MATHS Year 6 SATs - Content

Consists of 3 papers

1. Arithmetic – 30 minutes
2. Reasoning – 40 minutes
3. Reasoning – 40 minutes

1. Arithmetic (40 marks)
- Column additions and subtractions – with and without 'carrying' or 'borrowing'
- Long division
- Long multiplication
- Calculations with decimals
- Fractions calculations

2. Reasoning (35 marks)
3. Reasoning (35 marks)
- Ordering numbers (lowest to highest) -including decimals
- Missing number calculations
- Adding and subtracting money
- Venn diagrams
- Drawing reflections of shapes
- Decimal calculations – including money
- Shading fractions of shapes
- Understanding and converting measurements (1000g = 1kg …)
- Algebra – substitution and solving number problems
- Multiples of numbers
- Negative number scale – thermometer
- Understanding large numbers
- Types of angles and angle facts (angles in a triangle = 180 degrees…)
- Relating known number facts to different situations
- Co-ordinates
- Understanding of analogue and digital time – including 24 hr clock
- Reading bus timetables and working out time taken
- Perimeter, area and volume
- Transformations of shapes (Rotations/reflections/translations/enlargements)
- Rounding to the nearest 10/100/1000 and whole number
- 2-D and 3-D shapes
- Fractions and percentages of amounts

Marking

Children will now receive a **scaled score instead of a level**. Their raw score – the actual number of marks they accrue – will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

For KS1 SATs a score of 100 means the child is working at the expected standard, a score below 100 indicates that the child needs more support and a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85. You will be told whether your child has reached the national standard in their KS1 SATs as part of their end-of-KS1 report, but won't be given their test scores unless you ask for them.

Children will also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers in non-SATs subjects at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.

In KS2, the papers will be marked externally, with no teacher assessment involved. Each child will receive a raw score, a scaled score, and confirmation of whether or not they achieved the national standard **('NS' means the expected standard was not achieved; 'AS' means the expected standard was achieved).**

The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score

A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test; a scaled score of 99 or less means they haven't reached the government-expected standard

Teacher Assessments

As well as receiving KS2 SATs results, at the end of Year 6 you will be told your child's teacher-assessment results for reading, writing, mathematics and science. The teacher-assessment result codes you can expect to see are:

- **GDS**: Working at greater depth within the expected standard (for writing assessment only)

- **EXS**: Working at the expected standard

- **WTS**: Working towards the expected standard (for writing assessment only)

- **HNM**: Has not met the expected standard (reading and maths assessment only)

- **PKG**: Pre-key stage, growing development of the expected standard (the child is working at a lower level than expected)

- **PKF**: Pre-key stage, foundations for the expected standard (the child is working at a significantly lower level than expected)

- **BLW**: The child is working below the pre-key stage standards (the lowest level of attainment)

- **A**: Awarded if the child was absent

- **D**: Awarded if the child is disapplied (has not been been tested at KS2 level)

Supporting your child

Reinforce concepts as you go about your normal day, making **Maths as 'real'** as possible aids with better understanding and retention

Time

- 'If I am putting the dinner on now and it takes 40 minutes to cook, what time will it be ready?'
- 'Use your watch to see how long it takes us to get to school/swimming/the supermarket'
- Give them tasks today and a set time limit to get them done in
- Mark time with them – 'we have been reading for ten minutes, let's read for another 5 and stop
- Get them to time someone doing something.

Money

- Add items up when you are doing a small shop (you could practice rounding of there are lots of 99ps!)
- Work out approximate change from a 10 pound note
- Compare prices, talk about value for money –'these cans of beans are 52p each but we can get 4 for 1.80, is that better value?''
- 'You have 2 pound to spend, what three things could you buy?

Measurments

- Weigh out ingredients together
- Involve your child in any kind of measuring around the house – will a new piece of furniture fit? (if you have the dimensions) will a photo fit in a frame? How much gravy will each person get if I have made 500 ml?
- If there are 500g of cereal in this box, how much in half the box/ a tenth of the box?
- How tall is everyone in the family – talk about imperial (feet and inches) and metric (metres and centimetres)
- How much does everyone weigh? – talk about imperial (stones and pounds) and metric (kilograms and grams)
- Measure things around the house –'how tall is the door frame? etc

Shapes and angles

- Talk about the shapes of things around the house – describe properties of that shape (eg. A circle doesn't have any sharp corners/all of the squares sides are the same length/a dice has six faces and they are all squares)
- Look for right angles – they are everywhere!
- Look for angles that are smaller than right angles (acute) and bigger than right angles (obtuse)
- Make distinctions between 2-D shapes (flat shapes that have a length and a width) and 3-D shapes (solid shapes that have a depth or height as well)
- Ask them to locate as many shapes as they can around the house – what is the most common shape?

Fractions

- Half and quarter amounts and numbers that you come across on packaging or in food you are sharing
- Have an analogue clock in the house and talk about half an hour/quarter of an hour/ three quarters of an hour and what that equates to in minutes
- Reinforce that the number on the bottom of a fraction tells you how many parts/pieces that we are sharing by so a third would be three parts etc.