



**New Curriculum
Overview
Parents meeting
06.10.15**

Curriculum Changes

- The main aim is to raise standards.
- The Government believe that it has been designed to produce productive, creative and well educated students.
- All maintained schools will have to follow the new curriculum but Academies and Free Schools are exempt.
- The New Curriculum is intended to be more challenging
- The content is slimmer but more challenging than the current curriculum
- It focuses on essential core subject knowledge and skills such as sustained writing and computer programming

- **“Literacy” title has been replaced by ‘English’**
- **‘ICT’ title is replaced by ‘Computing’**
- **No PSHE or RE contained within the Curriculum 2014 (but still to be taught)**
- **In Maths there will be a greater emphasis on arithmetic, and the promotion of efficient written methods.**
- **In Science there is a stronger focus on the importance of scientific knowledge and language and a greater emphasis on the core scientific concepts underpinning pupils’ understanding. For the first time primary aged children will learn about evolution and inheritance.**
- **The English programmes of study will embody higher standards of literacy. Pupils will be expected to develop a stronger command of the written and spoken word.**

What the new curriculum looks like

Core Subjects	English, Maths and Science
Additional Subjects	Art and design, Computing, Design and Technology, Geography, History, Languages KS2, Music, Physical Education
R.E	still locally agreed syllabus
Sex and relationship education	Governing Body decision
P.S.E	In 'Introduction', school decision, advice from PSHE Assoc

The structure of the curriculum

- Science and Maths -identified teaching for each year group
- English –identified for Y1 and Y2 and for upper and lower KS2
- All other subjects are identified by key stage
- As a school we identified what each year group was covering to ensure there isn't overlaps.

English

- Set out year-by-year for KS1 and two yearly for KS2
- Required to teach the relevant programme of study by the end of the key stage
- Greater emphasis on spoken and written grammar, Standard English and punctuation
- Spoken language (was speaking and Listening) Y1 –6
- Children are to be taught debating and presenting skills
- Reading motivation and enjoyment referred to under the comprehension strand
- Handwriting - it is expected to be fluent, legible and speedy
 - Pupils need to know when to use capital letters, ascenders descenders and when to join or not
- A stronger emphasis on vocabulary development, grammar, punctuation and spelling

Maths

Higher expectations overall

- Benchmarked against age related expectations in other nations
- Set out year by year but schools only required to teach the programme of study by the end of the key stage
- Can track forward and back if required
- Conceptual development of number addressed in detail
- Using and applying is explicit in the aims at the front but implicit in the guidance
- Fewer things in more depth e.g. data less prominent, probability not until KS3
- All pupils expected to build firm foundations and not be accelerated to secondary school content
- Need to make clear links with the science, computing and geography curriculum
- Consider financial literacy in citizenship

- Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (previously up to 10)
- Simple fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
- By the age of nine, children will be expected to know times tables up to 12×12 (previously 10×10 by the end of primary school).
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.
- Being able to read roman numerals up to 100 has been introduced from year 4.
- By the end of primary school it is the aim for all children to be comfortable with a formal written method for each calculation strand.

Science

- Strands repeated in some year groups-ensure we are planning for progression.

**Key stage 1: Year 1 •Working scientifically •Plants
•Animals, including humans •Everyday materials
•Seasonal changes •Sound and Light**

**Key stage 1: Year 2 •Working scientifically •All living things
•Plants •Animals including humans •Habitats
•Uses of everyday materials •Movement**

**Year 3: •Working scientifically •Plants •Animals,
including humans •Forces and magnets •Rocks**

**Year 4:•Working scientifically •All living things
•Animals, including humans •Evolution and inheritance
•States of matter •Sound •Electricity**

**Year 5 •Working scientifically •All living things
•Animals, including humans •Properties of everyday
materials and reversible change •Earth and space**

**Year 6 •Working scientifically •All living things
•Evolution and inheritance •Changes that form new
materials •Light •Forces •Electricity**

- To develop scientific knowledge and conceptual understanding through the specific disciplines **of biology, chemistry and physics**
- To develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them
- That children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Evolution and inheritance will be taught for the first time in UKS2

Art and Design

Old curriculum	New Curriculum
<p>KS1 Design and make images and artefacts Differences and similarities in the work of artists, craftspeople and designers</p>	<p>Develop techniques in using colour, pattern texture, line, shape, form and space using clay and printing to a large scale and in 3D differences and similarities between artists, craft makers and designers and making links to own work</p>
<p>KS2 Adapt work and describe how to develop it further</p>	<p>No mention of ICT Improve mastery of techniques (e.g. drawing, painting, sculpture) Greatest artists, architects and designers in history</p>

Computing

- Request for change of name
- Use of computing to link learning, e.g. setting up links with other schools to share learning.
- Computing compulsory KS1-4
- Heavier focus on programming and control strand

Aims

- Greater focus on applying the principles of computer science such as logic, algorithms, data representation and communication
- Emphasis on writing programs
- Pupils to be able to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Pupils are responsible, competent, confident and creative users of information and communication technology.

