



Year 6 SATs 2026

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 11th May ending on Thursday 14th May.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11th May
 - Reading – Tuesday 12nd May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

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.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – approx. 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

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 time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- An adult to read for them (not in the reading test);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

We will inform you in the coming days if your child is entitled to any access arrangements.

If entitled, your child will receive specific arrangements!

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;
- A judgement on if 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 11th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling). 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 have been working hard 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.

Questions can be read aloud.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

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

e.g. Although, while
_____ football is his favourite sport, James also enjoys
watching tennis on TV.

1 mark

49

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain was
invaded by the Romans.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Reading: Tuesday 12th 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:

- 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 – 12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____
2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Priya's heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya's heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>	Up to 2m

Reading

Example questions: Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	•	•	people visiting the Congress Avenue Bridge each year
a few	•	•	bats living in one cave
ten	•	•	months baby bats need to develop before travelling
fifteen million	•	•	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <pre>graph LR; A[thousands] --- B[people visiting the Congress Avenue Bridge each year]; C[a few] --- D[months baby bats need to develop before travelling]; E[ten] --- F[tonnes of insects eaten by bats each night]; G[fifteen million] --- H[bats living in one cave]</pre>	1m

Reading

Example questions: 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, 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>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> <i>unfriendly eyes</i> <i>'What's it to you?'</i> <i>strode off without another word</i> <i>didn't bother to look at Innis whilst replying</i> <i>he didn't look at him when he replied.</i> </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> <i>he was on his own</i> <i>not concerned he might be walking towards the wolf</i> <i>he didn't seem to be shocked that there was a wolf about.</i> </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> <i>the only questions asked were about wolves</i> <i>'How far?'</i> <i>'Where exactly?'</i> <i>he stops when Innis mentions the wolf.</i> </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> <i>he doesn't talk much</i> <i>he wiped the snow off, turned and strode off</i> <i>he appeared out of nowhere</i> <i>he didn't tell Innis much about himself.</i> </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> <i>he didn't tell Innis anything about himself</i> <i>strode off without another word</i> <i>'What's it to you?'</i> </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> <i>was only interested in the wolf</i> <i>strode off without another word</i> <i>he only paid attention to what he was interested in</i> <i>he only interacted when he realised that Innis had useful information.</i> </td> </tr> </tbody> </table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> <i>unfriendly eyes</i> <i>'What's it to you?'</i> <i>strode off without another word</i> <i>didn't bother to look at Innis whilst replying</i> <i>he didn't look at him when he replied.</i> 	2. he is independent / brave / calm	<ul style="list-style-type: none"> <i>he was on his own</i> <i>not concerned he might be walking towards the wolf</i> <i>he didn't seem to be shocked that there was a wolf about.</i> 	3. he is curious	<ul style="list-style-type: none"> <i>the only questions asked were about wolves</i> <i>'How far?'</i> <i>'Where exactly?'</i> <i>he stops when Innis mentions the wolf.</i> 	4. he is mysterious / strange	<ul style="list-style-type: none"> <i>he doesn't talk much</i> <i>he wiped the snow off, turned and strode off</i> <i>he appeared out of nowhere</i> <i>he didn't tell Innis much about himself.</i> 	5. he is secretive / defensive	<ul style="list-style-type: none"> <i>he didn't tell Innis anything about himself</i> <i>strode off without another word</i> <i>'What's it to you?'</i> 	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> <i>was only interested in the wolf</i> <i>strode off without another word</i> <i>he only paid attention to what he was interested in</i> <i>he only interacted when he realised that Innis had useful information.</i> 	
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Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2025 Reading SATs paper,

- Saw a record high for inference questions, making up nearly half the paper, while retrieval questions dropped to 30%.
- Success relied on a fluent understanding of advanced vocabulary (e.g., intriguing, anticipation, reluctantly) and the ability to match synonyms between questions and text.
- To achieve the expected standard (EXS), pupils historically need ~50% (range: 48-58%). For Greater Depth (GDS), they need 76-82%, meaning they can only drop 9-12 marks across the entire paper.

