Y6 curriculum information 2026-27

Miss Gray, Mrs Donkin and Miss Sheperia

Welcome to Year 6.

Year 6 is a busy final year to your child's St Oswald's experience. As always, expectations are high and your children are encouraged to set the example for children in other year groups to follow.

Many children associate Year 6 with SATs. Please let me reassure you that this is only the smallest of parts of Year 6 and I hope that they will enjoy the range of opportunities that are on offer in their final year.

Daily routine

On arrival each morning, the children complete their 'Daily Maths Blast' questions. These questions are designed to revise and reinforce concepts from yesterday, last week, last term, last year etc.

Children may also have multiplication questions to answer too.

These sessions are in addition to the daily Maths lesson.

Children will also have a English-based task to complete. This may be based on the weekly spellings, writing, reading or grammar.

English

We will cover a range of genres this year, including persuasive writing, biographies, poetry and narrative writing.

Each 'block' of work typically lasts three to four weeks and will focus on:

- Reading comprehension
- Vocabulary
- Spellings, Punctuation and Grammar (SPaG)
- Independent/extended writing
- Handwriting – big push to join letters fluently
- Speaking and listening

Our Focus on Oracy

This year, we are placing a strong focus on **oracy** - developing children's ability to communicate effectively through speaking and listening. Strong oracy skills help children express ideas clearly, listen to others, build confidence and explain their thinking. They are essential across the curriculum and support the development of English and writing skills, particularly as children learn to talk through and rehearse ideas before writing.

Some ways in which this will be implemented are;

- **Progressive stem sentences across all year groups and subjects**, helping children to reason, explain their thinking and give fuller, more justified answers.
- **Opportunities for public speaking** across the curriculum.
- **Talking Tuesday** will encourage children, staff and families to discuss engaging questions such as *"What superpower would you have and why?"* Together, these opportunities will help our children become confident, thoughtful and effective communicators.

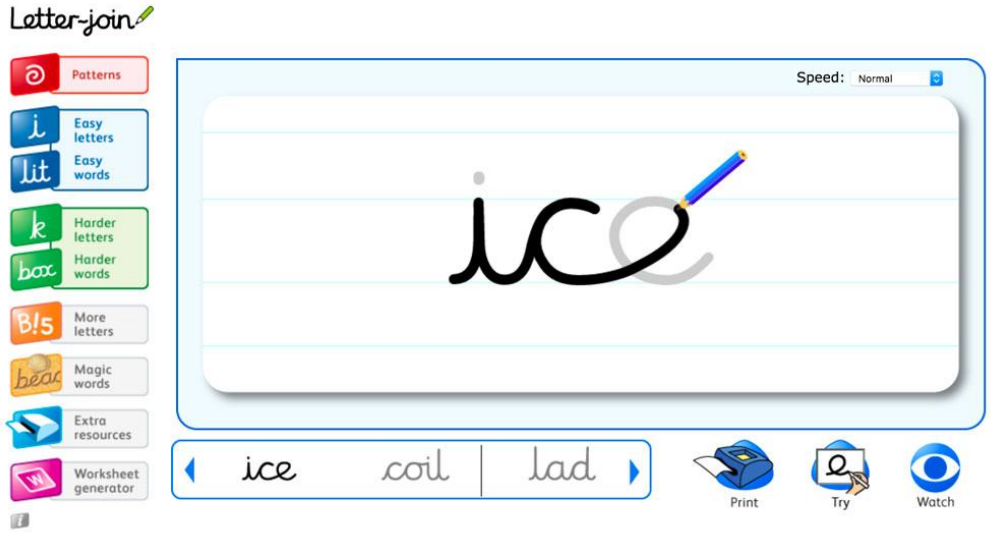
Handwriting

We have recently introduced a new handwriting scheme throughout the school.

Children have begun their Letterjoin lessons and we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting letterjoin.co.uk

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their spelling lists for the week.



Spellings

- This year, children in Years 2-6 will be following the Emile spelling scheme in school which follows a morphological based approach to teaching key spelling rules and concepts.
- The programme covers all statutory elements of the National Curriculum.
- Children will be taught 2 x 15 minute discrete spelling lessons a week which focus on a spelling rule or pattern. They will complete follow up activities in school each day to further embed the rule.
- Children will be given a list of words on their homework each week which follow this rule. A transcription exercise will act as their spelling 'test' each week.
- We are currently in the process of activating log ins for an app that can be used to support learning spelling rules at home through games and interactive elements. Children will receive these log ins soon.

