

Scheme of Work

Course title and code: Helping your child be SATs ready

Dates:

Number of sessions: 3 weeks x 1.5 hours (online) 3 x 2 hours face to face

Tutor's name:

How the following embedded areas will be promoted during the course: English and maths; employability; digital literacy; safeguarding, health and wellbeing; sustainability and social inclusion, the promotion of British Values and Prevent.

See highlighted areas for English, Maths, Digital literacy,

Embedding English, Maths & ICT

1. Opportunities to embed to be included in lesson plans as required.
2. Reference to be made to Functional Skills Criteria provided by Ofqual.
3. Colour coded English Maths ICT- Digital Literacy

British Values and Prevent

4. British values are embedded in the primary curriculum and promoted by the school and also shared with parents on the school website.
5. Both will be promoted: as part of the induction process, as opportunities arise and with resources and activities which will reflect the diversity of the families' experiences.

E&D (awareness of stereotyping and appropriateness of materials):

6. Ensuring LO are inclusive and differentiated as well as negotiable
7. Encourage learners to contribute own experiences and suggestions for activities
8. All learning styles to be met through the variation of teaching styles VAK (visual, audio, kinaesthetic)
9. All learners treated equally and fairly, no learner to be 'singled out'.
10. All learners will be asked questions and encouraged to participate in discussions.

Safeguarding issues:

Setting ground rules to ensure confidentiality, safety, etc

Health and Safety:

See risk assessment

Familiarisation of the class profile will ensure any specific individual needs will be catered for

Every Child Matters - Enjoy and Achieve. Parents, carers and families support learning. (Parents are satisfied with the information and support they receive)
Children are ready for success at school

Sustainability and social inclusion good practice regarding sustainability and social inclusion will be discussed when appropriate, including use of recycled resources when possible.

Learning Aims.

1. Recognise the SATs format for the English and Maths papers and the types of questions asked
2. Know how to support children's Maths and English skills as they prepare for the tests
3. Explore activities and strategies which will support children's well being.

Learning Outcomes				
Session	Intent: Learning outcomes:	Implementation:Activities <u>Embedded areas</u>	Impact: Assessment	Resources
1 Learning Outcomes 1,2,3 Reading papers	<p>Complete induction and introduction to the course Outline the overall SATS process used in school (dates, duration, marking).</p> <p>Recognise the test format and the types of questions asked.</p> <p>Be familiar what is being tested in the Reading papers.</p> <p>Identify strategies to support children at home in preparation for the Reading Test.</p> <p>Practise activities to help support children's wellbeing and resilience as they prepare for SATS Week. Resilience, growth mindset,</p>	<p>Complete induction and introductions – meet other learners and tutor. Introduce ice breaker activity to assess dynamics of the group, individual preferences re learning . induction and introductions. Ask – what do you know about SATS? Share experiences for older children, own experience of SATS / exams</p> <p>Examine the Reading paper – focus on format, types of questions asked.</p> <p>What is assessed:</p> <ul style="list-style-type: none"> • 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. <p>Top tips: Read one text and answer the related questions before moving on to reading the next text and so forth (ie: 20 mins per text).</p> <p>Variety of ways to record answers: Short answers (box or line for single word)</p>	<p>Discussions, engage with activities, answer questions, take part in recall activity, write diary entries for session and home activities. Share SATS/ exam experiences</p> <p>Try some of the Reading based activities and choose activities their children will enjoy.</p> <p>Choose positive phrases to share with children at home</p>	<p>Slides, example SATS papers, English glossary</p> <p>https://youtu.be/vRQkxeBDEF0 growth mindset video for children</p>