When reading with your child at home try focusing on these types of questions:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

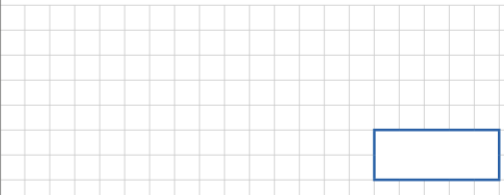
- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes) – Thursday 15th May

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:

19	$29.5 - 16.125 =$	<input type="text"/>	1 mark
			

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>	2 marks
	Show your method		

19	13.375	1m
20	Award TWO marks for the correct answer of 37,592	Up to 2m
	If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none">$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ OR <ul style="list-style-type: none">$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$	
	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. $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$	

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

7.800	
+ 6.958	
<u>14.758</u>	
1	

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$

$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
 $70 + 8 = 78$

1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

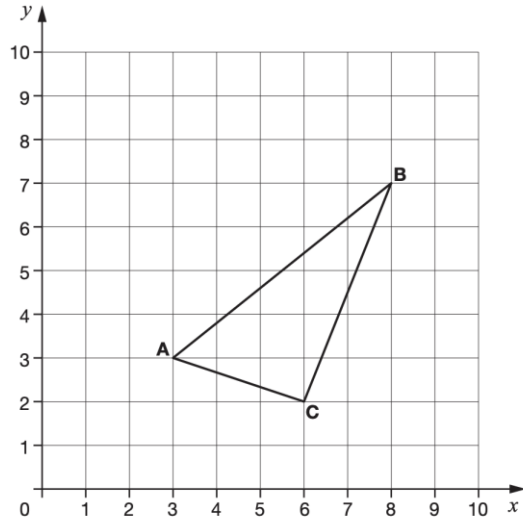
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including:

- 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:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17

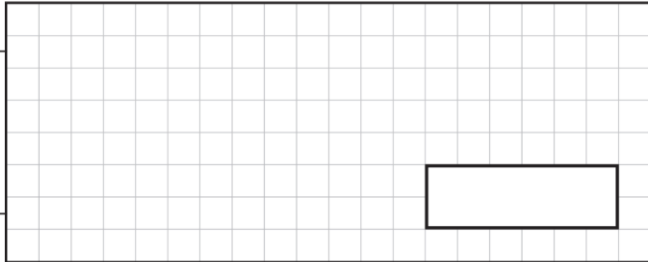
The manager of a flower shop orders 4 boxes of red roses.

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



2 marks

17

Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (*error*)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33r **OR** 33.3

OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 **OR** 32

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

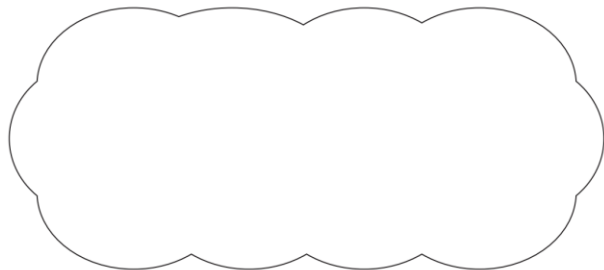
9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

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

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

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

Maths Papers 3 (Reasoning)

Example question:

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

Qu.	Requirement	Mark	Additional guidance
21	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none"> An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p>OR</p> <ul style="list-style-type: none"> $34 \times 25 = 950$ (error) $95 \times 3 = 285$ $9.5 \times 8 = 76$ $285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none"> sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none"> sight of 850 (as evidence of the multiplication step completed correctly) 	Up to 3m	<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> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>

Supporting your child in preparing for the SATs

- Be positive! SATs are just part and parcel of primary school life. They shouldn't be scary or something that keeps you awake all night (pre-SATs nerves are totally normal!)
- Everyone can achieve – it's all about doing your best
- Don't use past papers as they are used in school to prepare the children – 2024/25
- If you have any concerns, come talk to us
- Basic maths skills: times tables and telling the time
- Plenty of vitamin D!
- Ensure your child is eating and drinking well and getting a good amount of sleep – breakfast club SATs week
- Relaxed environment the weekend before SATs

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety which are normal feelings.

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.
-
- 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 us
 - Try not to project your own anxieties about the SATs!

Please let us know if you feel like your child is over-anxious with regards to the tests. In school, we 'normalise' the tests and just encourage children to do their best.

