



# New Curriculum & Assessment

A summary of changes for parents



## An Overview

- The new National Curriculum came into effect from September 1<sup>st</sup> 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 will continue to work with the old National Curriculum. They will be assessed using the current assessment framework.
- All other pupils will now start 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. This will include themed days and linking English and maths to the IPC.



# 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

- 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.



## Assessment Language

- We have an assessment procedure in place and will be using the following terminology:
- Beginning
- Developing (Emerging in the Big Write)
- Secure
- Exceeding (Advanced in the Big Write)
- We will now be talking about how your children are progressing in terms of Year group expectations. We may also use + grades to fine tune our assessment, e.g. Year 3 Developing+.
- To measure progress, these grades can also be represented numerically.



## 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.
- Reading *widely* for enjoyment, including using the library weekly.
- Discrete phonics to improve spelling.
- Developing sophisticated comprehension skills.



# Writing

- Handwriting – legible, joined and fluid using a cursive style.
- 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.



# Maths 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).



# Maths 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.
- In 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** .

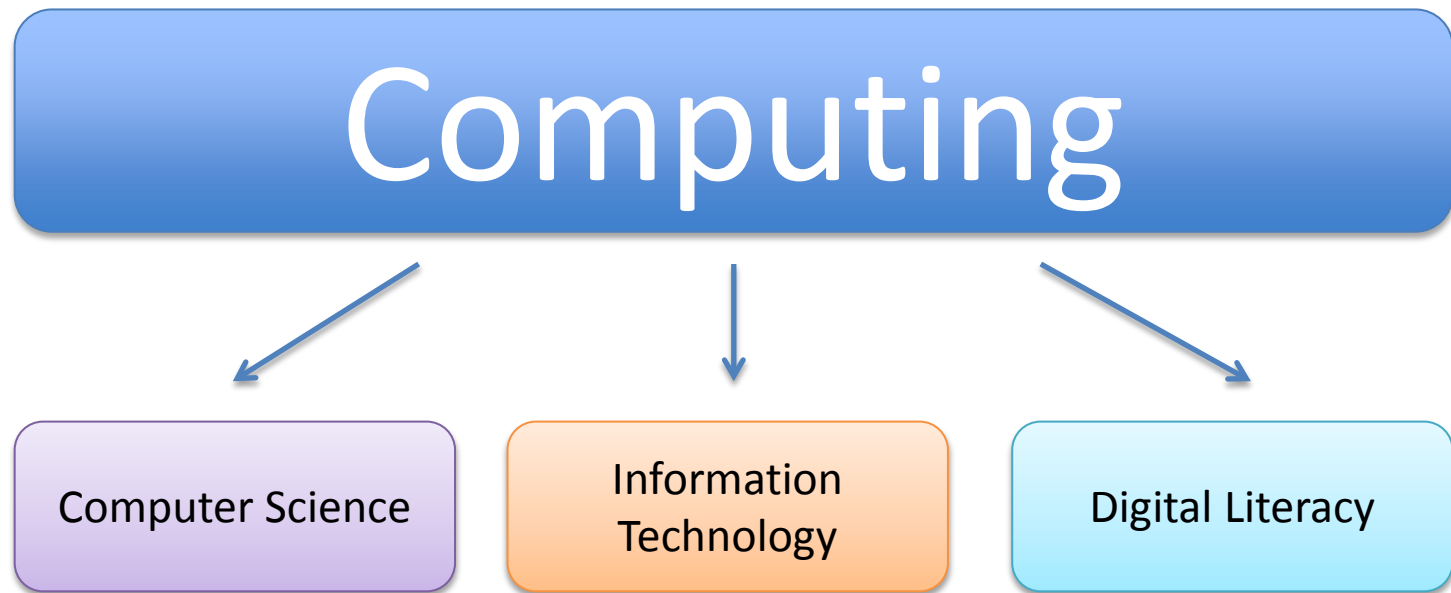


# Science

- 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.







## 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

Credit Given to: [stmichaels.bucks.sch.uk](http://stmichaels.bucks.sch.uk)  
Information Technology

Digital Literacy



# The Geography Curriculum

New content or emphasis:

- Factual knowledge, e.g. Continents and oceans at Key Stage 1.
- UK focus at Key Stage 1, plus one non-European comparison.
- Europe and the Americas covered at KS2.