Mathematics

We follow the White Rose Scheme which you will have become familiar with through Home Learning tasks. It is based on Maths Mastery principles.

Each week we focus on the following strands:

* Fluency (the acquisition/proficiency of a skill)
* Reasoning
* Problem solving

Mathematics

Computation methods will continue to develop throughout this year including the concept of long division. Formal methods of calculation are used and children are encouraged to show their working out.

We strongly encourage children to keep up with their revision of table facts to support the work they will have to complete.

Children are continually challenged using a range of questions including:

True or False

Prove it

Open ended questions

If this is the answer, what is the question?

Find all of the solutions

Spot the mistake

Science

Taught weekly and includes opportunities for practical work.

Topics covered include light, electricity, animals including humans, evolution and inheritance and living things and their habitats.

PSHE weekly and to help transition

Y6 curriculum maps per term on website and ARE (age related expectations)

Relationships and Health Education/Personal Social Health Education

We continue to follow the diocesan recommended programme for RHE , which is called 'Life to the Full Plus'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

This scheme of work covers the both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.

This year, there has been an update to the RHE/PSHE statutory guidance, therefore some new lessons and units of work have been added to the pathway for each year group. To ensure clear progression, some lessons may have changed year groups within phases too. These have been highlighted on a updated curriculum overview which is available on our website.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Handmade with Love -I Am Me -Head, Shoulders, Knees and Toes -Ready Teddy	-Let The Children Come to Me -God Loves You -Special People -Treat Others Well -And Say Sorry	-Let the Children Come to Me -I Am Unique -Girls and Boys -Clean and Health	-Get Up -The Sacraments -Jesus, My Friend -Family, Friends and Others… -*When Things Feel Bad* -Balancing Need	-Get Up -We Don't Have to Be the Same -Respecting Our Bodies -*What Is Puberty?** -*Changing Bodies** -*Male/Female Discussion groups**	-Calming the Storm -God Is Calling You -*Under Pressure* -Do You Want A Piece Of Cake? -Self Talk	-Calming the Storm -Gifts and Talents -Spots and Sleep -*Body Image* -*Peculiar Feelings* -Emotional Changes -Seeing Stuff Online (
-I Like, You Like, We All Like -All the Feelings -Let's Get Real -Growing Up -New People and Places -Role Model -Who's Who -You've Got A Friend In Me -Forever Friends -What Is the Internet? -Playing Online	-*Good Secrets and Bad Secrets** -*Physical Contact** -*Harmful Substances* -Can You Help Me? (Part 1 and 2)	-Feelings, Likes and Dislikes -Feelings Inside and Out -Super Susie Gets Angry -*The Cycle of Life** -Beginnings and Endings -Change Is All Around	-*Sharing Online* -*Chatting Online* -*Safe In My Body* -Recognising Risk -Drugs, Alcohol and Tobacco* -First Aid Heroes -Rights and Responsibility	-What Am I Feeling? -What Am I Looking At? -I Am Thankful -Life Cycles* -A Time For Everything -Big Changes, Little Changes	-Sharing Isn't Always Caring -Cyberbullying -Types of Abuse* -*Impacted Lifestyles ** -*Making Good Choices* -Giving Assistance	-Menstruation -Making Babies Part 1 * -Making Babies Part 2 -Hope Beyond Death -Coping With Change
-Safe Inside and Out -My Body, My Rules -Feeling Poorly -People Who Help Us -God Is Love -Loving God, Loving Others -Me, You, Us -When I Grow Up -Money Doesn't Grow on Trees	-Three in One -Who Is My Neighbour? -The Communities We Live In -Who Will I Be?	-Real Life Online -Rules to Help Us -Three in One -Who is My Neighbour? -The Communities We Live in -Needs and Wants	-A Community of Love -What is the Church? -How Do I Love Others? -Working Together	-A Community of Love -What is the Church? -How Do I Love Others? -Money Matters	-The Holy Trinity -Catholic Social Teaching -Reaching Out -The World of Work -Girls' Bodies* -Boys' Bodies*	-Confidence vs Control -Build Others Up -The Holy Trinity -Catholic Social Teaching -Reaching Out -Money and Me