		<p>Several line answers (2 lines for a few words or short sentence) Longer answers (large box –more detailed answer needed) Selected answers (tick, underline, circle, draw lines to, etc)</p> <p>Ask – how can you support your children as they prepare for the Reading papers? Share and try some of these activity ideas:</p> <p>First and foremost, focus on developing an enjoyment and love of reading.</p> <p>Enjoy stories together – reading stories to your child is equally as important as listening to your child read.</p> <p>Read a little at a time but often, rather than rarely but for long periods of time!</p> <p>Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.</p> <p>Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.</p> <p>All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.</p> <p>Visit the local library - it's free!</p>		
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		<p>Introduce Resilience – what is it? Ask – how can we build ‘resilience’? Introduce Growth mindset what is the difference between a calculator and a brain? Share the ‘Power of Yet’ Learners to suggest positive phrases</p> <p>Managing anxiety</p>		
<p>2 Learning Outcomes 1,2,3</p>	<p>Spelling paper Punctuation, Vocabulary & Grammar paper Recall the test format and the types of questions asked.</p> <p>Be familiar what is being tested in the Spelling, grammar and punctuation papers.</p> <p>Identify strategies to support children at home in preparation for the spelling, grammar, vocab punctuation papers.</p>	<p>Examine the Spelling paper – focus on format, types of questions asked.</p> <p>Ask – how can you support your children as they prepare for the Spelling papers? Share and try some of these activity ideas:</p> <p>Examine the Punctuation, vocab, grammar paper – focus on format, types of questions asked. What is assessed: Understanding of grammatical terms and word classes Functions of sentences Combining words, phrases and clauses within sentences Verb forms, tenses and consistency Punctuation Vocabulary Standard English and formality of language</p> <p>Ask – how can you support your children as they prepare for this paper? Share and try some of these activity ideas:</p> <p>Practise and learn weekly spelling lists – make it fun!</p> <p>Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.</p> <p>Write together – be a good role model for writing.</p>		<p>Slides, example SATs papers, English glossary</p>

	<p>Topic 2: self-esteem, boosting confidence ,</p> <p>Practise activities to help support children's self esteem and boost confidence as they prepare for SATS Week</p>	<p>Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.</p> <p>Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.</p> <p>Remember that good readers become good writers!</p> <p>Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).</p> <p>Ask, 'What do you do already to boost your child's confidence/self esteem?'</p> <p>Show your appreciation: praise and encourage, even for small successes!</p> <p>Share strategies for boosting self esteem, confidence</p>		
<p>3</p> <p>Learning outcomes 1,2,3</p>	<p>3 Maths papers (Arithmetic, problem Solving and Reasoning):</p> <p>Be familiar what is being tested in the Maths papers.</p> <p>Identify strategies to support children at home in preparation for the Maths tests.</p>	<p>Examine the Maths papers – focus on format, types of questions asked.</p> <p>What is assessed:</p> <ul style="list-style-type: none"> • 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. 		<p>Slides, example SATs papers, Maths glossary</p> <p>https://youtu.be/Ct9ynLq-vkl?si=6SI_0H78YPNKQ5bw SATS – you are more than a score</p>

	<p>Practise activities to help support children's wellbeing and resilience as they prepare for SATS Week. Wellbeing mindfulness and practical tips</p>	<p>Ask – how can you support your children as they prepare for the Maths papers? Share and try some of these activity ideas:</p> <ul style="list-style-type: none"> • Play times tables games. • Play mental maths games including counting in different amounts, forwards and backwards. • Encourage opportunities for telling the time • Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping. • Look for numbers on street signs, car registrations and anywhere else! • Look for examples of 2D and 3D shapes around the home. • Identify, weigh or measure quantities and amounts in the kitchen or in recipes. • Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess <p>How can I help?</p> <p>1. Focus your efforts where they might need some extra support Help your child to focus on the tricky bits Acknowledge the progress they've made Don't break from routine Don't dwell on the tests</p> <p>It can be helpful to reward the hard work and preparation that has gone into the tests, rather than rewarding the results.</p> <p>Discourage parents from giving children past papers to do.</p> <p>Stress that extra work is not required and any additional help given should be kept to a minimum.</p>		
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