Design and Technology KS1

Old curriculum	New Curriculum
<p>Developing and planning, working with tools, equipment, materials and components evaluating processes and products, investigating and evaluating familiar products, develop a range of techniques, skills, processes and knowledge.</p> <p>Food, items that can be put together to make products, and textiles.</p>	<p>Design, Make, Evaluate Technical knowledge Contexts e.g. home and sch, gardens and playgrounds, local community, industry, environment; Principles of nutrition and learn how to cook KS 1 -4</p>

Design and Technology KS2

Old curriculum	New Curriculum
<p>Developing and planning, working with tools, equipment, materials and components evaluating processes and products,.</p> <p>Breadth: design and make assignments -electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.</p>	<p>Design, Make, Evaluate</p> <p>Technical knowledge</p> <p>Contexts e.g. home, sch, leisure, culture, enterprise, industry, environment;</p> <p>Principles of nutrition and learn how to cook KS 1 -4</p> <p>No specific content, but lots of egs e.g. gears, pulleys, cams, levers, series circuits</p> <p>Understanding of computing to programme their products</p>

Geography KS1

Old curriculum	New Curriculum
<p>Geographical enquiry and skills; knowledge and understanding of: places; patterns and processes; environmental change and sustainable development 2 localities-one in UK and other contrasting (UK or overseas) Study at a local scale & field work investigations outside the classroom</p>	<p>Location knowledge, Place knowledge, Human and physical geography, Geographical skills and map work Basic specific vocabulary, begin to use geographical skills Continents and oceans, 4 countries and capital cities of UK; geographical similarities and differences human and physical -small area of UK and contrasting non-European country. Seasonal and daily weather patterns, UK, equator, poles; compass directions, aerial photographs, devise a simple map and field work.</p>

Geography KS2

Old curriculum	New Curriculum
<p>Geographical enquiry and skills; knowledge and understanding of: places; patterns and processes; environmental change and sustainable development 2 localities-one in UK and one less economically developed</p> <p>Water and its effects</p> <p>How settlements differ and change</p> <p>An environmental issue</p> <p>Study at a range of scales & fieldwork outside the classroom.</p>	<p>Location knowledge, Place knowledge, Human and physical geography, Geographical skills and map work geographical tools and skills</p> <p>World's countries-focus on Europe, N & S America</p> <p>UK -countries and cities, physical characteristics, land-use patterns</p> <p>Longitude and latitude, Equator, N & S hemisphere, Tropics, Polar circle, and time zones.</p> <p>Compare and contrast-UK region, region in Europe and region in N or S America.8 point compass, 4 figure grid references, OS maps, field work local area.</p>

History-KS1

Old curriculum	New Curriculum
<p>Chronological understanding –phrases relating to passing of time</p> <p>Knowledge & understanding of events, people and changes in the past</p> <p>Historical interpretation</p> <p>Historical enquiry –sources</p> <p>Organisation and communication</p> <p>Breadth of study –their life, local people in distant past, lives of significant people in history of Britain and wider world</p> <p>Past events from history of Britain and the wider world</p>	<p>Changes within living memory</p> <p>Lives of significant individuals</p> <p>Key events that are significant nationally and globally</p> <p>Lives of significant individuals (egs given)</p> <p>Significant historical events, people and places in their own locality</p>

History-KS2

Old curriculum	New Curriculum
<p>Chronological understanding –place events into periods of time</p> <p>Knowledge and understanding of events, people and changes in the past –features of periods and societies</p> <p>Historical interpretation</p> <p>Historical enquiry –sources</p> <p>Organisation and communication –recall and organise historical information</p> <p>Breadth of study –local history, British history, Tudors, Victorians, European and world history study</p>	<p>Essential chronology of British (Stone Age to 1066), local and world history including Roman Empire</p> <p>Non European society (must be early Islamic, Benin, or Mayan)</p> <p>Theme or aspect beyond 1066 e.g. Victorians</p> <p>local history study</p> <p>Ancient Greece</p> <p>Achievements of first civilisations -Ancient Sumer; Indus Valley, Ancient Egypt, Shang Dynasty</p>

