

The New Curriculum – A Briefing for Parents

Monday 7th July, 2014

Agenda

- How the curriculum has been received
- Timeline for implementation
- An overview of the curriculum itself
- Implications for the school

New curriculum headlines:

- **Curriculum changes 'rushed' and could create 'chaos' BBC website, 12 April 2013**
- Michael Gove's new curriculum is 'so boring that truancy will rise,' teachers warn,
Independent.co.uk, Sunday 31 March 2013
- Gove primary curriculum 'abolishes childhood', 11 July 2013

Timeline:

- 20th January 2011 review of NC announced
- Draft curriculum published February 2013
- Consultation period ending 16th April 2013
- Revised draft curriculum published July 2013
- Consultation period announced ending August 8th
- Final version published Thursday 12th September
- **Statutory for KS1, Lower and Upper KS2 September 2014**

Timeline for implementation

March 2014	Sept 2014	Sept 2015
	<i>Reception</i>	Year 1
<i>Reception</i>	Year 1	<u>Year 2</u>
Year 1	<u>Year 2</u>	Year 3
Year 2	Year 3	Year 4
Year 3	Year 4	Year 5
Year 4	Year 5	<u>Year 6</u>
Year 5	<u>Year 6</u>	
Year 6		



Department
for Education

The national curriculum in England

Framework document

September 2013

Content

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- Languages
- Music
- Physical education

New structure:

- Key Stage 1
- Lower Key Stage 2 (years 3 and 4)
- Upper Key Stage 2 (years 5 and 6)

Aims

3.1 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.

3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

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.



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English

- Phonics has a very high profile: only method of learning to read and only method to be used to help catch up
- We like the focus on reading for pleasure
- Very detailed programme of study with no attainment targets – reads like a scheme of work
- ***Some concepts are introduced earlier than currently esp. spelling rules***
- Glossaries contain a column of vocabulary that the children should be able to use
- Spelling glossary extremely detailed

Writing

- transcription includes spelling and handwriting
- Composition
- Statutory requirements for ‘spoken language’.



Maths

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Vision for Maths in our school

We want all children to see themselves as mathematicians and understand the importance of Mathematics in everyday life. Children will have a positive attitude towards the learning of Mathematics and an enthusiasm for the subject. Children will have a **conceptual understanding** and **procedural fluency**. They will be able to reason mathematically and apply their understanding confidently across the curriculum and to solving problems.



[Bapchild Maths Long term plan with objectives.pdf](#)

Vision for Maths in our school

*We want all children to see themselves as mathematicians and understand the importance of Mathematics in **everyday life**. Every child will have a **positive attitude** towards the learning of Mathematics and an enthusiasm for the subject. Children will have both **conceptual understanding** and **procedural fluency**. They will be able to **reason mathematically** and **apply** their understanding **confidently** across the curriculum and to **solving problems**.*

Year 1 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Notes and guidance (non-statutory)

Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.

They practise counting as reciting numbers and counting as enumerating objects, and

Maths

Some year groups:

- Number – number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number - Fractions
- Measurement
- Geometry – properties of shapes
- Statistics

Year 4 only:

- Geometry – position and direction
- Number – fractions (including decimals)

Year 4 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Notes and guidance (non-statutory)

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

Maths: Upper KS2

Both year groups:

- Number – number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number – fractions (including decimals and percentages)
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics

Y6 only

- Ratio and proportion
- Number – addition, subtraction, multiplication and division
- Algebra

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Science

- Plants
- Animals, including humans
- Rocks
- Light
- Forces and magnets
- Living things and their habitats
- Animals, including humans
- States of matter
- Sound
- Electricity
- People: Carl Linnaeus, Mary Anning

Science: upper KS2

Year 5

- Living things and their habitats
 - Animals, including humans
 - Properties and changes of materials
 - Earth and space
 - Forces
-
- Galileo Galilei and Isaac Newton

Year 6

- *Living things and their habitats*
 - Animals, including humans
 - Evolution and inheritance
 - Light
 - Electricity
-
- Mary Anning, Charles Darwin, Alfred Wallace

