



Love for Learning



New Curriculum 2014

Aims for this afternoon and to share

- * Why we have made changes to the Key Stage 1 and 2 curriculum
- * What the changes are including an overview of English and Maths
- * How we have organised the curriculum into a new two year rolling programme
- * What assessment without levels will look like

Why change?

- * Statutory requirement to introduce the new Primary National Curriculum in September 2014.



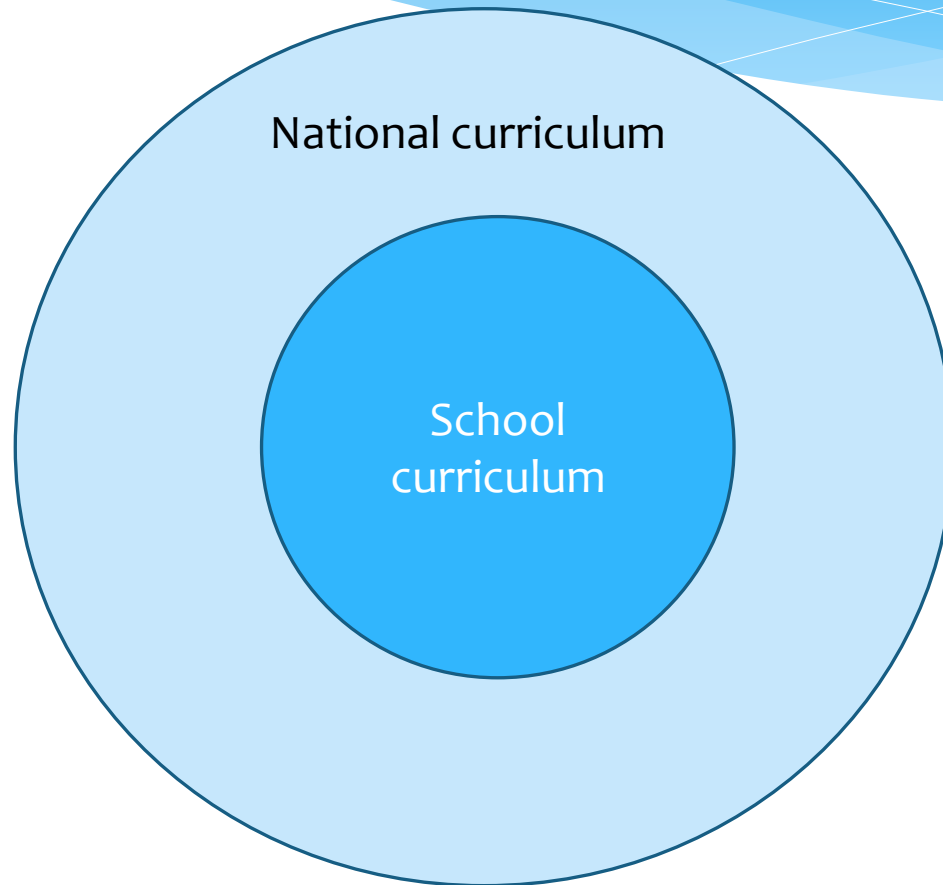
The national curriculum in England

Framework document

September 2013

The national curriculum provides pupils with an introduction to the **essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.**

How we have shaped our curriculum





What are the changes?

English

What's out?

- Speaking & Listening no longer appears as a strand
- Drama is not mentioned
- No mention of ICT
- No method for teaching reading other than phonics (i.e. context., etc.)

What's in?

- Year-by-year objectives (34 pages)
- Required spelling & grammar objectives & wordlists (16pp)
- Priority for phonics in both key stages
- Focus on reading for pleasure
- Reciting poetry
- Priority on transcription

English – Year 3/4 wordlists

Word list for Years 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman
century	experiment	important	ordinary	reign	women
certain	extreme	interest	particular	remember	

Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly. Examples:

business (**busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule).

disappear (just add **dis-** to **appear**).

Understanding relationships between words can also help with spelling. Examples:

bicycle is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.

medicine is related to *medical* so the */s/* sound is spelt as **c**.

opposite is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

English – Grammar objectives

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>
3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>, or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we</i></p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>

Mathematics

What's out?

- Ma1 – Using & Applying
- Mathematical reasoning
- Communicating maths
- Data handling in Y1
- Use of ICT
- Use of calculators except in exceptional cases in upper KS2

What's in?

- Yearly objectives (40 pages)
- Tables to 12x12 by end of Y4
- Standard written methods
- Focus on fractions
- Y5 convert decimal \rightarrow fraction
- Telling time in Y2; using Roman numerals in Y3
- Area of triangles & parallelograms in Y6

Mathematics – what's when?

