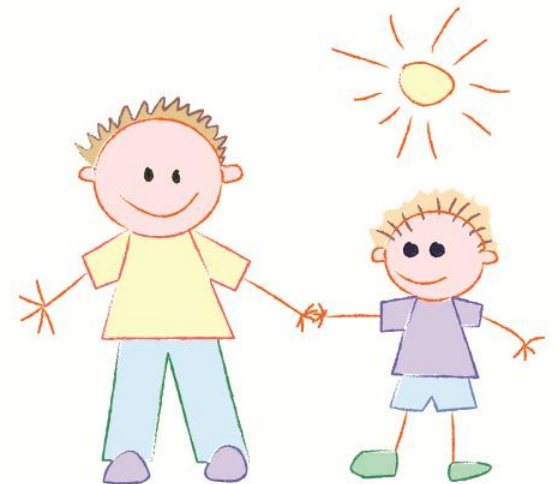
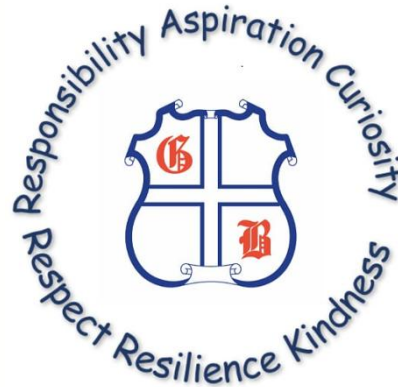


# Great Berry Primary School

Autumn Parent Information Meeting  
Years 5 and 6

14th September 2026 2.15pm



# Agenda

- Introductions
- Phase Overview
- Staffing Update
- Website and information
- Statutory Assessments at Primary School
- Year 5 and 6 assessments
- 2026 Key Data
- Key Priorities (School Development Plan) 2026-2027
- Budget and PTA
- Reminders
- CRESCO Multi-Academy Trust Update
- Term dates 26/27 and 27/28
- Key Events for Years 5 and 6
- Questions



# Years 5 and 6: Phase Leader Mrs King

| Class    | Teacher    | PPA Cover                | Other Adults                                          | MDA                                      | Governor           |
|----------|------------|--------------------------|-------------------------------------------------------|------------------------------------------|--------------------|
| Owls     | Mr Saint   | Mrs Lee<br>Monday Pm     | Mrs Lee                                               | Mrs Weitzel<br>Mrs Lumm                  | Mrs Blois          |
| Kestrels | Mrs King   | Mrs Freeman<br>Monday    | Mrs Lee<br>Miss Wickham<br>Mrs Devitt<br>Miss Johnson | Mrs Saunders                             | Mrs Blois          |
| Eagles   | Miss Curno | Miss Lucas<br>Friday PM  | Mrs Khan<br>Mrs Lumm<br>Mrs Bird<br>Mrs Vaughan       | Mrs Postica<br>Mrs Browne<br>Mrs Vaughan | Mrs<br>Summerhayes |
| Falcons  | Mr Neal    | Mrs Freeman<br>Friday PM | Mrs Khan<br>Mrs Bird                                  | Miss Lucas<br>Mrs Bulat<br>Mrs Browne    | Mrs<br>Summerhayes |



# Staff 2026-2027

- Miss Curno has joined us as a teacher in Year 6
- Miss Surridge, Miss Westbrook and Mrs Reynolds have joined our LA team. Other LA's have increased their hours
- Mrs Bulat has joined our MDA team
- Dan Wolfendale and Kian French from Bright Boots are providing 7 extra-curricular PE clubs. The £20,000 Sports Premium grant we used to receive from the government is being cut - no longer able to fund our BrightBoots clubs so unfortunately having to charge parents.



# Website/Info

- Relaunched in 2026 - same provider now used across 4 trust schools
- Curriculum Overviews
- Weekly Overviews
- Homework - Thursday - Tuesday
- Calendar - Can link to phones
- Policies - Admissions, Uniform, Behaviour, Term dates
- Follow us on twitter: @greatberryps (1654 followers)
- Schools buddy for most communication
- Weekly Berry Bulletin sent on a Friday afternoon