PSHE curriculum specific content Year group change Parents to be informed *statutory requirement *Parents may wish to view materials online*

Year 6		
Autumn	**Spring**	**Summer**
-**Calming the Storm** (Mod 1 Unit 1 Story Sessions) -**Gifts and Talents**(Mod 1 Unit 2.1) -**Spots and Sleep** (Mod 1 Unit 2.4) -***Body Image*** (Mod 1 Unit 3.1) -***Peculiar Feelings*** (Mod 1 Unit 3.2) -**Emotional Changes** (Mod 1 Unit 3.3) -***Seeing Stuff Online*** (Mod 1 Unit 3.4)	-***Menstruation**** *(Mod 1 Unit 4.3)* -***Making Babies Part 1 **** *(Mod 1 Unit 4.1)* -***Making Babies Part 2*** *(Mod 1 Unit 4.2)* -**Hope Beyond Death** (Mod 1 Unit 4.4) -**Coping With Change** (Mod 1 Unit 4.5)	-**Confidence vs Control** (Mod 2 Unit 2.4) -**Build Others Up** (Mod 2 Unit 2.5) -**The Holy Trinity** (Mod 3 Unit 1.1) -**Catholic Social Teaching** (Mod 3 Unit 1.2) -**Reaching Out** (Mod 3 Unit 2.1) -**Money and Me** (Mod 3 Unit 2.3)

PSHE curriculum specific content Year group change Parents to be informed *statutory requirement *Parents may wish to view materials online*

Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.

Religious Education

This year, we are beginning to introduce **The Way:**

The RE Curriculum, developed by the Diocese of Hexham and Newcastle in response to the new Religious Education Directory, The curriculum places Scripture at the heart of learning and helps children deepen their knowledge of the Catholic faith, develop a relationship with God, and understand how faith can guide their daily lives.



Through engaging lessons, prayer, reflection and discussion, children will explore key teachings of the Church and grow in their understanding of what it means to live as followers of Jesus. We look forward to working with parents as we embark on this exciting journey of faith together.



The Way
to know you more clearly

Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

Monday - Whole School Picture News Prayer
Tuesday - Whole School Celebration of the Word
Wednesday - Mark 10 Mission
Thursday - Class Worship
Friday - Picture News Creative Prayer

Class Celebration of the Word will also take place throughout the school year.

Foundation subjects

- Computing – taught weekly but also integrated into the curriculum.
- French – Madame Hewson will deliver a weekly lesson.
- P.E – Hockey, netball, dance, athletics, gymnastics, fundamental skills
  – Please note: *P.E. sessions may change day each half term*

Currently, the children come to school in PE kit on Monday and Friday

Geography - eco-systems, hazardous world, field study/map skills

- History – crime and punishment, conflict through time, WW2
- Music – instrument tuition, notation, listening skills, composition.
- Art – artist studies, architecture and photography
- DT – electrical systems, textiles and mechanisms

The ZONES of Regulation



The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.
Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we are use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

If you would like to find out more information about how we use the Zones of Regulation in school, you can HERE

Homework

- Spellings – as per previous slides
- Times Table Rockstar (3 visits per week)
- Reading Books (sent home on a Thursday, to be returned the following Monday)
- Maths and English – one paper-based and one set via PurpleMash
- Homework tasks should be manageable for your child. They will normally revise concepts taught during class. If your child is finding the work too easy or difficult please let me know and I will address this.
- Homework is set on a Monday to be handed in by the following Monday.

Statutory tests at the end of Key Stage 2.

