 40 minutes
- ☑ 35 marks

Wednesday & Thursday: Maths Reasoning

🕐 40 minutes

☑ 35 marks



National curriculum tests

Key stage 2

1 Write the missing number.

One is done for you.

180 → is 20 more than → 160

☐ → is 20 more than → 237

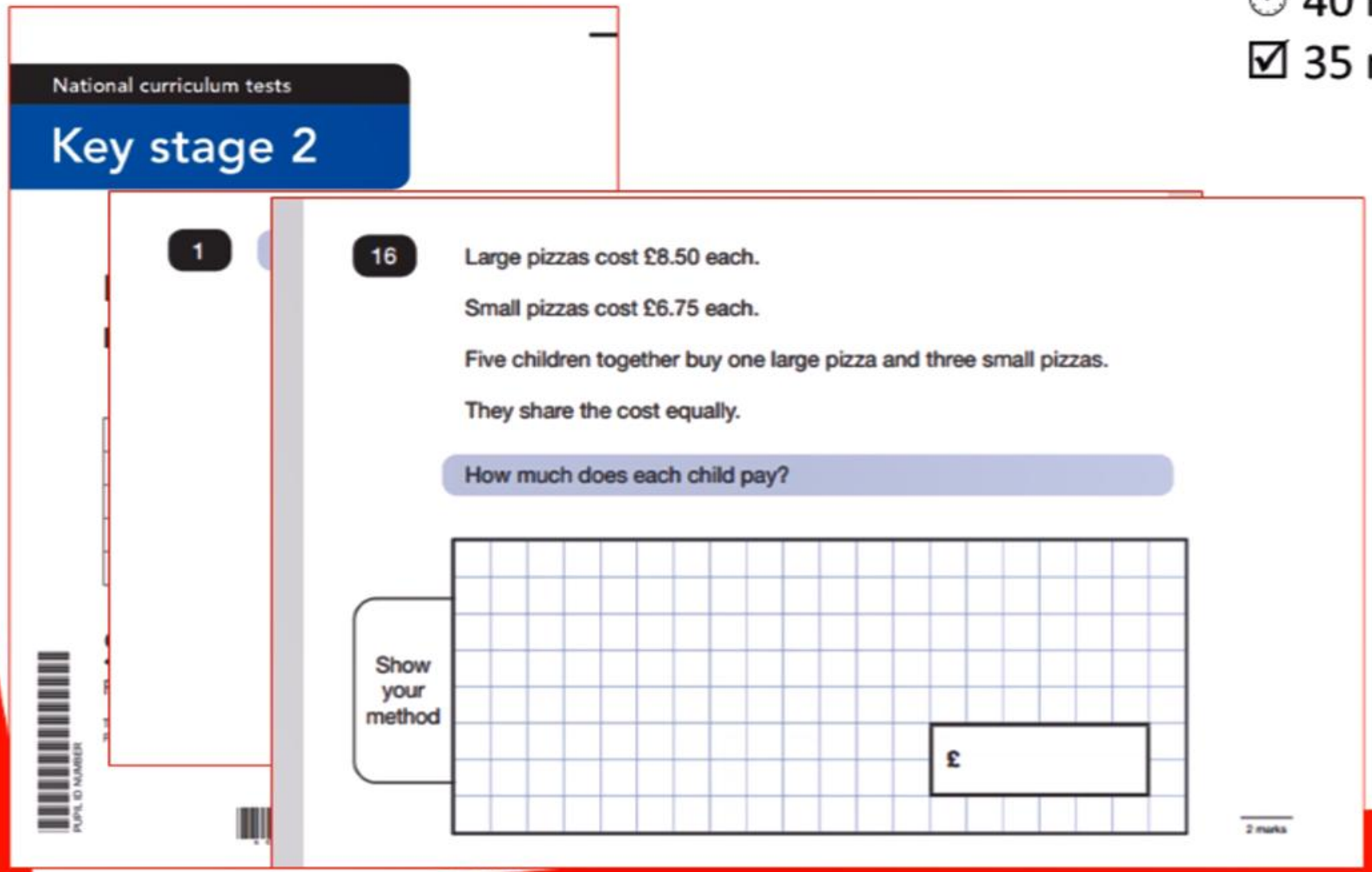
1 mark

PUPIL ID NUMBER

Wednesday & Thursday: Maths Reasoning

🕐 40 minutes

☑ 35 marks



Herts for Learning Maths – Term 1

National Curriculum Domain	Suggested timings	Learning sequence number and title
Autumn		
Number and place value	Week 1 – 2 **2 weeks** 8 steps	6LS1 – Place value 6LS2 – Multiply and divide by 10, 100 and 1,000
Addition, subtraction, multiplication, and division	Week 3 – 4 **2 weeks** 7 steps	6LS3 – Choosing effective mental calculation strategies 6LS4 – Problem solving with four operations
Multiplication, division, and measurement	Weeks 5-7 **3 weeks** 15 steps	6LS5 – Application of factors, multiples and primes (amalgamate step 1 and 2) + (step 4: optional step) 6LS6 – Formal written method of multiplication (steps 1-3: for use as revision as needed) 6LS7 – Area of parallelograms and triangles 6LS8 – Formal written method of short division
Fractions (including decimals and percentages)	Week 8-11 **4 weeks** 18 steps	6LS9 – Equivalent fractions 6LS10 – Comparing and ordering fractions 6LS11 – Adding and subtracting fractions 6LS12 – Fraction and decimal equivalents 6LS13 – Fractions, decimals, and percentages 6LS14 – Calculating percentages