# Website/Info

## Year 5 Weekly Overview

w/c 14<sup>th</sup> September 2026

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH HOMEWORK | <p>SPaG Mat to complete. If you are not sure about a question, can you use BBC Bitesize to help you find out?</p> <p>Your child has also brought home their <b>spellings for the term</b>. How about getting ahead and learning some of these together?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| MATHS HOMEWORK   | <p>Your child will have brought home a new log in for TTRockstars and NumBots. Your homework is to log on and set up both accounts. Make sure it is set up and working.</p> <p>Children - you may need an adult to help you with this.</p> <p>You will be using Times Tables Rockstars often for the rest of Year 5.</p> <p>In addition each week, they may like to explore:<br/>         Factors and multiples game <a href="https://nrich.maths.org/factorsandmultiples">https://nrich.maths.org/factorsandmultiples</a><br/>         BBC Bitesize maths:<br/> <a href="#">KS2 free maths game - Primary mathematics skills - Times tables, multiplication, division, algebra, fractions and decimals - BBC Bitesize</a></p> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English                    | Faraway Fiction - using stories as a stimulus for writing; descriptive writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Spellings                  | <p>This week's spellings:<br/> <a href="#">redecorate</a>, <a href="#">mention</a>, <a href="#">position</a>, <a href="#">weather</a>, <a href="#">whether</a>, <a href="#">obvious</a>, <a href="#">completion</a>, <a href="#">mountainous</a>, <a href="#">tongue</a>, <a href="#">scheme</a></p> <p>These words are introduced on Monday and children will be tested at the end of the week. If your child has been given different words to these then they will have a sheet of words.</p>                                                                                                                                                                                                                                                                                                                    |
| Maths                      | Number : subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Science                    | Forces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Overview of other subjects | <p><b>PE days:</b><br/> <b>Kestrels: Tuesday and Thursday</b><br/> <b>Owls: Tuesday and Thursday</b><br/> <b>Reading:</b> please enjoy some reading time with your child regularly, questioning them about the pages they are reading, and record when you read with them in their reading records. Remember your child can get certificates for their adult reading signatures - can they aim for 25 adult reads to gain their Bronze certificate? 1 read per day can be counted from home, as well as 1 read from school.</p> <p><b>Geography</b> - Earth Matters: Rivers and The Water Cycle<br/> <b>PSHE</b> - Friendships: stereotypes and bullying<br/> <b>Art/ D.T</b> - Rivers and The Water Cycle<br/> <b>Music</b> - Singing<br/> <b>French</b> - The Seasons<br/> <b>Computing</b> - Word Processing</p> |

## Year 6 Weekly Overview

w/c 14<sup>th</sup> September 2026

|                  |                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH HOMEWORK | <p><u>Activity</u></p> <p>The children need to read a paragraph of writing and look for ways to edit and improve it.</p> <p><u>Reading</u></p> <p>Please try to read at home with your child as often as possible. Ask them questions about the book they are reading and please sign their 'Reading Record' so they can earn certificates. The first target is 25 reads for their bronze certificate.</p> |
| MATHS HOMEWORK   | A sheet with mixed calculations to solve.                                                                                                                                                                                                                                                                                                                                                                  |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English        | We will continue reading 'Letters from the Lighthouse' by Emma Carroll. The children will be writing a recount from the point of view of a character.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Spellings      | <p>This academic year, we will be doing spelling activities throughout the week; however, please help your child to learn the new words by practising at home. Your child will be tested every Friday.</p> <p><u>Week 2 Spellings (recap from Year 5)</u><br/>           ascent<br/>           assent<br/>           accountancy<br/>           discrepancy<br/>           stationary<br/>           stationery<br/>           considerably<br/>           affordably<br/>           wrath<br/>           wreak</p> <p>These will be tested on Friday 18<sup>th</sup> September</p> |
| Maths          | To consolidate understanding of place value.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Science        | <b>Inheritance and Evolution</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Other Subjects | <p><b>Computing</b> - Graphing<br/> <b>Art</b> - Landscapes<br/> <b>DT</b> - Air Raid Shelters<br/> <b>History</b> - WWII<br/> <b>Music</b> - The History of Modern Music<br/> <b>PE</b> - Tag rugby and Fitness Circuit<br/> <b>French</b> - En Classe<br/> <b>RE</b> - Major World Religions and their Festivals<br/> <b>PSHCE</b> - Mental Health &amp; Wellbeing</p>                                                                                                                                                                                                            |

# Website/Info



## Year 6 Yearly Overview 2026 to 2027

|                            | Autumn 1                                    | Autumn 2                                  | Spring 1                                                                             | Spring 2                                                  | Summer 1                                                       | Summer 2                                                       |
|----------------------------|---------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|
| Topic / Theme              | WWII                                        | Brazil                                    |                                                                                      |                                                           | Isle of Wight                                                  | Isle of Wight                                                  |
| Science                    | Inheritance and Evolution                   | Inheritance and Evolution                 | RSE                                                                                  | Electricity                                               | Reversible and non-irreversible changes                        | Circulatory and digestive system                               |
| Computing<br>Online Safety | Graphing<br>Health, Wellbeing and Lifestyle | 3D Modelling<br>Online Relationships      | Introducing Python<br>Online Bullying                                                | Blogging<br>Online Reputation                             | Coding<br>Self-Image and Identity                              | Spreadsheets<br>Copyright and Ownership                        |
| Art                        | Landscapes                                  |                                           | Clay Landscapes                                                                      |                                                           |                                                                | Activist Art                                                   |
| DT                         | Air Raid Shelters                           | Cooking<br>(Cultural Week)                |                                                                                      | Gothic Structures                                         | Gothic Structures                                              |                                                                |
| History                    | WWII                                        | WWII                                      |                                                                                      |                                                           |                                                                | Shakespeare                                                    |
| Geography                  |                                             | Cultural Week - Brazil                    | Continents in Focus                                                                  |                                                           | Isle of Wight Mapping                                          |                                                                |
| Music                      | Happy<br>(4 YV Singing)                     | Classroom Jazz<br>(4 YV Singing)          | History of Modern Music/<br>Listening, Composing and<br>Appraising<br>(4 YV Singing) | You've Got a Friend                                       | SK Singing and Musical<br>Performance/<br>Play It Glockenspiel | SK Singing and Musical<br>Performance/<br>Play It Glockenspiel |
| PE                         | Invaders - Tag Rugby                        | Running                                   | Football                                                                             | Tennis                                                    | Cricknet                                                       | Lesson Design                                                  |
|                            | Bootcamp                                    | Dance                                     | Multi skills                                                                         | Gymfit                                                    | Adventurous activity/<br>Rounders                              | Athletics                                                      |
| FL                         | Les vêtements                               | Les vêtements                             | Traditions et célébrations                                                           | Traditions et célébrations                                | Je me présente                                                 | Je me présente                                                 |
| RE                         | Major World Religions and their Festivals   | Major World Religions and their Festivals | Major World Religions and their Festivals                                            | Major World Religions and their Festivals                 | Major World Religions and their Festivals                      | Major World Religions and their Festivals                      |
| PSHCE                      | Mental Health and Wellbeing                 | Managing Money and Online Spending        | RSE                                                                                  | Drug Education:<br>Assessing Risk and Managing Influences | Developing our AI Literacy                                     | Looking to the Future                                          |
| Trips / Workshops          |                                             | Portals to the Past                       |                                                                                      |                                                           | Isle of Wight                                                  |                                                                |



