



At Horsell C of E Junior School we believe that we are all made in the 'image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

We are READY - RESPECTFUL - SAFE



YEAR 6 SATS AND RESIDENTIAL 2024

Presentation for Parents, Carers & Guardians

What are the SATs?

- 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, starting on **Monday 13th May** ending on **Thursday 16th May**. The SATs papers consist of:
 - *Grammar, punctuation and spelling (paper 1: **GPS**) – Monday 13th May*
 - *Grammar, punctuation and spelling (paper 2: **Spelling**) – Monday 13th May*
 - *Reading – Tuesday 14th May*
 - *Maths (paper 1: Arithmetic) – Wednesday 15th May*
 - *Maths (paper 2: Reasoning) – Wednesday 15th May*
 - *Maths (paper 3: Reasoning) – Thursday 16th May*
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
 - After the tests are completed, the papers are sent away to be marked **externally**.
 - The results are then sent to the school in July.
-
- Children can arrive from 8:20 for SATs week for a soft start.
 - We are aiming to start test at 9:00am.



Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time
- Tests being opened early to be modified
- An adult to transcribe
- An adult to read for them

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed).



The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement whether the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.



Grammar, Punctuation and Spelling: Monday 13th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.
- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time.



Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

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

This test requires a range of answer types, but does not require longer formal answers.



Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

37

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

e.g. Although, While
_____ it rained all afternoon, the picnic was a success.

1 mark

4

Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park

☒

We could go tomorrow if you like

☐

What I really like is the rope bridge

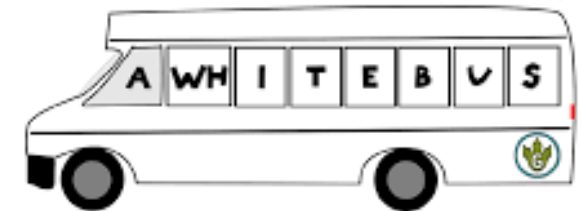
☐

Let me know what you would like to do

☐

1 mark

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although after as	when whenever whoever whether whenever which	if in order that in case	though that	even though even if	because before	until unless	since

www.grammaraids.co.uk

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

e.g. Switch off the lights! Please turn off the lights

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

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

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

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

Do not show **disrespect** to anyone.

The word is **disrespect**.

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

I was given a **special** award.

The word is **special**.

Reading: Tuesday 14th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

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



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1 – 11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____

2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs.</i>	1m

Reading

Example questions:
Based on text 2: My Circus Life

17

Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Requirement	Mark
Look at page 9.	Up to 2m
Vladik is always changing his <i>Dralion</i> performance.	
Give two ways that these changes to his performance happen.	
Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction	
Award 1 mark for reference to any of the following, up to a maximum of 2 marks :	
1. Vladik's performance changing naturally / without him knowing how it happens, e.g. <ul style="list-style-type: none">• <i>changes happen naturally</i>• <i>he just does the changes and he doesn't even realise.</i>	
2. Vladik deliberately making changes to his performance, e.g. <ul style="list-style-type: none">• <i>he modifies them on purpose</i>• <i>they happen deliberately.</i>	
3. Vladik adding a trick, e.g. <ul style="list-style-type: none">• <i>putting in a new trick.</i>	

Reading

Example questions:
Based on the whole text

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]• 2. <i>That she is good at noticing things that go on.</i> [AP6]• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

Maths: Wednesday 15th and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May



Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

32	$2\frac{1}{2} - \frac{2}{3} =$	<div></div> <div>1 mark</div>
	<div></div>	
33	$\begin{array}{r} 4078 \\ \times 67 \\ \hline \end{array}$	<div></div> <div>2 marks</div>
	Show your method	

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. 1.8 $\bar{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 $6.48 + 8.6 =$