Geometry	Week 12 -13 **2 weeks** 7 steps	6LS15 – Properties of shape
Assessment to inform planning	**3 days**	**Time for practice SATs papers during the autumn term (any time in autumn term)**

Herts for Learning Maths – Term 2

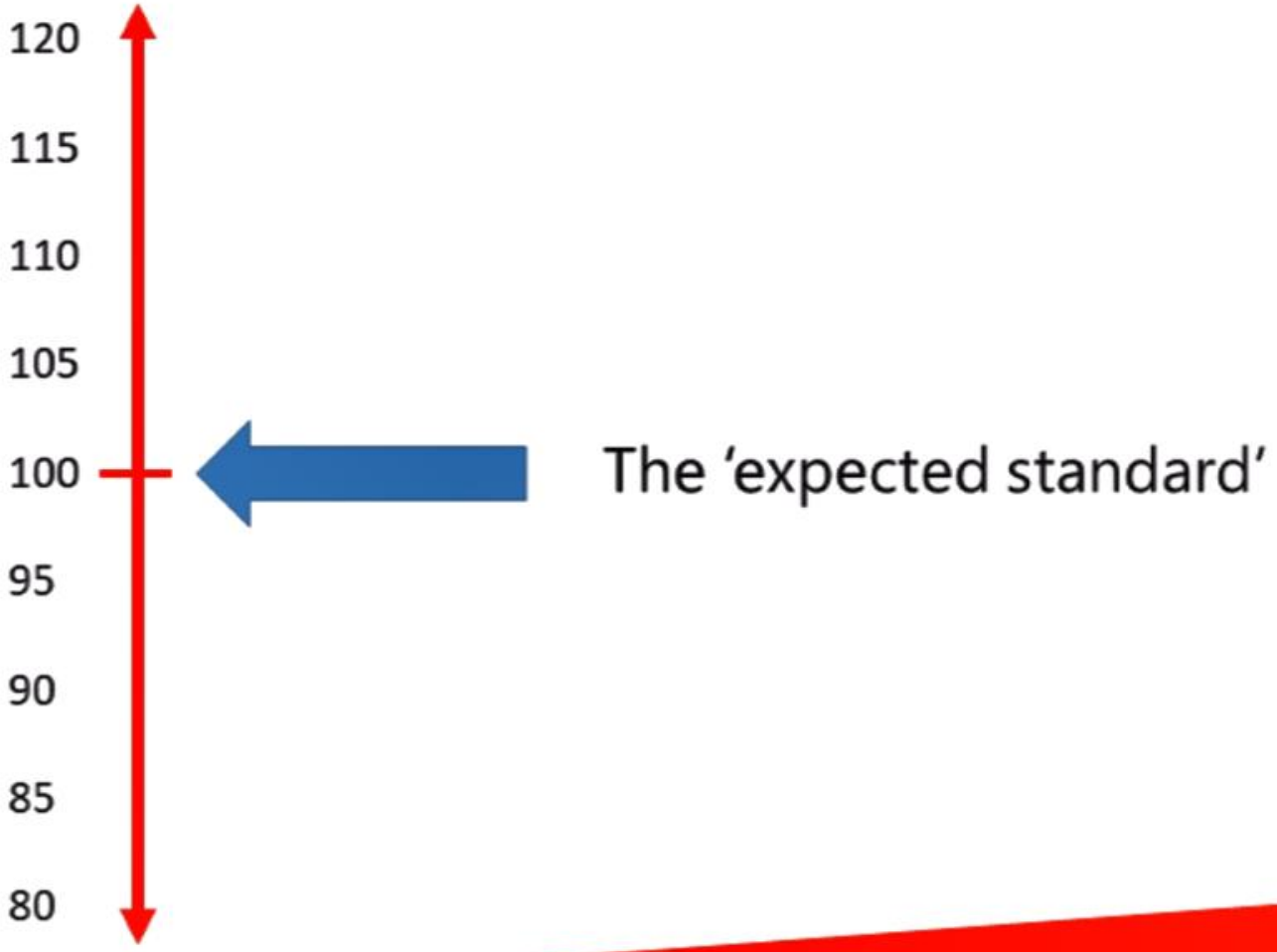
Spring		
Algebra	Week 1 **1 week** 6 steps	6LS16 – Order of operations and algebra (amalgamate step 1 and 2; step 3 and 4; step 5 and 6)
Multiplication, division, and measurement	Week 2 – 3 **2 weeks** 9 steps	6LS17 – Formal written method for long division 6LS18 – Exploring relationships between perimeter and area
Geometry	Week 4 **1 week** 6 steps	6LS19 – Recognise and find angles (amalgamate step 1 and 2) 6LS20 – Reflection and translation (amalgamate step 1 and 2)
Fractions (including decimals and percentages)	Week 5 – 6 **2 weeks** 9 steps	6LS21 – Multiplying fractions (amalgamate step 1 and 2) 6LS22 – Dividing fractions
Fractions (including decimals and percentages)		*6LS23 – Fractions, decimals and percentages problem-solving* *(optional learning sequence – further rehearsal of previously taught content)*
Ratio and proportion	Week 7 – 8 **2 weeks** 7 steps	6LS24 – Ratio and proportion
Measurement	Week 9 **1 week** 6 steps	6LS25 – Volume 6LS26 – Measures
Statistics	Week 10 **1 week** 5 steps	6LS27 – Statistics: line graphs and pie charts
Diagnostic assessment to inform planning	**3 days**	**Diagnostic assessment paper 1: arithmetic (any time in spring term)** **Diagnostic assessment paper 2: reasoning (any time in spring term)**