## Great Berry Primary School: Curriculum Overview Maths Year 6 2026-2027



|        | Autumn 1                                  | Autumn 2                            | Spring 1                                    | Spring 2                                    | Summer 1               | Summer 2                    |
|--------|-------------------------------------------|-------------------------------------|---------------------------------------------|---------------------------------------------|------------------------|-----------------------------|
| Week 1 | Place Value                               | Fractions                           | Time/Roman numerals                         | Algebra                                     | Revision               | Topic Linked Maths Problems |
| Week 2 | Place Value                               | Fractions                           | Assessment Week                             | Algebra                                     | Revision               | Topic Linked Maths Problems |
| Week 3 | Place Value                               | Fractions, Decimals and Percentages | Position and direction                      | Fractions, Decimals and Percentages         | Revision               | Topic Linked Maths Problems |
| Week 4 | Addition and Subtraction                  | Statistics                          | Coordinates/Transformation                  | Assessment Week                             | Revision               | Topic Linked Maths Problems |
| Week 5 | Multiples, Factors, Prime and Square No's | Measure                             | Ratio and Proportion                        | Consolidation Week<br>Reactive intervention | SATS Week              | Maths Puzzles               |
| Week 6 | Assessment Week                           | Area and Perimeter                  | Consolidation Week<br>Reactive intervention |                                             | Position and direction | Maths Puzzles               |
| Week 7 | Multiplication and Division               | Area, perimeter and Volume          |                                             |                                             | IOW                    | Maths Puzzles               |
| Week 8 | Shape                                     |                                     |                                             |                                             |                        |                             |



## Great Berry Primary School: Year 5 Long Term Curriculum Map 2026-2027



|            | Autumn 1                                                    | Autumn 2                                        | Spring 1                                                | Spring 2                                                    | Summer 1                                            | Summer 2                                                              |
|------------|-------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------|
| Science    | Forces                                                      | Sun, Earth and Moon                             | Properties of materials                                 | Light                                                       | All living things                                   | Animals, including humans                                             |
| Computing  | Word Processing<br>(* Self image and identity)              | Game Creator<br>(* Online reputation)           | Databases<br>(* Copyright and ownership)                | Quizzing<br>(* Privacy and security part 1)                 | Coding<br>(* Privacy and security part 2)           | Spreadsheets<br>(* Privacy and security part 3)                       |
| DT         | Rivers and The Water Cycle                                  | Sewing                                          |                                                         |                                                             | Bread                                               | Books with moving parts                                               |
| History    |                                                             |                                                 | Anglo-Saxons                                            | Vikings                                                     |                                                     | The Maya<br>(Ancient Civilisation)                                    |
| Geography  | Rivers and The Water Cycle                                  | Sustainable Tourism<br>(Cross-Curricular)       |                                                         |                                                             | Mapping<br>(including residential geography)        |                                                                       |
| Music      | Singing with Mrs. King                                      | History of Music - Romantic period              | Living on a Prayer<br>(and class assembly)              | The Fresh Prince of Bel Air                                 | Dancing in the Street                               | Reflect Rewind<br>Replay                                              |
| PE         | Bootcamp<br>Netball                                         | Gym Sequences<br>Running                        | Boxercise<br>Striking and Fielding                      | Gymfit Circuits<br>Tennis                                   | Step to the Beat<br>Cricknet                        | Outdoor Adventurous<br>Activities<br>(Residential)<br>Young Olympians |
| Art/Design |                                                             | Norwegian Art                                   | Meet the architect:<br>Norman Foster                    | Meet the artist:<br>Joan Miró                               |                                                     |                                                                       |
| FL         | Les Saisons<br>Seasons                                      | Quel temps fait il?<br>What's the weather like? | Les Restains<br>Romans                                  | Boucle d'Or et les trois ours<br>Goldilocks and the 3 Bears | Faisons les courses<br>Going Shopping               | Chez Moi<br>At Home                                                   |
| RE         | Major religions and their festivals                         |                                                 | Major religions and their festivals                     |                                                             | Major religions and their festivals                 |                                                                       |
| PSHCE      | Citizenship:<br>Working Together & Diversity in Communities | Myself and My Relationships:<br>Anti-Bullying   | Myself and My Relationships:<br>Beginning and Belonging | Healthy and Safer Lifestyles:<br>Managing Risks             | Healthy and Safer Lifestyles:<br>Healthy Lifestyles | Healthy and Safer Lifestyles:<br>Physical and Emotional Changes       |