6.48	
+ 8.6	
<hr/>	
15.08	
1	

15.08

☐ 1 mark

15 $4,172 = 596 \times 7$

596	
x 7	
<hr/>	
4172	
64	

☐ 1 mark

27 $15\% \text{ of } 3,200 =$

10% of 3,200 = 320	
5% of 3,200 = 160	
15% of 3,200 = 480	

480

☐ 1 mark

35 $6 + 4 \div 2 =$

$4 \div 2 = 2$	
$6 + 2 = 8$	

8

☐ 1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

29	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 7 3 3 0 6 6 </div>	
Show your method		<p>29 Award TWO marks for the correct answer of 42</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $ \begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ \underline{- 2920} \\ 140 \text{ (error)} \\ \underline{- 73} \\ 67 \end{array} $ <p>OR</p> $ \begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ \underline{- 730} \quad 10 \times 73 \\ 2336 \\ \underline{- 2190} \quad 30 \times 73 \\ 146 \\ \underline{- 146} \quad 2 \times 73 \\ 0 \end{array} $ <ul style="list-style-type: none"> short division algorithm, e.g. $ \begin{array}{r} 41 \text{ r}71 \text{ (error)} \\ 73 \overline{) 306^{14}6} \end{array} $
		<p>Up to 2m</p> <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



Maths Papers 2 (Reasoning)

Example questions:

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

1 mark

Maths Papers 3 (Reasoning)

Example questions:

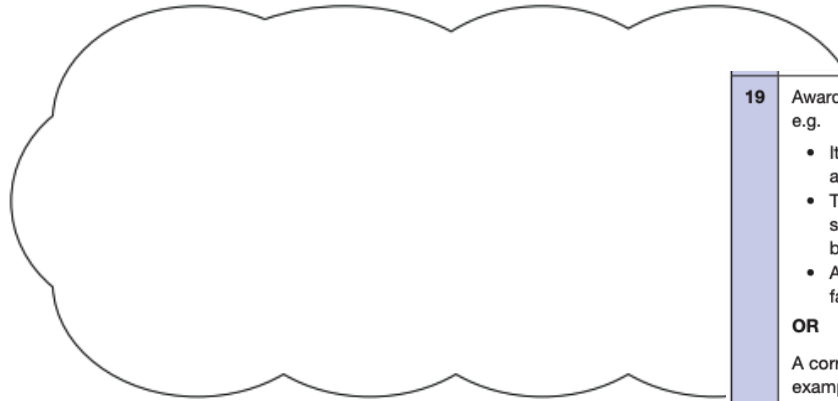
19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



19

Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

OR

A correct explanation that gives a counter example, e.g.

- 5 is prime
 $5^2 = 25$
25 has 3 factors: 1, 5 and 25, not two
- 7^2 has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$
9 – 1, 9, 3
- $5^2 = 25$
Factors of 25 = 1, 5, 25
All squared primes have 3 factors.

1m

Do not accept vague or incomplete explanations, e.g.

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$ (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.

- $49 = 1, 7, 49$
- 5 squared is 25
1, 5, 5, 25
25 has four factors
- All prime numbers squared have more than 3 factors

Maths Papers 3 (Reasoning)

Example question:

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award THREE marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ <p>Rounded to the nearest hundred = 207,200</p> <p>OR</p> <ul style="list-style-type: none"> sight of 207,259 r3 OR $207,259 \frac{3}{4}$ OR 207,259.75 <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. 	Up to 3m	<p>Answer need not be obtained or rounded for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.



Things to remember about SATs

- SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

- SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

- SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.



What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.



What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

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

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties.



THANK YOU!

If you have any questions, you can contact your class teacher.