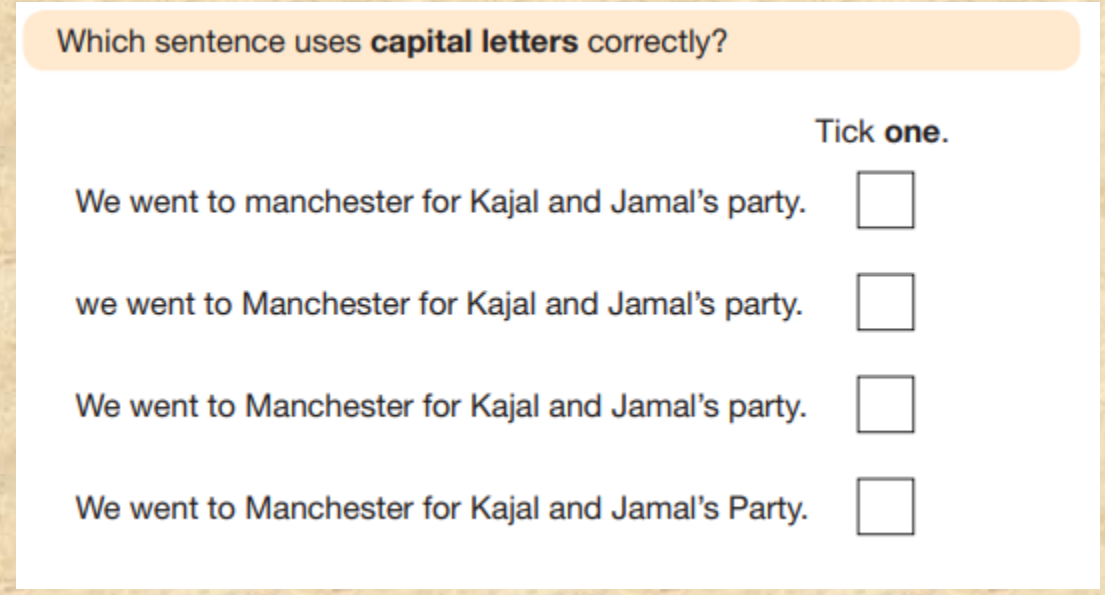
Week beginning Monday 10th May 2027

The children will be awarded a score to show their attainment.
The expected score for Year 6 pupils is 100.

Although they might seem a bit scary to begin with, children will be well prepared for these and my aim is that they are calm and relaxed during this week.
Support for children will be offered throughout Year 6. If you feel that your child may become anxious, please discuss this with me as plans can be put into place to help your child.

Spelling, grammar and punctuation on Monday.

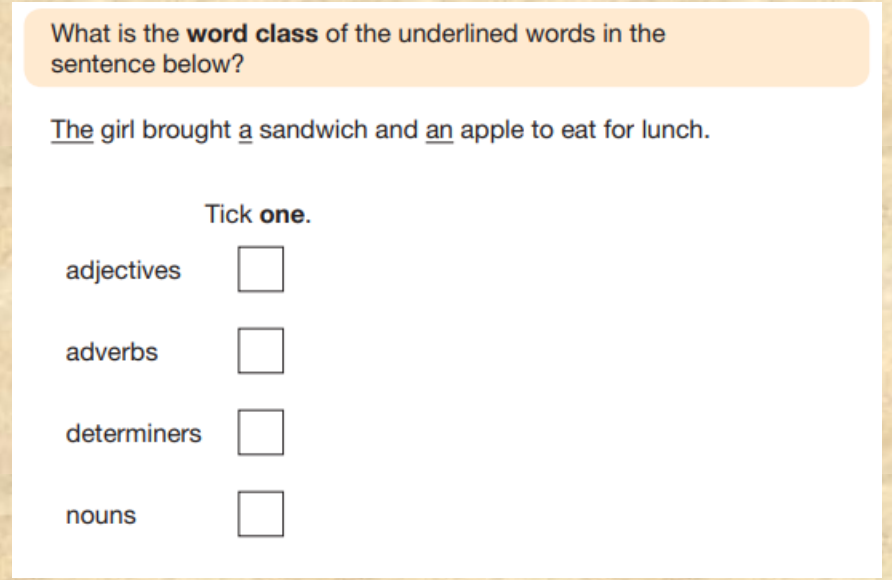
- 45mins
- Short answer questions including tick boxes and multiple choice answers.
- Not just covering Y6 curriculum but looking at learning from whole of KS2.



Which sentence uses **capital letters** correctly?

Tick **one**.

- We went to manchester for Kajal and Jamal's party. ☐
- we went to Manchester for Kajal and Jamal's party. ☐
- We went to Manchester for Kajal and Jamal's party. ☐
- We went to Manchester for Kajal and Jamal's Party. ☐



What is the **word class** of the underlined words in the sentence below?

The girl brought a sandwich and an apple to eat for lunch.

Tick **one**.

- adjectives ☐
- adverbs ☐
- determiners ☐
- nouns ☐

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

Which sentence is an **exclamation**?

Tick **one**.

