



Welcome!

Meet the Teacher!

Year 6

# Aims



Share important information

Explain how you can support  
your child's learning

This PowerPoint will be emailed out to you tomorrow

# Staff



**Mrs Stephenson**  
6S Class Teacher



**Mrs Lawrence**  
6L Class Teacher



**Mrs Tillotson**  
6L Class teacher (Friday)



**Mrs Franklin**  
6S Teaching Assistant



**Miss Foley**  
PE teacher



**Mrs Cary**  
Computing Teacher



**Mrs Helps**  
Music Teacher  
and Blue Group



**Miss Nunes**  
6L Teaching Assistant



# Timetables



6L

|                         | 8:45-9:00 | Assembly<br>9:05-9:20                            | Lesson 1<br>9:20-10:20 | 10:20-10:35 | Lesson 2<br>10:35-11:35 | Lesson 3<br>11:35-12:20 | 12:20-13:15 | Spelling / Handwriting<br>1:15 – 1:35 | Lesson 4<br>1:35-2:15 | Lesson 5<br>2:15-3:15 |
|-------------------------|-----------|--------------------------------------------------|------------------------|-------------|-------------------------|-------------------------|-------------|---------------------------------------|-----------------------|-----------------------|
| Monday                  | S C       | Head Teachers Assembly                           | Maths                  | B R         | English                 | RE                      | Lunch       | Spelling                              | Guided Reading        | RE                    |
| Tuesday                 |           | Singing Assembly                                 | Maths                  |             | English                 | Spanish                 |             | Handwriting                           | Art/ DT               | RE                    |
| Wednesday               |           | Gospel Assembly                                  | Maths                  |             | English                 | PSHCE                   |             | Spelling                              | Art / DT              | Science               |
| Thursday                |           | Oracy (phases) / Celebration assembly : see rota | Maths                  |             | English                 | Handwriting             |             | PE                                    |                       | Music                 |
| Friday<br>Mrs Tillotson |           | Class Assemblies                                 | Maths                  |             | English                 | Computing               |             | Spelling                              | History / Geography   | History / Geography   |

# Timetables



65

|           | 8:45-9:00  | Assembly<br>9:05-9:20                            | Lesson 1<br>9:20-10:20 | 10:20-10:35 | Lesson 2<br>10:35-11:35 | Lesson 3<br>11:35-12:20 | 12:20-13:15 | Spelling / Handwriting<br>1:15 – 1:35 | Lesson 4<br>1:35-2:15 | Lesson 5<br>2:15-3:15 |
|-----------|------------|--------------------------------------------------|------------------------|-------------|-------------------------|-------------------------|-------------|---------------------------------------|-----------------------|-----------------------|
| Monday    | Soft Start | Head Teachers Assembly                           | English                | Break       | Maths                   | Guided Reading          | Lunch       | Spelling                              | RE                    | RE                    |
| Tuesday   |            | Singing Assembly                                 | English                |             | Maths                   | Spanish                 |             | Spelling                              | RE                    |                       |
| Wednesday |            | Cospel Assembly                                  | English                |             | Maths                   | PSHCE                   |             | Spelling                              | Art / DT              | Science<br>Mr Higgins |
| Thursday  |            | Cracy (phases) / Celebration assembly : see rota | English                |             | Maths                   | Computing               |             | Music                                 |                       | PE                    |
| Friday    |            | Class Assemblies                                 | English                |             | Maths                   | Handwriting             |             | Spelling                              | History / Geography   | History / Geography   |

# Groups & Interventions

Interventions that are used over the year if needed. These are to support learning further and parents will be informed about them if their child would benefit. These may include:

Word Aware

Spelling

Times Tables

Handwriting

Weekly Readers

English pre-teaching

Maths pre-teaching

SATs Booster sessions (Maths, Reading Comprehension, Grammar)



# Our Class Saints



St Oscar Romero

- Known for standing up for, and helping those in need.
- Feast day: March 24<sup>th</sup>



St Mother Teresa of Calcutta

- Known for her work with the poor.
- Feast Day: September 5<sup>th</sup>



# Curriculum Map

A wealth of information on the curriculum is available on the website <https://st-michael-cps.secure-primariesite.net/school-curriculum/>