## English

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Faraway Fiction</b><br/>Grammar and Punctuation<br/>Consolidating prior knowledge:<br/>Using capital letters appropriately: full stops: commas: question marks and exclamation marks<br/>Relative clauses<br/>Prepositional phrases<br/>Trilogy: Cloud Tea Monkeys, Faraway Traveller and Night Sky Dragons by Mal Peet and Elspeth Graham</p> <p><b>Reference Texts</b><br/>Adverbs<br/>Modal verbs<br/>Ripley's Believe it Or Not (2018)</p> <p><b>Poems on a Theme</b><br/>Descriptive writing</p> | <p><b>Chronological &amp; Non-chronological Reports:</b><br/><b>Space</b><br/>Cohesive devices: parenthesis<br/>Hidden Figures - The True Story of Four Black Women and the Space Race by Margot Lee Shetterly<br/>Curiosity - The Story of a Mars Rover by Markus Matam</p> <p><b>Cultural Week</b><br/>Range of writing styles<br/><b>SPaG revision</b></p> | <p><b>Reading Comprehension</b><br/>Skill development<br/><b>Argument and debate</b><br/>Using colons and semicolons<br/><b>Letters</b><br/>Identifying audience<br/>A range of letters<br/><b>Assessment Week</b><br/>Reviewing reading comprehension</p> | <p><b>Biographies and autobiographies</b><br/>Expanded noun phrases<br/>Homecoming by Michael Morpurgo<br/><b>Letters</b><br/><b>Reading Week</b><br/>Range of styles of writing<br/><b>SPaG revision</b></p> | <p><b>Poems on a theme</b><br/>Metaphors<br/>Parenthesis<br/>What do you want to be? by Wilf Merttens<br/>Hold Fast to Dreams by Langston Hughes<br/>Mother to Son by Langston Hughes</p> <p><b>Modern Fiction</b><br/>Analysing a text<br/>Modal verbs and adverbs<br/>Commas to clarify meaning and avoid ambiguity<br/>Comprehension<br/>Kensuke's Kingdom by Michael Morpurgo</p> <p><b>Assessment Week</b></p> | <p><b>Classic Fiction</b><br/>Multi-clause sentences<br/>Writing descriptively<br/>The Hobbit by J. R. R. Tolkien<br/><b>Drama</b><br/>Using appropriate intonation, volume and movement so that the meaning is clear<br/><b>Poetry</b><br/>Exploring poetry by Joseph Coelho<br/><b>SPaG revision</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Statutory and Optional Assessments at Primary School

| Year Group       | Assessment                | Date                         | Details                                                                                                 |
|------------------|---------------------------|------------------------------|---------------------------------------------------------------------------------------------------------|
| EYFS             | Baseline assessment (RBA) | Within 6 weeks of start date | Assessments against statements from the EYFS curriculum.                                                |
| EYFS             | End of EYFS               | July                         | Children assessed against 17 areas of development – will be graded emerging or expected at end of EYFS. |
| Year 1<br>Year 2 | Phonic Screening          | June 14-18                   | Children asked to read 40 real and pseudo words. Pass mark 2025 was 32                                  |
| Year 2           | Optional SATS             | May                          | Reading (2 papers)<br>Maths (2 papers)<br>Writing (TA)<br>Science (TA)                                  |
| Year 4           | Times Tables Test         | June                         | Online tables test – 25 random tables questions, 6 seconds to answer.                                   |
| Year 6           | SATS                      | May 10-13                    | Reading<br>Spelling<br>Punctuation & Grammar<br>Maths (3 Papers)<br>Writing (TA)<br>Science (TA)        |

# Year 5 and 6 Assessments

| Year Group | Autumn                                                                                                | Spring                                                                                    | Summer                                                                                                                 |
|------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Year 5     | Testbase assessments in Reading, GPS and Maths.<br>Teacher assessment in Writing<br>November/December | Testbase assessments in Reading, GPS and Maths.<br>Teacher assessment in Writing<br>March | Testbase assessments in Reading, GPS and Maths. Teacher assessment in Writing and all other subjects.<br>May/June      |
| Year 6     | Mock SATS 2024 (October)<br>Teacher assessment in Writing<br>November/December                        | Mock SATS 2026 Teacher assessment in Writing<br>(Jan/Feb)                                 | Mock SATS 2025 (Mar/Apr)<br><br>Statutory KS2 SATS (May)<br>Statutory Teacher assessment in Writing and Science (June) |



# Testbase Assessments

- Introduced during last academic year
- NFER tests used were quite old and some results were not in line with formal Y6 SATS and teacher assessment results
- Testbase updated every term and mirror style of KS2 tests
- Children in years 1-5 will take them in Autumn, Spring and Summer
- Test results from Spring and Summer will form the basis of what is reported to parents mid year and in end of year reports
- All pupils across 4 trust schools and one other school will take same tests at same time to allow for cross MAT data analysis, comparison and moderation.