- What time did the sun set last night ☐
- She said the sunset was particularly beautiful ☐
- What a spectacular sunset that is ☐
- The sunsets are lovely at this time of year ☐

Complete each sentence below with a word formed from the root word <u>thought</u>.

Olisa was a very _____ girl.

The children looked _____ at the poster on the wall.

Which sentence is punctuated correctly?

Tick **one**.

- Abdul called out, “will you come and help me?” ☐
- Abdul called out “Will you come and help me” ☐
- Abdul called out, “Will you come and help me”? ☐
- Abdul called out, “Will you come and help me?” ☐

Write a **command** which could be the first step in the instructions for making a sandwich.
Remember to punctuate your answer correctly.

_____

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim <u>learns</u> French at school. He <u>plans</u> to ski in the Alps in the spring.

- 46 – 48 questions covering a wide range of terminology-based vocabulary.
- Marked out of 50 and then combined with the mark for the separate spelling test (20) to give a total possible raw score of 70 marks.
- Children can ask for questions to be read to them but can't be told what things mean or what the answers are.

- The spelling test has been given an approximate time (20mins).
- Children will be given 20 different spellings.
- The word is introduced, it is spoken within a sentence and then the word is repeated again.
- Children are given time to write down their answers before moving on. All 20 sentences are then read again at the end so they can check back through their work.

Reading on Tuesday.

- 3 texts
- 1 hour to complete
- Children urged to tackle one text at a time – not the whole booklet
- We encourage the children to circle or underline key information in the text as they read to help the to spot information quickly to answer questions.
- We also encourage children to look at some of the questions first so that they know the type of information they need to find.



Gaby to the Rescue



Swimming the English Channel



An Encounter at Sea

Reading Booklet

Contents

Gaby to the Rescue	pages 4–5
Swimming the English Channel	pages 6–7
An Encounter at Sea	pages 8–10

Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, *gato*!' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

The cat meowed.

'I *am* hurrying.'

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. 'See? You aren't the only one who can climb.' But then she looked down. Mistake number one.

She knew the universal rule of tree climbing said don't ever, *ever* look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty!' she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. 'Almost got you.' Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. '*Que bonita eres gatita*. You're so pretty, little cat.' Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish *r*'s like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. 'It's okay, little kitty,' she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. 'Ooh, ouch!' She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.

Swimming the English Channel

from Dover in England to Calais in France

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.



Captain Matthew Webb

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer



The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.

While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

Michael is a young fisherman. He often takes out his boat, the 'Louisa May', for a day of fishing.

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into pleats behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.





P'pfffffuuuuuuuraa! The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

P'pfffff – shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

A whale! Its dark head and blowhole! That's what he had seen.

P'pfffffuuuuuuuraa!

Now it had surfaced on the other side of the boat. This second surfacing was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye! Like a sleeper waking from a dream, he looked around, dazed.



Questions 1–14 are about *Gaby to the Rescue* (pages 4–5)

1 *A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.*

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced ☐

squatted ☐

trembled ☐

pounced ☐

1 mark

4 When Gaby pulls herself up on the branch on page 4, the cat meows.

What does Gaby think that the cat is trying to say when it meows?

_____

1 mark

10 Look at page 5.

What are **three** ways the cat shows it does not enjoy Gaby trying to rescue it?

1. _____

2. _____

3. _____

2 marks

14 Number the following events 1–5 to show the order in which they happened.

The first one has been done for you.

Gaby breaks the universal rule of tree climbing.	
Gaby notices the cat.	1
Gaby tries to pick up the cat.	
Gaby remembers the water-balloon fight.	
Gaby takes her cardigan off.	

1 mark

17 Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

_____

1 mark

18 Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.		
The first successful swim of the English Channel was in 1872.		
J.B. Thompson and Matthew Webb swam the English Channel in 1875.		
Matthew Webb took twenty hours to swim the English Channel.		

2 marks

31 *...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.*

Choose the best words to match the description above. Circle both of your choices.

The boat was	**chugging**	**smoking**	**racing**	**roaring**
along on the	**cold sea.**	**bubbling ripples.**	**smooth waters.**	**rocking tide.**

1 mark

1 mark

33 Look at page 9.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

3 marks

Arithmetic on Wednesday.