## KS1 – the outline

Understanding Places	Physical and Human Geography	Skills and Fieldwork
<p><u>LOCATIONAL KNOWLEDGE</u></p> <ul style="list-style-type: none"> <li>•Continents</li> <li>•Oceans</li> <li>•UK</li> </ul>	<p><u>PHYSICAL</u></p> <ul style="list-style-type: none"> <li>•Weather in the UK</li> <li>•Location of hot and cold areas of the Earth</li> </ul>	<p><u>USE OF MAPS ETC.</u></p> <ul style="list-style-type: none"> <li>•Maps, atlases, globes, use of compass, aerial photos, symbols</li> </ul>
<p><u>PLACE KNOWLEDGE</u></p> <p>Small area studies:</p> <ul style="list-style-type: none"> <li>•UK</li> <li>•Non European</li> </ul>	<p><u>HUMAN</u></p> <p>No specific topic, just a vocabulary list</p>	<p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>•Fieldwork and observational skills based on school grounds and local environment</li> </ul>



## KS2 – the outline

Understanding Places	Physical and Human Geography	Skills and Fieldwork
<p><u>LOCATIONAL KNOWLEDGE</u></p> <ul style="list-style-type: none"> <li>•World's countries (Europe, N/S America)</li> <li>•UK counties and cities</li> <li>•UK regions</li> <li>•Longitude and Latitude</li> </ul>	<p><u>PHYSICAL</u></p> <ul style="list-style-type: none"> <li>•Climate zones</li> <li>•Biomes</li> <li>•Rivers</li> <li>•Mountains</li> <li>•Volcanoes, Earthquakes</li> <li>•Water cycle</li> </ul>	<p><u>USE OF MAPS ETC.</u></p> <ul style="list-style-type: none"> <li>•Maps, atlases, globes, digital and computer mapping</li> <li>•4 and 6 figure grid references</li> </ul>
<p><u>PLACE KNOWLEDGE</u></p> <p><b>Study of a region in:</b></p> <ul style="list-style-type: none"> <li>•UK, and</li> <li>•Europe, and</li> <li>•N or S America</li> </ul>	<p><u>HUMAN</u></p> <ul style="list-style-type: none"> <li>•Settlement / land use</li> <li>•Economic activity</li> <li>•Trade links</li> <li>•Natural resources (energy, food etc.)</li> </ul>	<p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>•Observe, measure, record including use of digital technologies</li> </ul>



## The new history curriculum

Chronological understanding and historical enquiry are emphasised

*“Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.”*



# History

- In Key Stage 1, the focus of history is very much on locally significant events or events within their own memories, as well as key events of great significance such as Bonfire Night.
- In addition, children will find out about important historical people and events, such as Florence Nightingale or The Great Fire of London.



## History

In Key Stage 2, there are nine main areas of study that are required, some of which have optional strands. The first four are units relating to British history and are intended to begin the development of a clear chronological understanding. In many schools these will be taught in chronological order.

- 1. Britain in the Stone, Bronze and Iron Ages
- 2. Roman Britain
- 3. Anglo-Saxons and Scots in Britain
- 4. Anglo-Saxons and Vikings
- 5. Local history
- 6. A study of a period after 1066 of the school's choice
- 7. Ancient Greece
- 8. A choice from Ancient Egypt, Ancient Sumer, Ancient Egypt, or the Shang Dynasty of Ancient China
- 9. A choice from 10th-century early Islamic civilisation, Mayan civilisation or Benin in West Africa





# Art Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



## Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



## Key stage 2

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



# Physical Education

## KS1

- Pupils will develop fundamental skills (agility, balance and co-ordination) individually and with others. Alongside the other skills of running, jumping, throwing and catching.
- Participate in team games, developing simple tactics.
- Perform dances using simple movement patterns.



# Physical Education

## KS2

- Pupils apply and develop a broad range of skills; learning different ways to link them together.
- They will play a variety of competitive games, learning how to attack and defend.
- Develop their technique, strength, flexibility, control and balance.
- Perform dance using a range of movement patterns.
- Learn to evaluate and improve both their own and their peers performance through physical activity.



# Design and Technology

- There is a much stronger emphasis on cookery. Every year group will need to have one savoury food topic, so any current sweet food topics will be replaced. The idea is that a child will leave primary school with at least 6 savoury recipes.
- Children will also use the principles of a healthy, varied diet to prepare dishes and show understanding of where food comes from. KS2 children will also look into seasonality and how food is grown, reared, caught and processed.



# Design and Technology

- There is also more emphasis on end products being relevant and useable. For each unit of work the children will need to go through the design process of designing, making and evaluating.
- We will also be ensuring that each product made has a user, purpose, functionality and that the children can be innovative.
- There is also more emphasis on cross curricular planning, so there will be more geography, science and ICT links.



## Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

- In Key Stage 2, children will perform pieces both alone and as part of a group using their own voice and a range of musical instruments, including those with tuning such as glockenspiels or keyboards.
- They will both improvise and compose pieces using their knowledge of the different dimensions of music such as rhythm and pitch. During the later years they will also begin to use musical notation, and to learn about the history of music.