- k.chadburn@horsell-junior.surrey.sch.uk - Cherry Class Teacher
(Head of Year)
- h.parker@horsell-junior.surrey.sch.uk Spruce Class teacher
- j.page@horsell-junior.surrey.sch.uk - Willow Class Teacher

Year 6 residential

Wednesday 5th June – Friday 7th June



Carrington House

- Spacious single sex rooms with bedding provided and en suites
- Teachers' rooms are next to student rooms
- Teachers will allocate children to rooms
- Indoor pool for the group's private use
- Indoor communal areas including table tennis tables, a movie room and event hall
- Key card entry to rooms (teachers have access to a master key), 24hr staff cover
- Schools accommodated on their wings of the building



Groups

- Room groups: 2- 4 single sex
- 7 Day groups: 12 - 13 children with an adult leader (Horsell staff and Land and Wave staff)

Coach

- 2 coaches
- Journey time: 2 ½ hours

At least 1 staff bringing car

Dining Experience:

- All eat together
- Nut free
- Hot breakfast and dinners provided
- Packed lunches supplied (sandwich, crisps , fruit, cake and a chocolate bar)
- All dietary requirements are catered for.
- Please ensure we have full details.



General Timetable of the day:

Breakfast: 7.30am

Morning Activities: 9.00am – 12.30pm

Lunch: 12.30pm

Afternoon: 1.30pm - 4.30pm

Evening activities: 7 - 9pm



Some of the activities we might do...

- Bushcraft Survival skills
- Raft Building
- Coasteering
- Rock climbing
- Campfire: songs, sketches and toasting marshmallows
- Sea Kayaking
- Paddle Boarding
- Walk and Navigation locally



Our Itinerary - Wednesday

Date	Time	Activity
Wednesday 5th Jun		Afternoon
1	13:00 - 16:00	Rock Reef
2	13:00 - 16:00	Rock Reef
3	13:00 - 16:00	Rock Reef
4	13:00 - 16:00	Rock Reef
5	13:00 - 16:00	Kayaking & Raft Building
6	13:00 - 16:00	Raftbuilding&Kayaking
7	13:00 - 16:00	Raftbuilding&Kayaking
Wednesday 5th Jun		Afternoon
1	19:00 - 21:00	Swim/Egg Drop
2	19:00 - 21:00	Swim/Egg Drop
3	19:00 - 21:00	Egg Drop/Swim
4	19:00 - 21:00	Egg Drop/Swim
5	19:00 - 21:00	Beach Games
6	19:00 - 21:00	Beach Games
7	19:00 - 21:00	Beach Games



Our Itinerary - Thursday

Thursday 6th Jun	Morning	
1	09:00 - 12:00	Bushcraft Survival Skills
2	09:00 - 12:00	Bushcraft Survival Skills
3	09:00 - 12:00	Bushcraft Survival Skills
4	09:00 - 12:00	Bushcraft Survival Skills
5	09:00 - 11:45	Bushcraft Survival Skills
6	09:00 - 11:45	Bushcraft Survival Skills
7	09:00 - 11:45	Bushcraft Survival Skills
Thursday 6th Jun	Afternoon	
1	13:45 - 16:30	Bushcraft Survival Skills
2	13:45 - 16:30	Bushcraft Survival Skills
3	13:45 - 16:30	Bushcraft Survival Skills
4	13:45 - 16:30	Bushcraft Survival Skills
5	12:30 - 16:30	Bushcraft Survival Skills
6	12:30 - 16:30	Bushcraft Survival Skills
7	12:30 - 16:30	Bushcraft Survival Skills
Thursday 6th Jun	Afternoon	
1	19:00 - 21:00	Beach Games
2	19:00 - 21:00	Beach Games
3	19:00 - 21:00	Beach Games
4	19:00 - 21:00	Beach Games
5	19:00 - 21:00	Swim/Egg Drop
6	19:00 - 21:00	Swim/Egg Drop
7	19:00 - 21:00	Egg Drop/Swim

Our Itinerary - Friday

Friday 7th Jun	Morning	
1	09:00 - 12:00	Kayaking & Raft Building
Date	Time	Activity
2	09:00 - 12:00	Kayaking & Raft Building
3	09:00 - 12:00	Raftbuilding&Kayaking
4	09:00 - 12:00	Raftbuilding&Kayaking
5	09:00 - 12:00	Rock Reef
6	09:00 - 12:00	Rock Reef
7	09:00 - 12:00	Rock Reef