- 30mins
- 36 - 38 questions
- Out of 40 marks

- + - x ÷
- Fractions
- Decimals
- Percentages

2 707 + 1,818 =

1 mark

6 2.7 + 3.014 =

1 mark

20

$17\overline{)7\,1\,4}$

Show your method

2 marks

22

$$\begin{array}{r} 4\,7\,8\,1 \\ \times\quad\quad 2\,3 \\ \hline \end{array}$$

Show your method

2 marks

23 $\frac{3}{4} - \frac{3}{8} =$

1 mark

27 $\frac{4}{5} \div 4 =$

1 mark

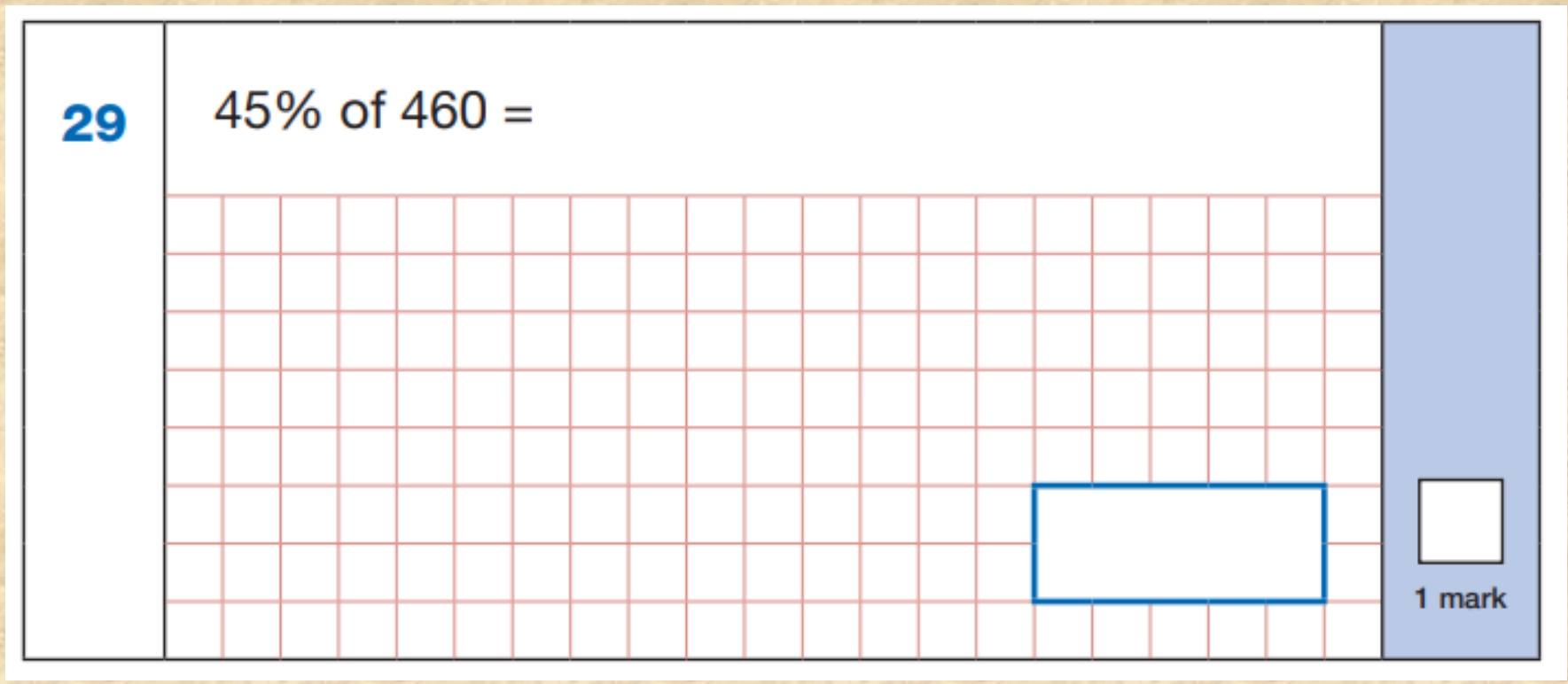
30 $2\frac{1}{3} + \frac{5}{6} =$

1 mark

15 $\frac{4}{6} \times \frac{3}{5} =$

1 mark

29 45% of 460 =



1 mark

Reasoning on Wednesday and Thursday.