Herts for Learning Maths – Term 3

Summer		
Algebra and statistics	Week 1 **1 week** 5 steps	6LS28 – Algebra and sequences 6LS29 – Statistics: calculate and interpret mean average
Review	Week 2 – 3 **2 weeks** 6 steps	6LS30 – Application of previous years' learning 6LS31 – Application of known facts and calculation strategies (use learning sequence at any point in the year to consolidate)
		Any remaining time before SATs should be used to consolidate key learning.
Post SATs	**8 / 9 weeks** 20 steps	6LS32 – Constructing pie charts 6LS33 – Statistical representations 6LS34 – Further algebra 6LS35 – Financial maths and enterprise 6LS36 – Maths preparation for KS3

Reporting results

- Results returned: early July



Final results

Subject	Scaled Score	Outcome
Reading	113	Met the expected standard
Grammar, Punctuation & Spelling	111	Met the expected standard
Mathematics	98	Did not meet the standard

Subject	Teacher Assessment
Reading	Working at the expected standard
Writing	Working at the expected standard
Mathematics	Working at the expected standard

Homework Expectations

- SATs Bootcamp – As directed by the class teacher
- Read Theory – 3 quizzes passed weekly
- TTRS – Maintain fluency to support other areas of learning

Resources to support learning at home

- https://www.icknieldprimary.co.uk/docs/Year_6/docs/booktalk.pdf Questions to support comprehension discussion
- https://www.icknieldprimary.co.uk/docs/Year_6/docs/readingchildren.pdf A useful guide to support reading at home
- https://www.topmarks.co.uk/maths-games/hit-the-button
- https://www.topmarks.co.uk/time/teaching-clock
- https://mathsbot.com/
- https://corbettmathsprimary.com/5-a-day/
- https://www.icknieldprimary.co.uk/docs/Year_6/docs/maths/multgrid2.pdf

Resources to support learning at home

- https://www.icknieldprimary.co.uk/docs/Year_6/docs/maths/multgrid3.pdf
- https://www.yearsix.co.uk/ - SATs Bootcamp
- https://readtheory.org/ - Please be aware that this site is American so spellings may vary. Children will have an account set up in school.
- https://assets.publishing.service.gov.uk/media/5a7c8e4ded915d48c24108e2/English_Glossary.pdf - glossary of grammar terms
- https://www.bbc.co.uk/bitesize/levels/zbr9wmn - BBC Bitesize KS2

Online Safety & Screen Time

- Parental control
- Screen time
- Good digital habits
- Online bullying
- Online safety check-ins
- Exploring games – are they age appropriate?

High School Application

- Parents of pupils in Year 6 must apply for a high school place for September 2026 by

31 October 2025

- Applications received after this date will be treated late and will be processed in April 2026.

- https://m.luton.gov.uk/Page/Show/Education_and_learning/Schools_and_colleges/School%20admissions/transferring-to-a-new-school-or-academy/Pages/Pupils%20due%20to%20transfer%20to%20high%20school%20in%20September.aspx

QUESTION TIME…

Thank you for coming and for listening!