Saint Michael Catholic Primary School Curriculum Map 2026 – 2027 YEAR 6



|                       | Autumn 1                                                                                                                                                                                | Autumn 2                                                                                                                                                                                | Spring 1                                                                                                                                         | Spring 2                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                         | Summer 2                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Topic                 | History<br>What was the impact of World War 2 on the people of Britain?<br>How did the Blitz compare to the Luftwaffe raids?                                                            | Geography<br>What is life like in the Alps?<br>Why does population change?                                                                                                              | Art and DT                                                                                                                                       |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                  |                                                              |
| English Writing       | The Place Value of Punctuation and Grammar<br>Non-chronological report                                                                                                                  | Recount – Letter<br>Setting description<br>Plot weave                                                                                                                                   | Characterising speech<br>Narrative                                                                                                               | Recount – Diary<br>Explanation/SATS                                                                                                                                                                                                         | SATS Instructions                                                                                                                                                                                                                                | Persuasive advert<br>Recount – Diary                         |
| Reading               | Identifying The Main Idea/ Summarising/<br>Fact Retrieval/Reading Critically                                                                                                            | Words In Context/ Inference                                                                                                                                                             | Fact & Opinion/ Cause & Effect/<br>Sequencing                                                                                                    | Predicting/ Concluding                                                                                                                                                                                                                      | Revision Of All Skills                                                                                                                                                                                                                           | Consolidation Of All Skills                                  |
|                       | A story like the Wind – Gill Lewis                                                                                                                                                      | The Savage – David Almond                                                                                                                                                               | The dam – Levi Pinfield                                                                                                                          | A range of different texts weekly                                                                                                                                                                                                           | The Final Year – Matt Goodfellow                                                                                                                                                                                                                 |                                                              |
|                       | Pig Heart Boy, And I Climbed and I Climbed                                                                                                                                              |                                                                                                                                                                                         | Dreadwood, Caribbean Dozen                                                                                                                       |                                                                                                                                                                                                                                             | The Final Year, Rhythm & Poetry                                                                                                                                                                                                                  |                                                              |
| Mathematics           | Number & Place Value<br>Addition & Subtraction<br>Multiplication & Division                                                                                                             | Fractions A<br>Fractions B<br>Fractions, decimals and percentages                                                                                                                       | Fraction, decimals and percentages<br>Ratio<br>Decimals                                                                                          | Fraction, decimals and percentages<br>Algebra<br>Area, Perimeter and Volume<br>Statistics<br>Geometry-Shape                                                                                                                                 | Geometry position and direction<br>Revision                                                                                                                                                                                                      | Investigations                                               |
| Religious Education   | Branch 1<br>Creation and Covenant                                                                                                                                                       | Branch 2<br>Year C<br>Prophecy and Promise<br>World Faith – Judaism                                                                                                                     | Branch 3<br>Year C<br>Galilee to Jerusalem<br>World Faith – Islam                                                                                | Branch 4<br>Year C<br>Desert to Garden<br>World Faith – Sikhism                                                                                                                                                                             | Branch 5<br>To the ends of the earth                                                                                                                                                                                                             | Branch 6<br>Dialogue and Encounter<br>World Faith – Hinduism |
| Science               | Living things and their habitats<br>Classifying organisms                                                                                                                               | Electricity<br>Circuits and their components                                                                                                                                            | Light<br>How light travels                                                                                                                       | Animals including humans<br>Circulatory system<br>Diet, exercise & lifestyle                                                                                                                                                                | Evolution and Inheritance<br>Living things over time<br>Fossils<br>Adaptation of animals and plants                                                                                                                                              |                                                              |
| History               | World War 2<br>Significant turning point in British history, create and address historically valid questions, construct informed responses and organise relevant historical information | World War 2<br>Significant turning point in British history, create and address historically valid questions, construct informed responses and organise relevant historical information |                                                                                                                                                  |                                                                                                                                                                                                                                             | The Americas<br>Mayan comparison with Angles Saxon UK<br>Europeans in the Americas: Explorers or Invaders?                                                                                                                                       |                                                              |
| Geography             |                                                                                                                                                                                         |                                                                                                                                                                                         | Can I carry out an independent fieldwork enquiry?<br>Observing, measuring, recording and presenting their own fieldwork study of the local area. | What is life like in the Alps?<br>Human and physical features that attract tourists; investigating tourism in the local area and mapping.<br>Field Work: to explore human and physical features of the local area using a range of methods. | Why does our population change?<br>Investigating why certain parts of the world are more populated than others; exploring birth and death rates.                                                                                                 |                                                              |
| Art and Design        | Photography<br>Developing photography skills- composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.                    |                                                                                                                                                                                         |                                                                                                                                                  | Drawing: Make My Voice Heard<br>Exploring effects with tools, understanding and applying character and creating symbolic and expressive drawings.                                                                                           | Sculpture and 3D:<br>Making Memories<br>Creating expressive sculptures, reflecting on artistic decisions, representing memories using a variety of materials and techniques.                                                                     |                                                              |
| Design and Technology |                                                                                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                  |                                                                                                                                                                                                                                             | Mechanical Systems: Automata Toys<br>Developing functional automata toys or a window display using cams, followers and a range of landscape features using a variety of materials.                                                               |                                                              |
|                       |                                                                                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                  |                                                                                                                                                                                                                                             | Textiles: Costumes<br>Draw a design to measure, cut and assemble fabric to create a costume or prop<br>Structures: Playgrounds<br>Create and design apparatus, making structures and a range of landscape features using a variety of materials. |                                                              |
| Physical Education    | Indoor Athletics<br>Analysing my performance and improve it                                                                                                                             | Football<br>Defending and attacking                                                                                                                                                     | Gaelic<br>Target, accuracy and invasion                                                                                                          | Boccia<br>Target and accuracy                                                                                                                                                                                                               | Athletics<br>Improving your personal best and that of a team                                                                                                                                                                                     | Rounders & Cricket<br>Striking with accuracy and distance    |
| Spanish               | En el colegio<br>At the school                                                                                                                                                          | El fin de semana<br>Weekend                                                                                                                                                             | Comer sano<br>Healthy lifestyles                                                                                                                 | Yo en el mundo (Me llamo, Tengo, Vivo, Fiestas)<br>My name, I have, I live, celebrations                                                                                                                                                    | La Ropa<br>Clothes                                                                                                                                                                                                                               | Planetas<br>Planets                                          |

# Knowledge Organisers & Flashback Five

A knowledge organiser contains all the important information from a particular learning topic, summarised in just a few pages. It includes key words, important facts, diagrams, methods and skills relating to the topic

These are available to the children throughout the day.

- Children are able to access pictures and key vocabulary during their lessons to support their learning
- At home children can quiz themselves and talk about what they have learnt in their lessons.

All of the knowledge organisers are available on the school website in your child's [year group curriculum page](#).

Every lesson starts with a 'Flashback Five' which is a low stakes, high challenge quiz of previous year's subject knowledge.