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. Transition meetings take place with comprehensive schools and I complete teacher assessments in reading and maths.

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.

Post SATs – the fun stuff!

- Enrichment activities – fun and memory making
- Entrepreneur skills developed
- Project work
- Transition
- Residential

Year 6 Residential



June 10th – 12th 2026



Year 6 Residential

June 10TH – 12th 2026

A wide range of onsite activities, delivered by a team of qualified and experienced instructors.

- Archery
- Rifles
- Tomahawks
- Bushcraft - Fire - Food - Shelter
- Frisbee Golf

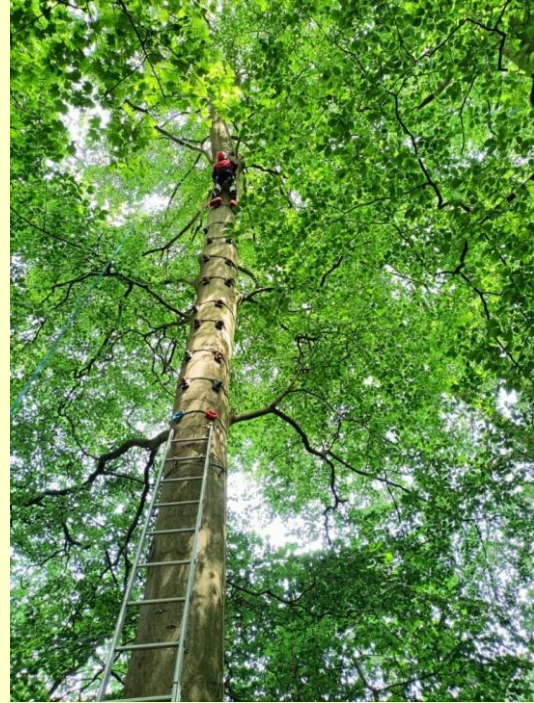


Year 6 Residential

June 10th – 12th 2026

- Tree Climbing
- High Ropes - Leap of Faith - Cargo Net
- Cave Bus
- Orienteering
- Pioneering
- Team Challenges
- Campfire (Amphitheatre)











Staff

Mrs Wilson

Mrs Lawson

Mrs Coffey

Mr Ruddock- Works Experience

Moor House Activity Leaders

Evening Activities

Quiz Night

Movie Night

Games Night

Football

Cricket

Rounders

Tuck Shop

Food

Breakfast ; Pupils can choose from a hot or cold breakfast, including Cereal , Toast, Bacon ,Sausage, Hash Browns and Beans

Lunch ; Sandwiches, fruit, crisps, biscuit, cake and a drink

Evening Meal examples

Chicken Curry and Rice

Mince and Dumpings/veg

Chicken Dinner/veg

Spaghetti Bolognese/ garlic bread

Kit List

Sleeping bag (pillows are provided but you can bring your own)

Enough clothes for 3 days to include ;

3X Trousers or leggings (comfortable clothes, you can bring shorts but you will be crawling in some activities)

3X T Shirts

Hoodies/ Jumpers

3X Underwear/socks

Pyjamas

Indoor shoes or slippers and Outdoor shoes/trainers- Outdoor shoes can get muddy and wet – please wear old trainers

Bin bag for dirty clothes

Towel

Toiletries – tooth brush /toothpaste/shampoo/ shower gel/ roll on deodorant

Sun cream (at least factor 30)

Waterproof coat

Hat or cap

Water bottle

Tuck shop money £4 (sweets, crisps and a drink £2 per night)

Not Allowed

Mobile Phones

Cameras

Electronic devices – including smart watches

Extra food

Fizzy drinks

Sweets

Aerosol Deoderants/ Make up/Products

Medication

All medication must be brought into school on the day prior to Moor House.

It should be in a zip top bag with your child's name on it , with dosage and times clearly indicated.

Arrangements

- Please arrive at school with your Kit ,sleeping bag , pillow (if you want to bring your own) at 8.30am .
- Your child needs to bring a packed lunch for the first day and a water bottle. Bottles can be refilled at any time from the outdoor taps .
- The coach will leave at 8.45 am as we need to arrive at Moor House for 9.30am .
- We will arrive back at school on Friday afternoon at approx. 2.30-3pm
- Pupils can be collected straight from the coach and go home