# Testbase Assessments

13

$$132 \div 12 =$$

1 mark

14

$$36,853 + 7,255 =$$

1 mark

15

$$51,750 - 1,000 - 1,000 =$$

1 mark

13

Miss Smith had 150 reward stickers at the start of the year.

She gave 8 children 7 stickers each.

She gave 12 children 6 stickers each.

How many stickers are left?

Show  
your  
method

stickers

2 marks

14

Choose a number to complete the sentence below.

10      100      1,000      10,000      100,000

45,495 rounded to the nearest \_\_\_\_\_ equals 45,000

1 mark

# Testbase Assessments

'All right,' I said. 'All right. You stay here if you like. See if I care. You see those gulls? You know what they're waiting for? If they don't get you, then someone else'll find you and you'll be turtle stew.' All the while his eyes never left my face, not for a moment. Bullying hadn't worked either. So now I tried begging.

'Please,' I said, 'please.' But his eyes gave me the answer I already knew. He could not move. He hadn't the strength. There was nothing else left to try. From the look in his eyes I think he knew it too.

I looked down at him. He was nudging at the sand with his chin, his mouth opening. He was hungry! I don't know why I hadn't thought of it before. I had no idea at all what turtles eat. So I tried what was nearest first - seaweed of all sorts, sea lettuce, bladderwrack, whatever I could find.

I dangled it in front of his mouth, brushing his nose with it so he could smell it. He opened his mouth slowly and snapped at it. But then he turned his head away and let it fall to the ground.

A sudden shadow fell across me. Granny May was standing above me in her hat.

'How long have you been there?' I asked.

'Long enough,' she said and she walked around me to get a better look at the turtle.

'Let's try shrimps,' she said. We'd better hurry. We don't want anyone else finding him, do we?'

Granny May is the best shrimper on the island. One sweep through the shallows and she was back, her net jumping with shrimps.

She shook out her net. He looked mildly interested for a moment and then looked away. It was no good. Granny May was looking out to sea, shielding her eyes against the glare of the sun.

17

Look at page 7.

*'We don't want anyone else finding him, do we?'*

Why does Granny May not want anyone else to find the turtle?

---

---

☐

1 mark

18

When they offered him jellyfish to eat, the turtle was ... *like a vulture, snapping, crunching, swallowing...*

What does this tell you about the way the turtle ate the jellyfish?

---

---

☐

1 mark

19

Look at page 8 from the paragraph beginning: *'I'll do it...'* to the paragraph ending *...I didn't want him to.*

How do you know that Granny and Laura worked well together?

---

☐

1 mark



# Testbase Assessments

22

Circle two adverbs in the sentence below.

I am going on the slide first and will try the swing next.

☐

1 mark

23

Complete the sentence below by adding a **subordinate clause**.  
Remember to punctuate your answer correctly.

The ice will soon melt \_\_\_\_\_

\_\_\_\_\_

☐

1 mark

24

Which pair of verbs correctly completes the sentence below in the **past tense**?

The storm \_\_\_\_\_ through the town. It \_\_\_\_\_ many homes.

Tick one.

sweeps destroys

☐

sweeping destroying

☐

swept destroyed

☐

sweep destroy

☐☐

1 mark



# School Data 2026

|                               | Great Berry 2026 | National 2026 | Difference |
|-------------------------------|------------------|---------------|------------|
| EYFS GLD                      | 74%              | 72%           | +2         |
| Y1 Phonics                    | 73%              | 82%           | -9         |
| Y2 Phonics                    | 95%              | 91%           | +4         |
| Year 4 MTC Full Marks         | 42% (25%)        | 37%           | +5         |
| Year 4 Average MTC score      | 21.1 (18.8)      |               |            |
| Y6 Reading                    | 77%              | 75%           | +2         |
| Y6 SPaG                       | 77%              | 74%           | +3         |
| Y6 Maths                      | 79%              | 75%           | +4         |
| Y6 Writing                    | 71%              | 73%           | -2         |
| Y6 R/W/M Combined             | 65%              | 63%           | +2         |
| Y6 Reading $\geq 110$         | 31%              | 30%           | +1         |
| Y6 SPaG $\geq 110$            | 35%              | 30%           | +5         |
| Y6 Maths $\geq 110$           | 29%              | 27%           | +2         |
| Y6 Writing at 'Greater Depth' | 8%               | 13%           | -5         |



# Key Priorities for 2026-2027

- Complete TPP training
- Implement new PSHE scheme of work across Y1-6
- Prepare for new PE scheme which will launch in September 2027
- Improve attainment in Maths across the school
- Introduce new assessment system for foundation subjects
- Implement any statutory training and legislation (Benedicts Law, Safeguarding, AI and GDPR)
- Engage in Walkthru programme across the MAT



# Budget, PTA and Fundraising

- Continue to be lowest funded school in trust

|                      | Great Berry | CRESCO Sch 2 | CRESCO Sch 3 | CRESCO Sch 4 |
|----------------------|-------------|--------------|--------------|--------------|
| Per pupil funding    | £6276       | £8129        | £6952        | £6805        |
| Difference           |             | £1853        | £676         | £529         |
| Difference X426      |             | £789,378     | £287,976     | £225,354     |
| % of budget from DfE | 91%         | 99%          | 96%          | 95%          |

- Rely on additional funding - wraparound, holiday clubs and external lettings
- PTA raised £27,500 for school last year



# Budget

## What are the English Indices of Deprivation (IoD)

The English Indices of Deprivation (IoD) is the name of the full set of relative measures of deprivation for small areas (LSOAs) across England. The latest update to the IoD was [published by MHCLG](#) on October 30th 2025

Within the IoD are seven domains, each constructed from a basket of different data datasets, or 'indicators'.