# Enrichment

- ▶ Isle of Wight Residential
- ▶ Resource Library WW2 Chertsey Museum
- ▶ Learning to Serve
- ▶ End of Year Production
- ▶ Junior Citizen
- ▶ Carol Concert





# Assessment & Feedback

- ▶ *Details of statutory tests will be shared and we prepare children carefully so they feel confident, not worried.*
- ▶ *Our Assessment and Feedback Policy is available on the school website.*
- ▶ *Every piece of work is marked and assessed, with children given a 'next step' either verbally or in writing - allows room for improvement. Children also self-assess.*
- ▶ *At the end of each term, children complete:*

*Maths assessment (PUMA)*

*Reading Comprehension (PIRA)*

*Grammar, Punctuation and Spelling (GaPS).*

- ▶ *Assessment papers are sent home at Christmas and Easter so you can see results, revise tricky areas and celebrate successes.*
- ▶ *We use these results, along with ongoing classwork assessment to make an overall judgement:*

*greater depth*

*on track*

*just below*

*below*

- ▶ *Overall assessments are shared with you at Parents' Meetings in November and March.*

# Marking: Stamps & Next Steps



*Children self-assess their learning by colouring in a box the relates to the success criteria*

# Our expectations at school



- ▶ We have a strict uniform policy, please stick to it
- ▶ PLEASE LABEL UNIFORM!
- ▶ We encourage a Growth Mindset and reward effort with 1, 2, or 3 House Points
- ▶ Chilli Challenges are used sometimes to allow children to choose the level of difficulty when working independently
- ▶ We expect children to work in groups, in pairs and independently. Different noise levels are expected
- ▶ RUCSAC to check work
- ▶ SMARPOP to structure writing - independence of editing and improving their own work.
- ▶ We have a clear Behaviour policy. Pupils receive a warning before being put on the 'steps' for continued rule breaking
- ▶ We very much use praise and reward to encourage good behaviour. - Sunshine & house points
- ▶ 'Tell the Teacher' Box - used for any worries or anything they want to celebrate or share
- ▶ Both classes build the word 'EXCELLENCE' by the end of the week for a 'Fun Friday' treat.
- ▶ Praise notes home, Golden email and stickers!

# Home Learning

**Set: THURSDAY**

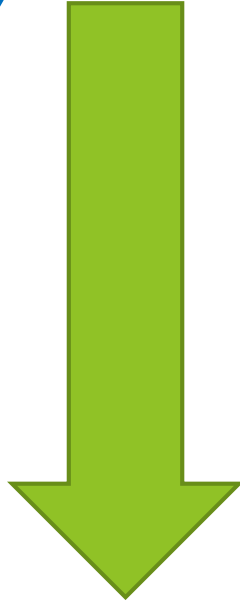
**FRIDAY**

**SATURDAY**

**SUNDAY**

**MONDAY**

**Due: TUESDAY**



- RE
- Maths CGP
- **Spelling**
- Reading CGP OR Grammar, Punctuation & Spelling
- Don't forget reading every night. Reading book or E-books



# Home Learning Top Tips

- ▶ PLAN YOUR TIME
- ▶ DON'T LEAVE IT TO THE LAST NIGHT
- ▶ SPREAD OUT THE TASKS
- ▶ IF YOU ARE STUCK, ASK FOR HELP
- ▶ LET YOUR TEACHER KNOW IF IT WAS DIFFICULT
- ▶ NO DISTRACTIONS
- ▶ TRY YOUR BEST!



# What can you do to help support your child/children in Religious Education?



- ▶ See the dedicated website page <https://www.st-michaels.surrey.sch.uk/religious-education/>
- ▶ Read the Background notes provided on the website the week before a new topic starts.
- ▶ Read the termly RE newsletters and complete the activities as a family
- ▶ Help with home learning-encourage best work
- ▶ Pray together
- ▶ Ask your child what is the Gospel message this week in school.
- ▶ Use CAFOD liturgy <https://cafod.org.uk/Education/Children-s-liturgy> if you would like to discuss the Gospel further.
- ▶ Experience different liturgy together as well as Sunday Mass e.g. praying the rosary, stations of the cross
- ▶ Learn the prayers allocated for your child's year group

# Relationships and Health Education

There is new statutory guidance for Relationships and Health Education this year. Our scheme of work, Life to the Full, incorporates this into our curriculum whilst ensuring anything taught is in keeping with the teachings of the Catholic Church.

The new guidance builds on the 2019 curriculum and introduces some new areas of focus. The table below outlines key changes relevant to your year group:

**Ten:Ten**  
Resources



## Programme Overview

2026

\*\*\*Life to the Full Plus content in blue\*\*\*

| Stage             | Module 1<br>Created and Loved by God |                                               |                                   |                                     | Module 2<br>Created to Love Others        |                                               |                                                  |                                                 | Module 3<br>Created to Live in Community |                                     |
|-------------------|--------------------------------------|-----------------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------------|-----------------------------------------------|--------------------------------------------------|-------------------------------------------------|------------------------------------------|-------------------------------------|
| Topic             | Unit 1<br>Religious Understanding    | Unit 2<br>Me, My Body, My Health              | Unit 3<br>Emotional Well-Being    | Unit 4<br>Life Cycles               | Unit 1<br>Religious Understanding         | Unit 2<br>Personal Relationships              | Unit 3<br>Life Online                            | Unit 4<br>Keeping Safe                          | Unit 1<br>Religious Understanding        | Unit 2<br>Living in the Wider World |
| Upper Key Stage 2 | Unit Prayer & Assessment Activity    | Unit Prayer & Assessment Activity             | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity   | Unit Prayer & Assessment Activity         | Unit Prayer & Assessment Activity             | Unit Prayer & Assessment Activity                | Unit Prayer & Assessment Activity               | Unit Prayer & Assessment Activity        | Unit Prayer & Assessment Activity   |
|                   | Story Sessions<br>Calming the Storm  | Session 1<br>Gifts and Talents                | Session 1<br>Body Image           | Session 1<br>Making Babies (Part 1) | Session 1<br>God is Calling You           | Session 1<br>Under Pressure                   | Session 1<br>Sharing Isn't Always Caring         | Session 1<br>Types of Abuse                     | Session 1<br>The Holy Trinity            | Session 1<br>Reaching Out           |
|                   |                                      | Session 2<br>Girls' Bodies                    | Session 2<br>Peculiar Feelings    | Session 2<br>Making Babies (Part 2) | Session 2<br>Do You Want a Piece of Cake? | Session 2<br>Cyberbullying                    | Session 2<br>Impacted Lifestyles                 | Session 2<br>Catholic Social Teaching           | Session 2<br>The World of Work           |                                     |
|                   |                                      | Session 3<br>Boys' Bodies                     | Session 3<br>Emotional Changes    | Session 3<br>Menstruation           | Session 3<br>Self-Talk                    | Session 3<br>Confidence vs Control            | Session 3<br>Making Good Choices                 | Session 3<br>Money and Me                       |                                          |                                     |
|                   |                                      | Session 4<br>Spots and Sleep Classroom Shorts | Session 4<br>Seeing Stuff Online  | Session 4<br>Hope Beyond Death      | Session 4<br>Giving Assistance            | Session 4<br>Build Others Up Classroom Shorts | Session 4<br>Coping with Change Classroom Shorts | Session 5<br>The World of Work Classroom Shorts |                                          |                                     |

If you have any questions about the RHE curriculum, please contact Miss Brown [jbrown@st-michaels.surrey.sch.uk](mailto:jbrown@st-michaels.surrey.sch.uk)

The full curriculum can be found on the school website.