- 40 mins
- 35 marks x 2 (2 papers)
- Normally between 20 and 26 questions
- Word-based problems
- Range of different topics from KS2

- Children can ask to have a question read to them.

Circle the number that is **10 times** greater than nine hundred and seven.

9,700 907 9,007 970 9,070

1 mark

Write the missing numbers to make this **multiplication** grid correct.

×	□ □
9	63 54
□	56 48

1 mark

Write the missing numbers.

60 months = ☐ years

72 hours = ☐ days

84 days = ☐ weeks

2 marks

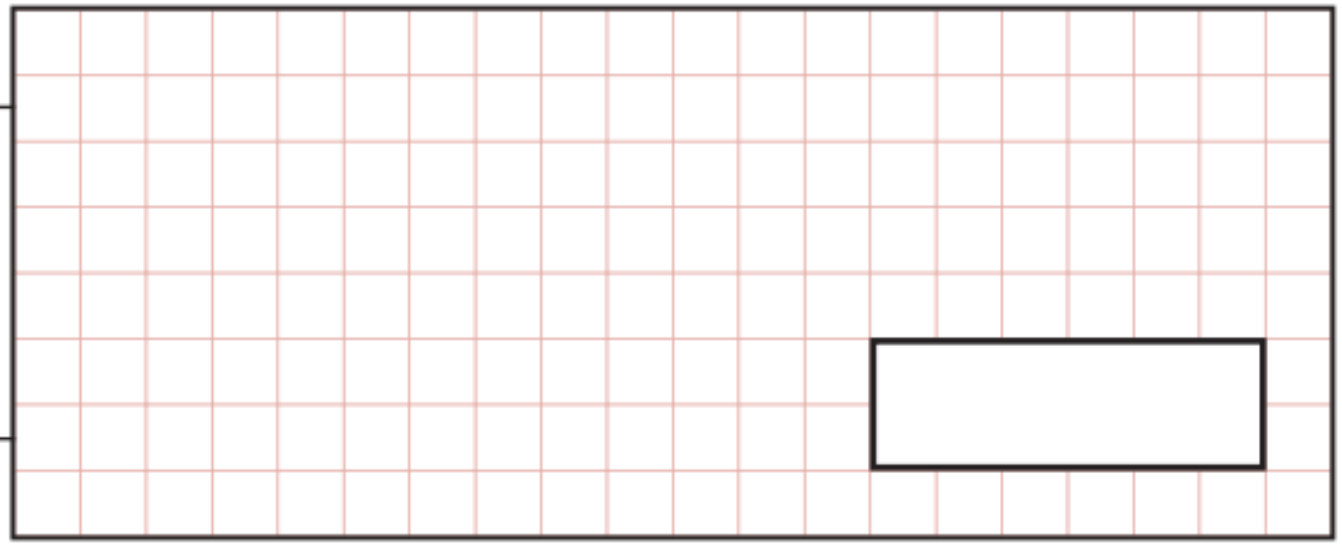
8 At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

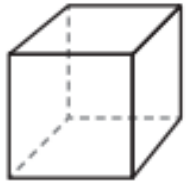
Show your method



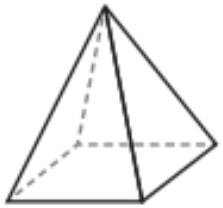
2 marks

12 Here are diagrams of some 3-D shapes.

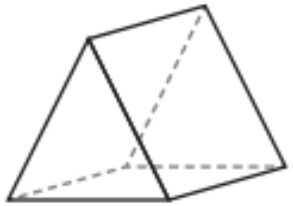
Tick each shape that has the same number of faces as vertices.