Languages KS2

Old curriculum	New Curriculum
<p>Any languages 4 skills of language learning (listening, speaking, reading and writing) Oracy Literacy Intercultural Understanding Knowledge about Language (Grammar) Language Learning Strategies (effective learning strategies) Recommended 60 mins total</p>	<p>Similar to current framework in Oracy and Literacy. All four skills still present Understand basic grammar wide range of skills and strategies suggested Intercultural Understanding (IU) strand gone; documents surrounding the PoS do mention IU</p>

Music

- Purpose: ‘a universal language...should engage and inspire pupils to develop a love of music and their talent as musicians.’

Old curriculum	New Curriculum
KS1 detail of specific musical elements	Generally less detail No focus on describing using given and invented musical symbols or how music is used for particular purposes
KS2 how time and place can influence the way music is created, performed and heard Using ICT to capture, change and combine sounds How music is described through relevant established and invented notations	Play and perform in solo and ensemble High quality live and recorded music from different traditions continued History of music No mention of ICT Use and understanding of basics of staff notation

Physical Education

Aims:

- develop competence to **excel in a broad range** of physical activities
- are physically active for sustained periods of time
- engage in **competitive** sports and activities
- lead **healthy, active lives.**

P.E – KS1	
Old curriculum	New Curriculum
Should be taught K, S, U through dance activities, games activities, gymnastic activities Swimming non-statutory	Less prescriptive; Master basic movements and begin to apply to range of activities Team games, develop simple tactics for attacking and defending, perform dances

KS2

Old curriculum	New Curriculum
<p>Five areas of activity: dance, games, gymnastics + two from swimming and water safety, athletic activities; outdoor and adventurous activities (must choose swimming if not completed in KS1)</p>	<p>Enjoy communicating, collaborating and competing; Swimming and water safety – KS1 or KS2; 25m, perform safe self rescue Play competitive games (modified) e.g football, netball, rounders, hockey, cricket, basketball, badminton and tennis Perform dances Develop flexibility, strength etc e.g. through gymnastics and athletics outdoor and adventurous activities – self and co-operatively Compare performances and achieve personal best.</p>

Assessment

- Attainment targets -by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for a subject.
- Level descriptors have been removed.
- Schools have been free to design their approaches to assessment to support pupil attainment and progression.
- The assessment framework must be built into the curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.

Reporting to parents / carers

You will still receive the blue report cards that we introduced last year

The language we will be using is the only thing that will change:

New language	Code	What this means
Emerging	E	Your child is working towards the objectives for this year group in this subject
Developing	D	Your child has achieved about two thirds of the objectives for this year group in this subject
Secure	S	Your child has achieved more than two thirds of the objectives for this year group in this subject. They have met their age related expectation.
Exceeding	Ex	Your child has exceeded the expectations for their age.

We will now report a child as being :

Y3 D



Academic Year
group

At the developing stage

It is the expectation that 85% of children will be in the expected band by the end of their academic year

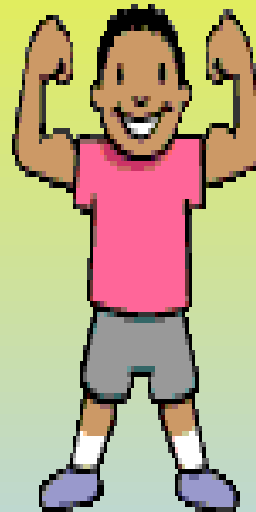
The previous levels do not marry up with the new system as we are assessing on new criteria so there can be no direct comparison made

Year 6 children will still complete the SATs but instead of getting a level at the end if they have achieved the required standard they will be termed as 'secondary ready'

The aim of the changes is not to push children through the levels until they get to the 'top', but once they have achieved the expected level to broaden their knowledge and ability to use the skills through many different subjects and contexts and therefore moving into that exceeding and mastery phase.

Through our New Curriculum we expect our children to be:

**Be able to learn
independently and love
learning!**



Resilient and reflective

Confident

Able to communicate
effectively (high levels of
oracy)

Competent readers, writers
and mathematicians

IT competent - able to use
new technologies which
may not even have been
invented yet

Able to get on well with
others - be able to show
empathy.

Responsible

Young adults with high
aspirations for themselves

Honest, empathetic and
trustworthy - effective
members of society