# RHE Parent Portal

*Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.*

To engage with the teaching and deepen the experience for your child, Ten Ten have provided a Parent Portal that provides:

- ▶ Information about the programme we will be following
- ▶ Access to the teaching resources
- ▶ Suggestions for further activity at home

To access the online parent portal please visit: [www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**School Username:** st-michaels-tw15

**School Password:** thames-orange

In the coming weeks we will also send out a Parent Consultation Tool which you can engage with if you so choose.



# Reading

- ▶ Importance of reading every day
- ▶ We read a class text which is deliberately more challenging than your child's reading level
- ▶ Access to wonderful class library
- ▶ Lots of resources on website: book bands, questions, book lists
- ▶ Reading Records should be completed every time your child reads at home and at school

<https://st-michael-cps.secure-primariesite.net/reading-phonics/>

## Reading



- I LOVE reading all kinds of texts
- I read for a purpose
- I can comprehend what I read



# Maths

- ▶ Each Friday, maths lesson will focus on times tables and arithmetic skills to support fluency within lessons.
- ▶ First 30 minutes will be a mixed times table test. They have 2 minutes to complete this.
- ▶ Last 30 minutes will be completing a 10 minute workout in their arithmetic book.



# Online Safety



- ▶ Online safety is taught across the school through Computing lessons & PSHCE
- ▶ It is very important to know what your child is using technology for and to **monitor** this carefully
- ▶ Any concerns regarding online safety: Mr Lane or Mrs Tillotson
- ▶ <https://www.thinkuknow.co.uk/>  
Excellent website for resources and reporting very serious incidents



# Swimming Lessons - Year 4/5

Swimming is statutory - all children must participate.



Dates: 12<sup>th</sup> to 19<sup>th</sup> April

Booster Group for Year 6 second week

Small group of children  
You will be contacted if your child requires a booster

There will be a small cost of £5 per child to parents.

More information will follow in March, prior to the lessons taking place.



# Friends of St Michael

## Main Events

| School Term | Dates                                        |
|-------------|----------------------------------------------|
| Autumn Term | Christmas Fayre -<br>Friday 20th<br>November |
| Spring Term | TBC                                          |
| Summer Term | Summer Fayre Date<br>TBC                     |



Please get involved! Come along to the first meeting of the year on Weds 30<sup>th</sup> Sept at 5.30pm, either online or in person.

# Thank you for your support!

- ▶ [astephenson@st-michaels.surrey.sch.uk](mailto:astephenson@st-michaels.surrey.sch.uk)
- ▶ [clawrence@st-michaels.surrey.sch.uk](mailto:clawrence@st-michaels.surrey.sch.uk)
- ▶ *2 parents evenings will take place over the year and a final written report at the end of the year*
- ▶ *Any concerns, please e-mail during working hours*
- ▶ Please read Mr Lane's fortnightly newsletters, which includes with important messages and dates
- ▶ Please subscribe to the online calendar for you child's year group so that important dates sync to your phone's calendar.

# Key Stage 2 Assessments 2027

What do you need to know

# What and When?

SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2. The SATs take place over four days.

| Date                  | Subject                                                                              | Time                            | Marks available     |
|-----------------------|--------------------------------------------------------------------------------------|---------------------------------|---------------------|
| Monday 10 May 2027    | Grammar, Punctuation & Spelling Paper 1<br>Grammar, Punctuation & Spelling - Paper 2 | 45 minutes<br>15 minutes approx | 50<br>20 (70 total) |
| Tuesday 11 May 2027   | English Reading                                                                      | 1 hour                          | 50                  |
| Wednesday 12 May 2027 | Maths Paper 1 (Arithmetic)<br>Maths Paper 2 (Reasoning)                              | 30 minutes<br>40 minutes        | 40<br>35            |
| Thursday 13 May 2027  | Maths Paper 3 (Reasoning)                                                            | 40 minutes                      | 35 (110 total)      |

Writing & Science is assessed throughout the year by the teachers

# SATS TESTS

- ▶ Raw Score converted to a scaled score between 80 and 120.
- ▶ Scaled score based on national performance
- ▶ 100 scaled score is 'Expected Standard'
- ▶ 110 is 'Greater Depth'

| Subject 2026                      | 2026 Raw score for 100 (EXS) | 2026 Raw score for 110 (GD) |
|-----------------------------------|------------------------------|-----------------------------|
| Grammar, Punctuation and Spelling | 34 out of 70                 | 55 out of 70                |
| Reading                           | 25 out of 50                 | 39 out of 50                |
| Maths                             | 56 out of 110                | 94 out of 110               |

# Grammar, Punctuation and Spelling Paper 1

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but does not require longer formal answers.

# Grammar, Punctuation and Spelling Paper 1

3

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

"Have you finished eating your lunch" asked Hannah

☐ ☐ ☒ ☐

1 mark

7

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

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

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

1 mark

43

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

The local park is maintained by the council.

The council maintain the local park.

1 mark

# Grammar, Punctuation and Spelling Paper 2

- ▶ Spelling test
- ▶ Movement break after paper 1
- ▶ 20 words - 1 mark per word
- ▶ Word is read, put in a sentence and then read

## Spelling

minu

1. I did a \_\_\_\_\_ sketch before starting my painting.
2. The complicated map caused a lot of \_\_\_\_\_.
3. We used plain \_\_\_\_\_ to make bread.
4. The joke was so funny that it was \_\_\_\_\_ not to laugh.