Kit List:

<input type="checkbox"/>	LUNCH FOR DAY ONE	Bring this with you
<input type="checkbox"/>	TWO TOWELS	For showering & wet activities
<input type="checkbox"/>	PYJAMAS	One set is fine
<input type="checkbox"/>	UNDERWEAR & SOCKS	Enough to last the week
<input type="checkbox"/>	SWIMWEAR	Trunks or an all in one costume
<input type="checkbox"/>	WARM JUMPER/FLEECE	Just one is plenty
<input type="checkbox"/>	T-SHIRTS	Enough to last the week
<input type="checkbox"/>	LIGHT LOOSE FITTING TROUSERS	Tracksuit trousers are perfect
<input type="checkbox"/>	TRAINERS FOR THE WATER	Old lace-up trainers are best
<input type="checkbox"/>	TRAINERS FOR DRY ACTIVITIES	They're going to get muddy
<input type="checkbox"/>	WATERPROOF TROUSERS & JACKET	Likely to get dirty
<input type="checkbox"/>	WARM JACKET	Make sure its easily identified
<input type="checkbox"/>	HATS	Sunhat & woolly hat
<input type="checkbox"/>	TOILETRIES & SUNSCREEN	Shampoo, soap, toothpaste etc.
<input type="checkbox"/>	A TORCH OR HEADTORCH	Not essential
<input type="checkbox"/>	PERSONAL MEDICATION	Inhaler etc.
<input type="checkbox"/>	REFILLABLE DRINKS BOTTLE	Make sure its easily identified
<input type="checkbox"/>	RUCKSACK FOR DAILY USE	Double shoulder strap
<input type="checkbox"/>	ONE SPARE SET OF CLOTHES	Additional shirt, trousers etc.

Medication

Mrs Page is in charge of medication

- Bring in **advance** to school office or...
- Drop off any medication on **Monday morning 3rd June 2024**
- Let us know of any changes since filling in the medical form
- Land and Wave form – completed by Friday 5th May

Travel sickness pills – let Mrs Page know

Long grass – Piriton

Land and Wave Medical from out today via email – deadline Monday 6th May.

Important information Wednesday 5th

- Have a filling breakfast
- Dress appropriately for the predicted weather **NOT school uniform** – try to use layers.
- Bring a **packed lunch** and put it in your **day rucksack** with a waterproof coat
- Ensure everything is named and children know what has been packed
- Children will be expected to carry their cases/bags
- Drop your child off at the hall – bungalow entrance
- The coach should be leaving school at **around 9.30** if you wish to wave goodbye
- Check the school Twitter feed for updates

- No mobile phones or tablets or any form of electronic device – children can not bring a disposable camera.
- Emergency contact number - Land and Wave can be contacted on **01929 423031**. Do not contact the school.
- During activities, children will be encouraged to participate voluntarily, to push their comfort zone and test themselves. No child will be forced to do anything they don't want to do.
- Pocket money – There is no opportunity to spend any money. Therefore, please do not bring any pocket money.
- All Land & Wave instructors are First Aid trained
- Land & Wave are fully credited outdoor activity providers and have comprehensive insurance cover.

Friday

- The coach is due to be back at Horsell **around 3.30pm** – the office will **text** when we know more detailed times.
- The children will help unload the coach and go to their classrooms
- Parents wait on Year 6 playground for children to be dismissed
- Remember to take any medication home

Adults

- Miss Chadburn
- Mrs Page
- Mrs Jones
- Mr Stevenson
- Rebecca - Children and Families' Worker at St.Mary's Church

THANK YOU!

If you have any questions, you can contact Miss Chadburn or Mrs Page

- k.chadburn@horsell-junior.surrey.sch.uk - Cherry Class Teacher
(Head of Year)
- j.page@horsell-junior.surrey.sch.uk - Willow Class Teacher