

New Curriculum

A summary of changes in core subjects

An Overview

- The new National Curriculum came into effect from September 1st 2014.
- There are changes for all subjects but these are particularly significant for English, mathematics, science and computing. Key Stage 2 children will also learn a language as part of the curriculum.
- There are no changes for Foundation Stage nor for our RE curriculum.
- As well as content changes, there are changes to the methods schools use to assess pupils.

Which Year Groups Are Affected?

- For the core subjects, against which they will be assessed, Year 6 and Year 2 continue to work with the old National Curriculum. They will be assessed using the current assessment framework.
- All other pupils have now started to learn the contents and the skills outlined in the new curriculum. Year 1 and Year 5 will be assessed against the new curriculum in 2016.

The Opportunities

- As a staff we were able to review the curriculum and its delivery for our pupils.
- Significant work has been done on developing themes and making curriculum links that will enhance learning.
- We will retain teaching and learning practice that we know to be effective and powerful for pupils.

Assessment

- Levels are no longer part of assessment. Schools are moving away from the use of levels and no pupils – apart from those in Year 2 and Year 6 – will receive a level following statutory assessment.
- Schools are being encouraged to work with a grading system of working towards, working at or working beyond age related expectations (similar to the gradings that currently exist in Foundation Stage).
- Where children are on the scale will still be determined by a set of descriptors.

Assessment

<p>6</p>	<p>To be awarded 6 marks, the writing must confidently meet ALL aspects of the 'meets expectation' criteria.</p> <p>The pupil response may show some attempt to use the requirements outlined in the key stage 2 programmes of study, eg: appropriate and consistent choice of tense, including the progressive and perfect verb forms, attempts to use fronted adverbials, choosing pronouns appropriately to avoid repetition.</p>
<p>5-4 (Expected standard at end of key stage 1)</p>	<p>Attempts to use a variety of sentence structures.</p> <p>Almost all sentences are grammatically accurate.</p> <p>Sentences with different forms: commands; statements; questions; exclamations, are used as appropriate.</p> <p>Correct use of co-ordinating conjunctions (<i>or, and, but</i>) to join clauses.</p> <p>Some correct use of subordinating conjunctions (<i>when, if, that, because</i>) to join clauses.</p> <p>Tense choice, past and present, (including the progressive form) is appropriate and consistent throughout writing.</p> <p>Adjectives and adverbs are used appropriately.</p> <p>Expanded noun phrases are used for description and specification.</p>

Assessment

- Changes for parents nationally in how attainment is measured.
- Information shared across schools may now not have the same consistency.
- However...teachers have always worked at a much finer level of assessment and understanding children's progress and attainment, strengths and areas for development so in terms of impact on teaching and learning there will be no changes.

Assessment



Inspectors will:

- spend more time looking at a range of pupils' work in order to consider what progress they are making in different areas of the curriculum
- talk to leaders about the school's use of formative and summative assessment and how this improves teaching and raises achievement
- evaluate how well pupils are doing against age-related expectations, as set out by the school and the National Curriculum (where this applies)
- consider how the school uses assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able
- evaluate the way the school reports to parents on pupils' progress and attainment. Inspectors will assess whether reports help parents to understand how their children are doing in relation to the standards expected.

Reading

- Greater emphasis on reading, learning and performing poetry.
- Reading *widely* for enjoyment.
- Discrete phonics, such as Jolly Phonics.
- Developing sophisticated comprehension skills.

“The more that you read, the more you will know, the more that you know, the more places you’ll go.”

Dr Seuss

Writing

- Handwriting – legible, joined and fluid.
- Higher expectations that children understand grammatical rules and use them correctly.
- Learn the vocabulary associated with the grammar being taught.
- Learn spelling patterns; prefixes and suffixes; unusual and irregular patterns and spellings; high frequency words.
- Higher expectations of writing across the board.

Top Tips

- Reading to the children at home – anything and everything.
- Listen to the children read and ask them questions to develop comprehension skills.
- Encourage joined handwriting and high expectations of presentation.
- Support with grammar and pronunciation in reading and conversation.

Numeracy Curriculum

- Number – number and place value, addition, subtraction, multiplication and division, fractions, including decimals and percentages.
- Measurement.
- Geometry – shape, position and direction.
- Statistics.
- Ratio and proportion (Year 6).
- Algebra (Year 6).

Times Tables Expectations

- End of Year 2 – 2, 5, 10 and 3 times tables.
- End of Year 3 – 4, 8 and 6 times tables.
- End of Year 4 – 7, 9, 11 and 12 times tables.
- Year 5 and 6 – consolidating all times table facts now to include decimal numbers.
- Including division facts.

Numeracy overview

- Number bonds to 10 and **20** by the end of Year 1.
- Year 2 will use place value and number facts to solve problems and start to learn more fractions.
- KS2 the focus is on more problem solving and **formal methods of multiplication and division**.
- By the end of Year 4, pupils should have memorised their times tables up to and including the 12 times tables and should recognise and read **Roman numerals** on clocks.
- Year 5 should read and recognise **Roman numerals to 1000**, as well as recognise and understand prime numbers and factors.
- Year 6 – elements of Year 7 maths .

Science

- Greater emphasis on scientific knowledge and vocabulary.
- Strong focus on the practical aspects of science including understanding and applying fair tests, drawing conclusions, analysing data etc.
- Physics has moved predominantly to Key Stage 2.
- Evolution will be taught in primary schools for the first time in upper Key Stage 2.
- **All changes implemented from September, apart from Years 2 and 6 who will not begin the new curriculum until September 2015.**

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Computing

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graph TD; Computing[Computing] --> CS[Computer Science]; Computing --> IT[Information Technology]; Computing --> DL[Digital Literacy];
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Computer Science

Information
Technology

Digital Literacy

Key Stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Computer Science

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Information Technology

- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- recognise common uses of information technology beyond school.

Digital Literacy

Key Stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Computer Science

Information Technology

Digital Literacy