### 2026 Spelling script

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

I did a **rough** sketch before starting my painting.

The word is **rough**.

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

The complicated map caused a lot of **confusion**.

The word is **confusion**.

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

We used plain **flour** to make bread.

The word is **flour**.

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

The joke was so funny that it was **impossible** not to laugh.

The word is **impossible**.

# Grammar, Punctuation and Spelling

How can you help at home?

- ▶ Complete GPS Home Learning
- ▶ Review Key Stage 2 Word List - can your child spell them all?
- ▶ Correct speech, especially tenses 'We was playing tennis'
- ▶ Review test papers sent home and revise as needed
- ▶ CGP 10 minute workouts

# Reading

- ▶ **60 minutes**, including reading the texts 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**.
- ▶ Requires a range of answering styles, including:
  - ▶ responding to multiple choice questions
  - ▶ one-word answers
  - ▶ multiple mark questions which require more formal paragraph-length answers

# Reading

In the reading paper, the children are tested on 8 content domains. Domains 2c and 2e - 2h make up the smallest proportion of the paper (summary, prediction, whole text, word meaning, comparison)

- 2d (inference) makes up the biggest proportion - almost half
- Most of the paper comprises of retrieval and inference questions (historically up to 82% collectively)

| KS2 Reading SATs papers analysis by @_MissieBee<br>% of questions by content domain |     |     |     |     |     |
|-------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| Content domain                                                                      | '22 | '23 | '24 | '25 | '26 |
| 2a                                                                                  | 10  | 18  | 10  | 12  | 10  |
| 2b                                                                                  | 38  | 32  | 38  | 30  | 36  |
| 2c                                                                                  | 4   | 2   | 2   | 6   | 4   |
| 2d                                                                                  | 44  | 46  | 44  | 48  | 42  |
| 2e                                                                                  | 2   | 0   | 0   | 0   | 0   |
| 2f                                                                                  | 2   | 0   | 0   | 0   | 4   |
| 2g                                                                                  | 0   | 0   | 0   | 2   | 4   |
| 2h                                                                                  | 0   | 0   | 6   | 2   | 0   |

**Table 1: Content domain coverage of the 2026 key stage 2 English reading test**

| 2a                                               | 2b                                                                                    | 2c                                                 | 2d                                                                                           | 2e                                                         | 2f                                                                                                         | 2g                                                                            | 2h                                |
|--------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------|
| Give or explain the meaning of words in context. | Retrieve and record information or identify key details from fiction and non-fiction. | Summarise main ideas from more than one paragraph. | Make inferences from the text or explain and justify inferences with evidence from the text. | Predict what might happen from details stated and implied. | Identify or explain how information or narrative content is related and contributes to meaning as a whole. | Identify or explain how meaning is enhanced through choice words and phrases. | Make comparisons within the text. |

# Reading - Inference

4

Look at page 4.

Write **two** pieces of evidence that tell you Mandy was amazed by what she had found.

1. \_\_\_\_\_

2. \_\_\_\_\_

4

Look at page 4.

Write **two** pieces of evidence that tell you Mandy was amazed by what she had found.

**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text

**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:

1. Mandy drawing in her breath, e.g.
  - *she was holding her breath*
  - *held her breath*
  - *she gasped.*
2. Mandy's eyes shining, e.g.
  - *shining eyes*
  - *her eyes sparkled*
  - *she looked at James with gleaming eyes.*
3. the quotation, 'Oh! Look...', e.g.
  - *she said, 'Oh!'*
  - *look, it's a baby owl.*

**Also accept** reference to the quotation, 'Quick – over here!', e.g.

- *she shouted him over*
- *she shouted, quick*
- *she told James to come and see what she had found.*

## Owl in Danger



'Quick – over here!' Mandy shouted to her friend, James. She knelt down in a pile of last autumn's fallen leaves, gently brushing some aside.

Mandy and James were out walking in Monkton Spinney near Welford, the Yorkshire village where they lived. Mandy had spotted something in the carpet of leaves beneath one of the oak trees.

'What have you found?' James ran over and skidded to a halt beside her. His trainers sent up a spray of leaves. He pushed his glasses back up his nose and looked down at the little hollow Mandy had made in the leaves.

Mandy cupped her hands together and lifted something very carefully from the ground. She held what looked like a bundle of bedraggled feathers. Two round, dark eyes stared up at James. A sharp, hooked beak opened and a kind of creaky noise came out. It sounded like a gate that needed oiling. Mandy drew in her breath. She gazed up at James with shining eyes.

'Oh! Look, it's a baby owl.'



Amelia’s next record attempt

Amelia had a strong desire for yet another extraordinary flying achievement: to fly around the globe at its widest point, the equator. She had a plane built specifically for the attempt, with a greatly increased fuel capacity, which meant she could fly further without stopping to refuel. In 1937, Amelia set out from Oakland, California, intending to fly from east to west around the equator. An accident in Hawaii, however, resulted in major repairs being needed to the plane.

Amelia’s last flight

It wasn’t until three months later in June that she began her attempt again from Oakland, this time travelling from west to east. She reached New Guinea, north of Australia, 28 days later, having covered about 35,000 kilometres or two-thirds of the distance. The next leg of the journey was going to be a very difficult and dangerous one. She was planning to land on Howland Island, a remote island in the Pacific Ocean with only four miles of coastline. On the island, she would take on fuel from a US coastguard ship waiting to assist her with this risky part of her journey.

On 2<sup>nd</sup> July 1937, Amelia and her navigator left Lae in New Guinea to fly the 4,000 kilometres to Howland Island but were never seen again. What happened to Amelia Earhart is one of the most enduring mysteries of aviation. A massive and expensive search was carried out at the time, and no trace of her plane was found. There have been numerous investigations and rumours about her disappearance over the years. However, the mark she left on the world of aviation was, and still is, incredible.

38 Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.