- Multiplication tables:

Y2: 2, 5 & 10 times tables

Y4: all tables up to 12x12

Y3: 3, 4 & 8 times tables

- Standard written methods:

Y3: Column addition and subtraction

Y5: Short division

Y4: Standard column multiplication

Y6: Long division

- Fractions

Y1: Introduce $\frac{1}{4}$ and $\frac{1}{2}$

Y4: Add + Subtract fractions

Y2: $\frac{3}{4}$ and $\frac{1}{3}$. Find $\frac{1}{2}$ of a number

Y5: Use mixed numbers

Y3: Add and order simple fractions

Y6: Add & Multiply fractions

- Algebra

Y6: Simple formulae, finding missing numbers, etc.

ICT → Computing

What's out?

- The name ICT
- Very little mention of presenting ideas or information
- No mention of cross-curricular use of ICT

What's in?

- Changes to “Computing”
- Largely based around the old Control elements, e.g. In KS1: “understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions”
- E-safety mentioned at every Key Stage

Other subjects – key points

Science

KS1 Focus on learning outdoors. Seasonal change

KS2 Evolution and inheritance in upper KS2. Force field and rocks
new concept in lower KS2

History

KS1 Concepts of Monarchy, parliament, civilisation, democracy
and war and peace.

KS2 Chronologically secure knowledge and understanding of
British local and world history. Changes in Britain from the Stone
Age to the Iron Age

Geography

KS1 Name locate the worlds seven continents and five oceans

KS2 Greater emphasis on locational knowledge, North and South
America, OS 6 figure grid referencing

Our curriculum Year 1 and 2

	Cycle A Autumn 2014			Cycle B Autumn 2015		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1/2	Jolly Postman	Ghastly Germs. Can we stop the ghastly germs?	What's at the bottom of our garden	Traditional Tales, Towers and Tiaras	Wonderful World of Animals	North, South , East and West
Purpose for Learning	To understand that our own actions have an impact on others	To understand how we communicate with each other	To engage a sense of wonder about the world we live in.	To understand national history and the impact it has on today.	To understand ourselves and our responsibilities to other animals.	To understand the local area and a contrasting non-European country. To take an interest in life outside their local community.
Subject Focus	History , DT	Computing, Music, PSHCE	Science, RE?	History	Art, Science	Geography

Year 3 and 4

	Autumn	Spring	Summer	Summer	Autumn	Spring	Summer
Year 3/4	What influences our opinion of others?	How does weather impact on UK and Europe?	What makes us human?	How did the ancient Egyptians influence the modern world?	Is there more to chocolate than taste?	Is technology a force for good?	Rocks and Plants
Purpose for Learning	Develop an understanding and respect for others with differing lifestyles and viewpoints.	Develop an understanding of how weather impacts on people and the environment.	Develop an understanding of what makes us human both physically and spiritually.	Develop an in depth understanding of a different culture and its impact on life today.	Develop the understanding of Fair Trade, people's rights and responsibilities and what motivates people's actions.	Develop an understanding of the impact of technology throughout the ages.	Appreciate the wonders of rocks and plants
Subject Focus	History, PSCHCE, Literacy	Geography, Art, Science	Science, RE, Music	History DT food	PSHCE, Literacy, DT	Science, Computing, DT and History	Science, Art, Geography

Year 5 and 6

	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 5/6	Leadership/North America	Mystical East	Ancient Greeks	Are outlaws always bad?	Space	Who ruled Britain after the Romans left?
Purpose for Learning	To explore the qualities of an effective leader and understand how good leadership enhances the community and environment To understand the geographical, social and cultural characteristics of North America and compare to the United Kingdom	To explore a contrasting culture and civilisation and to make connections between beliefs and lifelong learning.	To understand how the lives, culture and achievements of the Ancient Greeks have influenced the western world	To develop an understanding of citizens who live outside of the law in different cultural and historical contexts. To identify changes in the perception and treatment of outlaws throughout history	To develop an understanding of the structure, characteristics and behaviour of the earth and the solar system.	To understand the outcomes of the Roman withdrawal from Britain and subsequent invasions (Anglo Saxons and Viking)
Subject Focus	PSHCE, Geography, Art	RE, Art, Music	History, DT	Literacy, PSHCE, History	Science, Art, Music, Geography	History, Geography, DT

How will we assess reading, writing and maths?

- * No changes for current year 2 and year 6
- * Previous national curriculum levels no longer apply to the rest of the year groups
- * New expectations for end of each year group
- * Assessment against the expectations
- * Beginning, expected and secure.

Thank you for coming

We look forward to working together to provide a wide range of experiences for children to stimulate their interest and imagination and fully extend children of all abilities.