Cube ☐



Square-based pyramid ☐



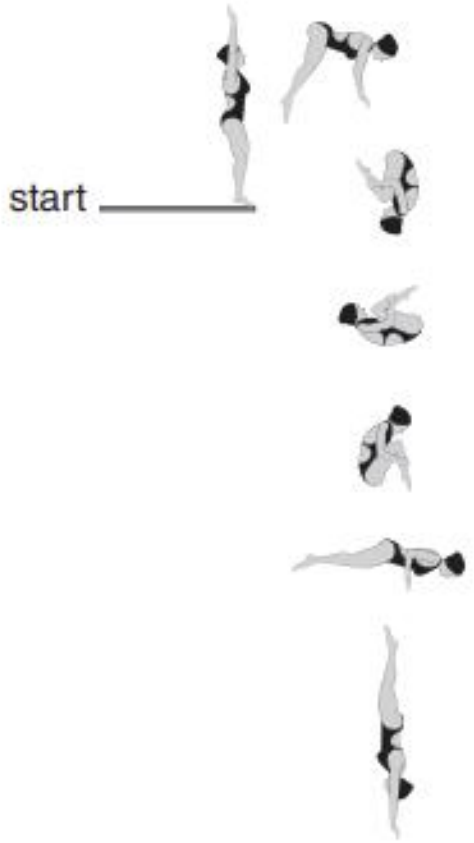
Triangular prism ☐



Triangular-based pyramid ☐

2 marks

16 Layla completes one-and-a-half somersaults in a dive.

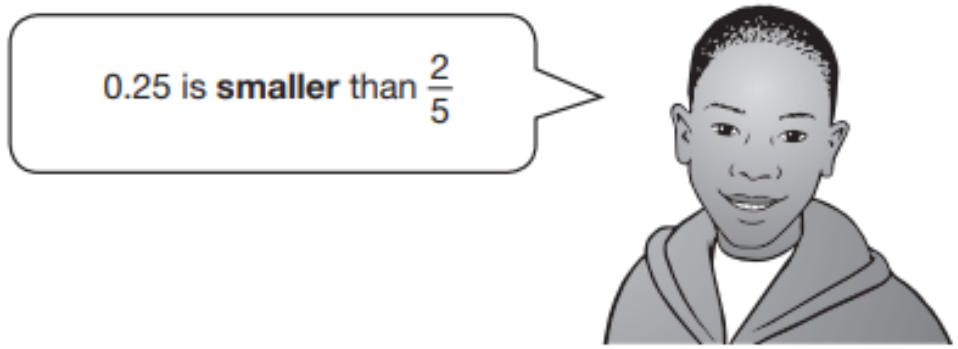


How many **degrees** does Layla turn through in her dive?

°

1 mark

20 Adam says,



Explain why he is correct.

1 mark

Summary

- **Grammar score 70 marks** = grammar and punctuation 50 + spellings 20
- **Reading score 50 marks**
- **Maths score 110 marks** = arithmetic 40 + reasoning 35 + reasoning 35

What happens next?

- After SAT's the papers have been completed they are sent away to be marked – they are not marked by me.
- Results will not be returned to schools until July. Once they are returned, the results are checked and will be sent to parents as soon as possible (children will not be told of their results by staff).

Understanding the results.

- Raw score = literally how many marks they get on the test e.g. 34/50
- Scaled score = using the raw score, the government use a formula to decide on a score between 80 and 120.

80-99 not meeting end of KS2 expectations (NS)

100 - 120 the expected standard for end of KS2 (AS)

Understanding the results

- Writing is continually assessed throughout the year.

- WTS – working towards the expected standard
- EXS – working at the expected standard
- GDS – working at greater depth within the expected standard.

In the lead up to SAT's

- Morning sessions.
- 8am - 8.20am
- Not compulsory
- Maths, grammar and reading focuses.
- Timetable will be provided nearer the time so children can decide which (if any) sessions they would like to attend.

SAT's breakfast

- 8am in dining room
- Not compulsory
- Monday – Thursday of SAT's week only.
- Just for Y6 to try to settle people before the day starts.

- Optional after break biscuit – keep the energy up and minds focused.

Secondary school

- I talk to all schools they children will be moving on to.
- I will discuss each child as an individual including academic and social aspects.
- Please ensure that when selecting places for secondary schools that you have selected more than one option.
- When asked to provide a **baptism certificate**, please check for **confirmation the school has received a copy.** If you have had no confirmation, double-check with that school directly.

Reminders

- All the equipment that your child will need throughout the school day will be provided by school.
- Water bottles are allowed to be brought in from home for your child.
- Any additional dates or information will be sent either via letter or through the school texting system. Please make sure if you have recently changed your mobile that we have your current number.
- If you have any questions or need to contact me please inform the office and I will get back to you as quickly as possible or email our class email address year6@stoswaldsnewcastle.co.uk

Residential

The Y6 residential visit for outdoor and adventurous activities has been booked for

Wednesday 23rd to Friday 25th June 2027.

More information and details of the activities will follow.