What was it about Amelia's personality that helped her to make this journey?

Write **two** impressions of her personality, using evidence from the text to support each answer.

| Impression | Evidence |
|------------|----------|
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |

| Impression                         | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. she was determined</b>       | <ul style="list-style-type: none"> <li>• <i>'had a strong desire for yet another extraordinary flying achievement'</i></li> <li>• <i>wanted to fly round the world at its widest point / fly around the equator</i></li> <li>• <i>'had a plane built specifically for the attempt'</i></li> <li>• <i>wasn't put off by an accident / 'began her attempt again'</i></li> <li>• <i>she covered 35,000 km in 28 days</i></li> <li>• <i>'the next leg of the journey was going to be a very difficult and dangerous one'</i></li> <li>• <i>'this risky part of her journey'</i></li> <li>• <i>'planning to land on...a remote island...with only four miles of coastline'</i></li> </ul> |
| <b>2. she was brave / fearless</b> | <ul style="list-style-type: none"> <li>• <i>'had a strong desire for yet another extraordinary flying achievement'</i></li> <li>• <i>wanted to fly round the world at its widest point / fly around the equator</i></li> <li>• <i>wasn't put off by an accident / 'began her attempt again'</i></li> <li>• <i>she covered 35,000 km in 28 days</i></li> <li>• <i>'the next leg of the journey was going to be a very difficult and dangerous one'</i></li> <li>• <i>'this risky part of her journey'</i></li> <li>• <i>'planning to land on...a remote island...with only four miles of coastline'</i></li> </ul>                                                                    |

| Impression                                | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3. she was ambitious / competitive</b> | <ul style="list-style-type: none"> <li>• <i>'had a strong desire for yet another extraordinary flying achievement'</i></li> <li>• <i>wanted to fly round the world at its widest point / fly around the equator</i></li> <li>• <i>'had a plane built specifically for the attempt'</i></li> <li>• <i>she covered 35,000 km in 28 days</i></li> <li>• <i>'the next leg of the journey was going to be a very difficult and dangerous one'</i></li> <li>• <i>'this risky part of her journey'</i></li> <li>• <i>'planning to land on...a remote island...with only four miles of coastline'</i></li> </ul> |
| <b>4. she was organised / adaptable</b>   | <ul style="list-style-type: none"> <li>• <i>'had a plane built specifically for the attempt'</i></li> <li>• <i>changed the direction she was travelling in</i></li> <li>• <i>'she was planning to land on Howland Island'</i></li> <li>• <i>'on the island, she would take on fuel from a US coastguard ship'</i></li> <li>• <i>'Amelia and her navigator'</i></li> </ul>                                                                                                                                                                                                                                |
| <b>5. she was patient</b>                 | <ul style="list-style-type: none"> <li>• <i>had to wait for a specifically built plane</i></li> <li>• <i>'it wasn't until three months later'</i></li> <li>• <i>she covered 35,000 km in 28 days</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |

# Reading - how can you help at home?

Read high quality text and TALK about them

Think inference, inference, inference (reading between the lines)

- ▶ Always back up answers with evidence from the text
- ▶ Go through test papers, always complete home learning
- ▶ Types of questions you might ask
- ▶ **2a) give/explain the meaning of words in context;**
  - ▶ *What does this... word/phrase/sentence... tell you about ... character/setting/mood etc?*
  - ▶ *Highlight a key phrase or line. By writing a line in this way, what effect has the author created?*
  - ▶ *In the story, 'x' is mentioned a lot. Why?*
- ▶ **2b) retrieve and record information/identify key details from fiction and non-fiction;**
  - ▶ *Where does the story take place?*
  - ▶ *When did the story take place?*
  - ▶ *What do you think is happening here?*
- ▶ **2d) make inferences from the text/explain and justify inferences with evidence from the text;**
  - ▶ *What makes you think that?*
  - ▶ *Which words give you that impression?*
  - ▶ *How do you feel about...?*

# Maths Paper 1 - arithmetic

- ▶ 40 marks in 30 minutes
- ▶ Speed and fluency is important
- ▶ 1 mark for majority of questions - pick off the easy marks from the starts
- ▶ Content:
  - ▶ the four operations (division, multiplication, addition, subtraction and mixed operation calculations requiring BIDMAS)
  - ▶ number properties
  - ▶ calculating percentages of amounts
  - ▶ calculations using decimals
  - ▶ calculations using fractions.
- ▶ Jottings important - don't have to calculate in your head and could receive a mark for correct method, even with one mistake!

# Maths Paper 1 - arithmetic

**1**

$$707 - 10 =$$

☐

1 mark

**2**

$$= 6,138 + 456$$

☐

1 mark

**34**

$$2\frac{5}{6} - \frac{3}{4} =$$

☐

1 mark

**35**

$$38\% \text{ of } 750 =$$

☐

1 mark

# Maths Papers 2&3 - reasoning

Papers 2 & 3 require 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, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

13

Write the missing number to make this calculation correct.

$$754 \times 6 + 754 \times 3 = 754 \times \boxed{\phantom{000}}$$

1 mark

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?Show  
your  
method

18

A cinema sells tickets at three different prices.

- $\frac{1}{20}$  of the tickets are price A.
- $\frac{3}{5}$  of the tickets are price B.
- The rest of the tickets are price C.

What fraction of the tickets are price C?