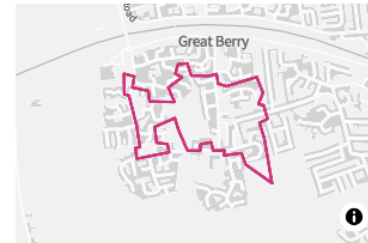
These seven domains are:

- **Income deprivation:** Proportion of people experiencing low income.
- **Employment deprivation:** Proportion of working-age people involuntarily excluded from the labour market.
- **Education, skills and training:** Lack of attainment and skills in children and adults.
- **Health deprivation and disability:** Risk of premature death and impairment of quality of life.
- **Crime:** Risk of personal and material victimisation.
- **Barriers to housing and services:** Physical and financial accessibility of housing and key local services.
- **Living environment:** Quality of the local environment, indoors and outdoors.

Along with these seven domains, there are two supplementary income indices. These are:

- **Income Deprivation Affecting Children Index (IDACI):** This measure focuses on the proportion of all children aged 0 to 15 years old who live in families experiencing income deprivation.
- **Income Deprivation Affecting Older People Index (IDAOPI):** This measure focuses on the proportion of individuals aged 60 and over who experience income deprivation.

## How deprived is SS166SG?



**SS166SG** is part of **Basildon 021A**. This is a small area called a Lower-layer Super Output Area (LSOA) in Basildon.

LSOAs – referred to here as 'neighbourhoods' – have an average population of 1,600 people.

The latest available data, released in 2025, shows that:

### **Basildon 021A is less deprived than most neighbourhoods in England**

89% of neighbourhoods in England are more deprived (ranked 29,894 out of 33,755 neighbourhoods).



# Reminders

- Uniform - jewellery (watches and stud earrings only) no earrings during PE, shoes - not trainers, no nail varnish, shirts tucked in, plain socks and no excessive hair furniture.
- We have lots of lost property, the vast majority is not named and we only have a limited amount of storage space.
- Read regularly with children at home and sign reading records - remember the importance of understanding, inference and deduction - ask lots of questions.
- Homework - Thursday - Tuesday system
- Holidays in term time are illegal and can result in fines of £80/£160 per parent, per pupil and more importantly will obviously have an impact on their learning.
- SchoolsBuddy - Clubs, messages, parent consultations, booking for events.



# Reminders

- Year 5 and 6 can come to school in kit on PE days - Kestrels, Owls and Falcons (Tue & Thu) Eagles (Wed & Thu)
- Pupils can ride their bikes to school but need to complete a cycle permit form first. No scooters or bikes to be ridden in school grounds.
- Only EYFS and Y1 pupils in school between 8.30-8.40. Y2-Y6 is 8.40-8.50. Teachers running clubs, preparing lessons and not in classrooms. Some Y2-Y6 children arriving early and making it very congested around the entrance doors before school.
- All snacks at Breaktime should be healthy (Fruit/Vegetable) This is in line with KS1 and the other schools in the trust.
- If your child is in Years 3-6, please keep their dinner money balance topped up. If balance drops they cannot order and have to come out of class then we have to ring you!
- School can only administer antibiotics if they have been prescribed 4 times a day. Medication has to be in the original packaging and clearly labelled. A form needs to be completed and medication handed to a member of the office staff.
- No medication should go directly to class.



# CRESCO Multi Academy Trust

- 5<sup>th</sup> local school in process of submitting a formal application to join the trust
- Recent OFSTED inspections for Janet Duke (June/July) and Noak Bridge (last week!)
- Mr Pye working at Ghyllgrove  $\frac{1}{2}$  day per fortnight and continuing role as CEO of trust for 1 day per week
- Regular cross MAT events for pupils and staff. Coding, Spelling Bee and Tag Rugby planned for Autumn term
- Cross MAT INSET day being held on November 2nd
- Regular CROSS MAT staff meetings and greater financial savings made as more contracts are shared across trust schools (HR, assessment software, insurance)
- [www.crescomat.co.uk](http://www.crescomat.co.uk)