Show

2 marks

21

There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show  
your  
method

3 marks

# Maths - how can you help at home?

- ▶ Concentrate revision on:
  - ▶ Number and place value
  - ▶ Calculations
  - ▶ Fractions, decimals and percentages
- ▶ Times Tables quick recall is essential
- ▶ Complete all home learning and revision
- ▶ Use test papers to identify areas for revision
- ▶ Learn the most efficient calculation method and stick with it
- ▶ Refer to [Calculation Policy on website](#) so you reinforce the same methods at home
- ▶ Speed is important. Time limit can catch you out

| KS2 Maths SATs papers analysis by @_MissieBee<br>% of questions by content domain |      |      |      |      |      |
|-----------------------------------------------------------------------------------|------|------|------|------|------|
| Content domain                                                                    | 2022 | 2023 | 2024 | 2025 | 2026 |
| Number & PV                                                                       | 9    | 10   | 9    | 13   | 9    |
| Calculations                                                                      | 38   | 33   | 41   | 35   | 35   |
| FDP                                                                               | 25   | 25   | 26   | 24   | 24   |
| Ratio & prop.                                                                     | 6    | 6    | 5    | 6    | 8    |
| Algebra                                                                           | 3    | 7    | 3    | 2    | 4    |
| Measurement                                                                       | 7    | 7    | 7    | 11   | 9    |
| Shapes                                                                            | 6    | 6    | 6    | 4    | 4    |
| Pos. & direction                                                                  | 2    | 2    | 2    | 3    | 3    |
| Statistics                                                                        | 3    | 4    | 2    | 2    | 5    |

# Writing & Science

- ▶ Assessed by teachers throughout the year
- ▶ Writing - your child will be given an assessment: WTS, EXS or GD
- ▶ Evidence of INDEPENDENT writing against these standards
- ▶ Evidence across a range of pieces of writing
- ▶ Teacher's assessments open to external moderation
- ▶ Science - your child will be given an assessment: WTS or EXS
- ▶ This starts now!

## 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

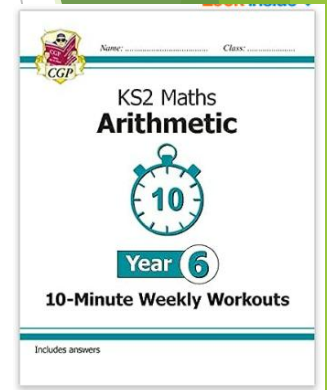
The pupil can:

- 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<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

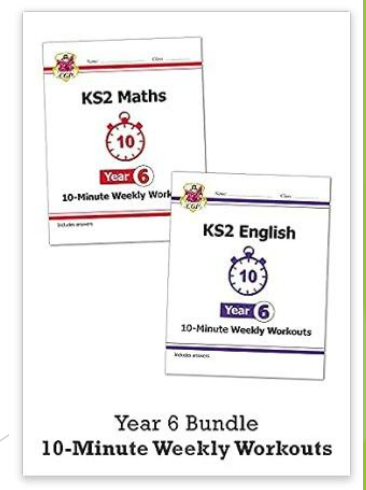
# What we can do together!

- ▶ Teachers will run extra groups before and after school over the year. If chosen, please attend. This must be a priority
- ▶ One lesson dedicated to times tables and arithmetic in maths and spelling, vocabulary and grammar in English
- ▶ Year 6 attend fewer assemblies as year progresses. Extra time spent in focussed groups of 20 or less.
- ▶ We have invested in CGP 10 minute work out arithmetic books for class.
- ▶ Use children's PIRA, PUMA, GAPs tests to practice. We will share the completed tests with you so you can analyse the gaps and support at home.



# Final thoughts

- ▶ SATS **ARE** important for YOUR child
- ▶ Adjustments can be made for SEND needs or exceptional circumstances at the time of the tests. Individual conversations
- ▶ Should be seen as a goal to work towards
- ▶ Work starts now!
- ▶ We will provide lots of support in class
- ▶ We expect home learning to be completed without fail
- ▶ Parental support makes the difference. Please work with the teachers and go the extra mile at home. 10 minute workout revision books, reviewing test papers, extra handwriting if needed.
- ▶ CGP - generic questions
- ▶ Schofield and Sims - targeted questions
- ▶ Thank you in advance!
- ▶ Children usually get what they deserve!



# Isle of Wight 2027



Monday, 7<sup>th</sup> -11<sup>th</sup> June

Week straight after half term

5 days, 4 nights

**Isle of Wight  
Experience Ltd.**  
Specialists in Educational Visits



# Isle of Wight 2027



# Accommodation





# Dining Room





<https://www.cliffhallhotel.co.uk/en-GB/instantweb/CliffHall/homepage>

# Accommodation

- ▶ Cliff Hall Hotel, Shanklin
- ▶ Family run hotel
- ▶ At the heart of Shanklin, overlooking the sea, 150 yards from beach
- ▶ Children are split into boys & girls rooms 4-6 children in each room. They will know where their closest adult is if needed.
- ▶ Rooms will be decided nearer the time. Children will be asked to choose 5 children they would like to be in a room with and we will try to ensure they get at least 1 or 2 of their close friends.
- ▶ En-Suite bathrooms in each room which is cleaned every day
- ▶ Bunkbed of the day awards
- ▶ Breakfast, packed lunch and evening meals provided.
- ▶ Table places decided and stuck to over the week
- ▶ Meal choices chosen in advance at home with you nearer the time via an online form we will share
- ▶ We have exclusive use of the hotel, we don't sleep until the children are asleep

# Visits & Activities Itinerary:

## Monday

- ▶ Leave school at 8am
- ▶ Ferry from Portsmouth (packed lunch on board)
- ▶ Osborne House
- ▶ Hotel check in, fire drill, dinner, beach

## Tuesday

- ▶ Carisbrooke Castle
- ▶ Alum Bay, chair lift, boat cruise to The Needles, sand shop
- ▶ Bowling (NEW)

## Wednesday

- ▶ Shanklin Theatre Workshop
- ▶ Roman Villa, braiding and tile making
- ▶ Theatre show at Shanklin Theatre

## Thursday

- ▶ Robin Hill Country Park including two rides on the toboggan
- ▶ Talent Show

## Friday

- ▶ Glass blowing workshop
- ▶ Ferry home at 12.20pm
- ▶ Arrive back to school by 3.00pm

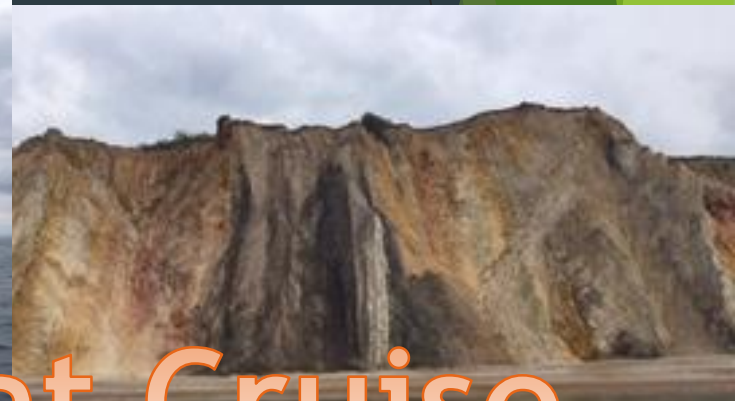


# Osborne House

# The beach







# The Needles Boat Cruise and chair lift



Sand art





# Shanklin Theatre

# Brading Roman Villa



[DISCOVER](#)

[TOUR VISIT](#)

[ACTIVITIES](#)

[WHAT'S ON](#)

[ABOUT](#)



# VISIT CARISBROOKE CASTLE



Open daily, 10am - 5pm

[See full prices and opening times](#)

ADDRESS Castle Hill, Newport, Isle of Wight, PO30 1XY

BOOK AHEAD AND SAVE 15%



# Carisbrooke Castle

# New this year - Bowling and Glass blowing workshop



# Other Information

- ▶ The 'Isle of Wight Experience' company organises the visits, coach and ferry etc.
- ▶ The coach stays with us for the whole visit.
- ▶ Our driver is very familiar with the Isle of Wight
- ▶ Insurance is included in price
- ▶ Mr Lane is the confirmed adult in charge. Adults travelling will be
  - ▶ Mr Lane
  - ▶ Mrs Stephenson
  - ▶ Miss Corvi
  - ▶ Mr Walsh
  - ▶ Mr Parsons
  - ▶ Miss Nunes



# What to pack?

## **The children will need:**

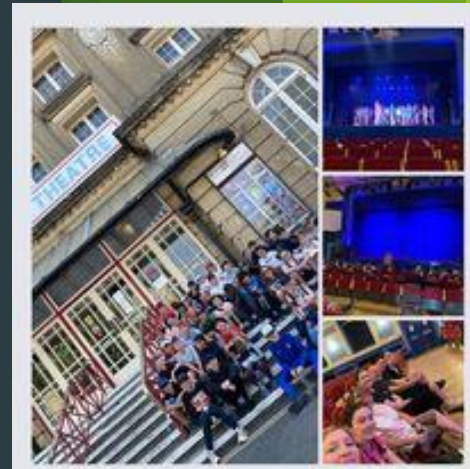
- ▶ Comfortable shoes or trainers
- ▶ Comfortable clothes appropriate to the weather
- ▶ Protection against the sun – hats, cream, sunglasses etc
- ▶ **Refillable water bottle**
- ▶ Appropriate nightwear
- ▶ Towel
- ▶ Toiletries – toothpaste, toothbrush, flannel, roll on deodorant, sanitary products etc
- ▶ Props and costumes for their talent show
- ▶ Swimming costume and swim towel / dry robe and flip flops/crocs
- ▶ Card games – uno, top trumps etc

## **The children will *not* need:**

- ▶ Wellingtons
- ▶ New clothes
- ▶ Handbags
- ▶ Ipads, phones, electronic games
- ▶ Hair gel, make up, Hair dryers, straighteners, spray deodorants

# Health and Safety

- ▶ Teachers monitor rooms at all times
- ▶ Hotel owners organise fire drill on arrival
- ▶ Children expected to treat the hotel like they were visiting somebody's home – because they are



## Medication

- ▶ Any medication will be handed to Miss Corvi and Mrs Stephenson on the morning that we leave.
- ▶ Any issues please come and speak to Mr Lane or your child's class teacher.
- ▶ Money: Spending money to be handed to Mr Walsh on the morning we leave.

# Isle of Wight 2026

- **£465 per child** includes
  - Accommodation (4 nights)
  - Food
  - Coach travel
  - Ferry crossing
  - Chair lift at The Needles
  - Boat ride, entrance to all attractions
  - Sand sculpture at The Needles
  - 2 tabaogan rides
  - Theatre show
- Pocket Money - £25 in cash (£5 per day) for gift shops
- Fantastic, memorable experience
- Preparation for secondary school
- Lots of fun with friends
- **Dates:** Monday 7<sup>th</sup> June – 11<sup>th</sup> June 2027



# Payment - £465

- ▶ All payments to be paid via MCAS app
- ▶ **A deposit of £93.00 to be paid by Monday, 19<sup>th</sup> October.**
- ▶ Your child's place will be confirmed at this stage.
- ▶ **YOU ARE THEN COMMITTED TO PAY THE FULL AMOUNT WHETHER YOUR CHILD ATTENDS OR NOT**
- ▶ Final price may change if some children do not attend.

# Payment Plan

- ▶ **£465** Payment can be made in full immediately.
- ▶ If you would prefer to pay in instalments, you must follow this plan:
  - **By 19<sup>th</sup> October: £93.00 non-refundable deposit**
  - **30<sup>th</sup> November: £93.00**
  - **no December payment**
  - **31<sup>st</sup> January: £93.00**
  - **28<sup>th</sup> Feb: £93.00**
  - **31<sup>st</sup> March: £93.00**
- ▶ **Once you have paid the first instalment, you are committed to paying the full amount whether your child attends or not.**
- ▶ Please stick to this payment plan as we need to pay instalments to the hotel and the IOW Experience at certain points



# Next Steps

- ▶ Discuss at home and convince your child to come!
- ▶ Get in touch with Mr Lane if you have any concerns as soon as possible and by the end of next week
- ▶ Pay deposit and commit by 19<sup>th</sup> October
- ▶ Keep up with payment plan
- ▶ Pre-visit meeting on Thursday, 20<sup>th</sup> May, 5.30pm in the School Hall
- ▶ Complete online form nearer the time with medical information, photo permissions etc
- ▶ Complete online form nearer the time to choose meals for the week