**CRESCO**  
Multi Academy Trust



**CRESCO**  
Multi Academy Trust



# Term Dates - Current Academic Year



## CRESCO Multi Academy Trust Term Dates Great Berry Primary Academic Year 2026-2027



| September 2026 |    |    |    |    |    |    | October 2026 |    |    |    |    |    |    | November 2026 |    |    |    |    |    |    | December 2026 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| M              | T  | W  | T  | F  | S  | S  | M            | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  |
|                |    |    |    |    |    |    |              |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    |    | 1  |               | 1  | 2  | 3  | 4  | 5  | 6  |
|                | 1  | 2  | 3  | 4  | 5  | 6  | 5            | 6  | 7  | 8  | 9  | 10 | 11 | 2             | 3  | 4  | 5  | 6  | 7  | 8  | 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 | 12           | 13 | 14 | 15 | 16 | 17 | 18 | 9             | 10 | 11 | 12 | 13 | 14 | 15 | 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 | 19           | 20 | 21 | 22 | 23 | 24 | 25 | 16            | 17 | 18 | 19 | 20 | 21 | 22 | 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 | 26           | 27 | 28 | 29 | 30 | 31 |    | 23            | 24 | 25 | 26 | 27 | 28 | 29 | 28            | 29 | 30 | 31 |    |    |    |
| 28             | 29 | 30 |    |    |    |    |              |    |    |    |    |    |    | 30            |    |    |    |    |    |    |               |    |    |    |    |    |    |

| January 2027 |    |    |    |    |    |    | February 2027 |    |    |    |    |    |    | March 2027 |    |    |    |    |    |    | April 2027 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| M            | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M          | T  | W  | T  | F  | S  | S  | M          | T  | W  | T  | F  | S  | S  |
|              |    |    |    | 1  | 2  | 3  | 1             | 2  | 3  | 4  | 5  | 6  | 7  | 1          | 2  | 3  | 4  | 5  | 6  | 7  |            |    |    | 1  | 2  | 3  | 4  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 | 8             | 9  | 10 | 11 | 12 | 13 | 14 | 8          | 9  | 10 | 11 | 12 | 13 | 14 | 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 | 15            | 16 | 17 | 18 | 19 | 20 | 21 | 15         | 16 | 17 | 18 | 19 | 20 | 21 | 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 | 22            | 23 | 24 | 25 | 26 | 27 | 28 | 22         | 23 | 24 | 25 | 26 | 27 | 28 | 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |               |    |    |    |    |    |    | 29         | 30 | 31 |    |    |    |    | 26         | 27 | 28 | 29 | 30 |    |    |

| May 2027 |    |    |    |    |    |    | June 2027 |    |    |    |    |    |    | July 2027 |    |    |    |    |    |    | August 2027 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|
| M        | T  | W  | T  | F  | S  | S  | M         | T  | W  | T  | F  | S  | S  | M         | T  | W  | T  | F  | S  | S  | M           | T  | W  | T  | F  | S  | S  |
|          |    |    |    |    | 1  | 2  |           | 1  | 2  | 3  | 4  | 5  | 6  |           |    |    | 1  | 2  | 3  | 4  |             |    |    |    |    |    | 1  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  | 7         | 8  | 9  | 10 | 11 | 12 | 13 | 5         | 6  | 7  | 8  | 9  | 10 | 11 | 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 | 14        | 15 | 16 | 17 | 18 | 19 | 20 | 12        | 13 | 14 | 15 | 16 | 17 | 18 | 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 | 21        | 22 | 23 | 24 | 25 | 26 | 27 | 19        | 20 | 21 | 22 | 23 | 24 | 25 | 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 | 28        | 29 | 30 |    |    |    |    | 26        | 27 | 28 | 29 | 30 | 31 |    | 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 31       |    |    |    |    |    |    |           |    |    |    |    |    |    |           |    |    |    |    |    |    | 30          | 31 |    |    |    |    |    |



= Schooldays



= School holidays



= Bank holidays



= Weekends

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

1<sup>st</sup> September 2026, 2<sup>nd</sup> November 2026 (statutory training update), 20<sup>th</sup> July 2027, 21<sup>st</sup> July 2027

+ 1 more day to be agreed at individual school level. Great Berry 7<sup>th</sup> June 2027



# Term Dates - Next Academic Year



## CRESCO Multi Academy Trust Term Dates Great Berry Primary Academy Academic Year 2027-2028



| September 2027 |    |    |    |    |    |    | October 2027 |    |    |    |    |    |    | November 2027 |    |    |    |    |    |    | December 2027 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| M              | T  | W  | T  | F  | S  | S  | M            | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  |
|                |    |    |    |    |    |    |              |    |    |    | 1  | 2  | 3  | 4             | 5  | 6  | 7  |    |    |    |               | 1  | 2  | 3  | 4  | 5  |    |
|                |    | 1  | 2  | 3  | 4  | 5  | 6            | 7  | 8  | 9  | 10 | 11 | 12 | 13            | 14 | 15 | 16 | 17 | 18 | 19 | 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 | 13           | 14 | 15 | 16 | 17 | 18 | 19 | 20            | 21 | 22 | 23 | 24 | 25 | 26 | 27            | 28 | 29 | 30 | 31 |    |    |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 | 20           | 21 | 22 | 23 | 24 | 25 | 26 | 27            | 28 | 29 | 30 | 31 |    |    |               |    |    |    |    |    |    |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 | 27           | 28 | 29 | 30 | 31 |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |
| 27             | 28 | 29 | 30 |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |

| January 2028 |    |    |    |    |    |    | February 2028 |    |    |    |    |    |    | March 2028 |    |    |    |    |    |    | April 2028 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| M            | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M          | T  | W  | T  | F  | S  | S  | M          | T  | W  | T  | F  | S  | S  |
|              |    |    |    |    | 1  | 2  |               | 1  | 2  | 3  | 4  | 5  | 6  |            |    | 1  | 2  | 3  | 4  | 5  |            |    |    |    |    | 1  | 2  |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  | 10            | 11 | 12 | 13 | 14 | 15 | 16 | 17         | 18 | 19 | 20 | 21 | 22 | 23 | 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 | 17            | 18 | 19 | 20 | 21 | 22 | 23 | 24         | 25 | 26 | 27 | 28 | 29 | 30 | 31         |    |    |    |    |    |    |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 | 24            | 25 | 26 | 27 | 28 | 29 | 30 | 31         |    |    |    |    |    |    |            |    |    |    |    |    |    |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 | 31            |    |    |    |    |    |    |            |    |    |    |    |    |    |            |    |    |    |    |    |    |
| 31           |    |    |    |    |    |    |               |    |    |    |    |    |    |            |    |    |    |    |    |    |            |    |    |    |    |    |    |

| May 2028 |    |    |    |    |    |    | June 2028 |    |    |    |    |    |    | July 2028 |    |    |    |    |    |    | August 2028 |    |    |   |   |   |   |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-------------|----|----|---|---|---|---|
| M        | T  | W  | T  | F  | S  | S  | M         | T  | W  | T  | F  | S  | S  | M         | T  | W  | T  | F  | S  | S  | M           | T  | W  | T | F | S | S |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |           |    |    |    | 1  | 2  | 3  | 4         |    |    |    |    | 1  | 2  |             |    |    |   |   |   |   |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 | 15        | 16 | 17 | 18 | 19 | 20 | 21 | 22        | 23 | 24 | 25 | 26 | 27 | 28 | 29          | 30 | 31 |   |   |   |   |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 | 22        | 23 | 24 | 25 | 26 | 27 | 28 | 29        | 30 | 31 |    |    |    |    |             |    |    |   |   |   |   |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 | 29        | 30 | 31 |    |    |    |    |           |    |    |    |    |    |    |             |    |    |   |   |   |   |
| 29       | 30 | 31 |    |    |    |    |           |    |    |    |    |    |    |           |    |    |    |    |    |    |             |    |    |   |   |   |   |
|          |    |    |    |    |    |    |           |    |    |    |    |    |    |           |    |    |    |    |    |    |             |    |    |   |   |   |   |

- = Schooldays
- = School holidays
- = Bank holidays
- = Weekends
- = School INSET day

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

1<sup>st</sup> September 2027, 1<sup>st</sup> November 2027, 31<sup>st</sup> March 2028, 5<sup>th</sup> June 2028, 21<sup>st</sup> July 2028

|                     |                                                                                                        |                 |
|---------------------|--------------------------------------------------------------------------------------------------------|-----------------|
| <b>Autumn Term:</b> | Wednesday 1 September 2027 – Friday 17 December 2027<br>Half Term 25 October – 29 October              | 73 days         |
| <b>Spring Term:</b> | Tuesday 4 January 2028 – Friday 31 March 2028<br>Half Term 14 February – 18 February                   | 59 days         |
| <b>Summer Term:</b> | Tuesday 18 April 2028 – Friday 21 July 2028<br>Half Term 29 May – 2 June, and May Bank Holiday – 1 May | 63 days         |
|                     |                                                                                                        | <b>195 days</b> |



# Key events for Years 5 and 6

- 18 Sep Y6 Parents IOW, Secondary School Application and St Martins Meeting
- 21-25 Sep Great Berry Health and Fitness Week
- 29<sup>th</sup> Sep Poetry week
- 16 Oct PTA Discos
- Autumn Parent Consultations (20/22 Oct)
- 22<sup>nd</sup> Oct Individual Photos
- 13 Nov Children in Need
- 9-13 November Anti Bullying week
- 29<sup>th</sup> Nov PTA Christmas Bazaar
- 7-11 December Christmas Cultural Week
- 8<sup>th</sup> Dec- Years 1-6 to Towngate Theatre - Aladdin
- 18<sup>th</sup> Dec Christmas lunch and Christmas Jumper Day
- 18<sup>th</sup> Jan - Year 6 Choir perform at the O2 Young Voices Concert
- 18-22 Jan Great Berry Science week
- Wk beg 18<sup>th</sup> Jan - Y6 Parents SATS meeting
- Wk beg 25<sup>th</sup> Jan - Y5 Class assemblies
- 9<sup>th</sup> Feb World Safer Internet Day
- 8-12 March Celebration of Reading Week with 12<sup>th</sup> March World Book Day
- 18<sup>th</sup> March Y5 portals to the Past Viking day
- 23<sup>rd</sup> and 25<sup>th</sup> March Spring Term Parent Consultations
- 30<sup>th</sup> April Y6 Parents and Pupils IOW final briefing
- 10-13 May Y6 SATS
- 24-28 May Y6 IOW residential
- 18<sup>th</sup> June Sports Day and Family Picnic
- 21-25 June Essex Secondary Schools Induction day(s)
- 30<sup>th</sup> June-2 July Y5 Bradwell residential visit
- 7<sup>th</sup> July Y6 Leavers BBQ
- Wk beg 12<sup>th</sup> July Y6 Production
- 19<sup>th</sup> July Y6 2.30pm Y6 Leavers assembly