Other subjects

- Computing
 - Physical Education
 - Music
 - Languages
 - Religious Education
 - PSHE
-
- Design and Technology
 - Art and Design
 - Geography
 - History

Year 1					
Our selves Science – Animals including humans History – Changes in their own living memory Art – Explore colour and texture using a range of materials.	Our selves Science – Animals including humans. Geography – Learn about the human and physical knowledge of a small local area (Bapchild) D&T – Cooking and nutrition – Use the basic principles of a healthy diet. History – Guy fawkes	Explorers Science – Every day materials History – Children to look at a range of explores across time then focus on shackleton and his race to the pole. Art – Craft – William Morris.	Explorers Science – Seasonal Change Geography – Hot and cold areas in relation to the equator (gmt–latitude)– geography of the poles. D&T – Build a structure (Snow boots – shackleton)Design, make and evaluate.	The World Around Us Science – Plants Geography – Identify weather patterns in order to grow crops. D&T – Cooking and nutrition – understand where food comes from uk.	The World Around Us Science – Plants History – Corrinon of the Events beyond living memory that are significant nationally. Art – Chris billington and Frank Stella – contrast minimalist painters from around the world.
Year 2					
Our selves and others Science – Animals including humans History – Changes in the living memory of those in their memory. Reveal aspects of change in national life because of or in relation to the living memory. Art – Explore Picasso and his blue period – Why was this blue explore art and emotions. Create a piece in the style of.	Our selves and others Science – Animals including humans Geography – Compare the local area (Bapchild) with a non-eu town or village. D&T – Learning about a healthy and varied diets including vegetarian and vegan diets. History – Guy fawkes/ Parliament	Explorers and Beyond Science – Uses of everyday materials History – look at a range of explorers and then place these on a time line. Then focus on 2 compare and contrasts the aspects of life in different periods (Christopher coplumbus – Neil Armstrong). Art – Investigate and compare and contrast mod rock and clay looking at artists who work with these materials.	Explorers and Beyond Science – Uses of everyday materials Geography – name and locate the worlds seven continents and five oceans. D&T- Explore mechanisms – Design, make, evaluate (moon buggy – neil Armstrong)	Our Big Wide World Science – Plants Geography – Map skills – Use compass directions and locational directional language to describe a location. D&T – Cooking and nutrition – understand where food comes from globally.	Our Big Wide World Science – All living things and their habitats. History – Aviation – Events beyond living memory that are significant globally. Art – Fasion design – Stella McCartney.
Year 3					
Physical geography – Investigating water	Ancient Settlements (Hist) Mayan	Local History Tudors	Invaders Stone Age to Iron Age	Human/physical geography – Stone Age settlers – local types of settlements.	Human/physical geography – Contrasting locality - a place in the UK. D&T - Food
Water colours (Art)	Chocolate (D&T)	Puppetry (DT)			
Year 4					
Physical geography – Investigating mountains and volcanoes.	Ancient Settlements (Hist) Aztecs	Local History Roman Empire	Invaders Roman Empire	Human/physical geography – Roman settlers – local types of settlements.	Human/physical geography – Contrasting locality - a place in a European country/region. D&T - Food
	Aztec art and sculptures (Art)	Making sandals (DT)			
Year 5					
Physical geography – Investigating rivers	Ancient Settlements (Hist) Ancient Egypt	Local History Victorians	Invaders Anglo-Saxons and Scots	Human/physical geography – Anglo-saxon – local types of settlements.	Human/physical geography – Contrasting locality - a place in North/South America. D&T - Food
Textiles – printing (Art)	Dyes, fabrics and textiles (D&T/Art)	Moving toys/images (DT)	William Morris/Pointilism- printing (Art)		
Year 6					
Physical geography – Investigating coasts	Ancient Settlements (Hist) Ancient Greece	Local History Britain since 1930	Invaders Vikings	Human/physical geography – Vikings – local types of settlements.	Human/physical geography – Contrasting locality - a place in a developing country. D&T - Food
	Pottery (Art)	Electric circuits (DT)			

What have we done to prepare for this...?

- Mapped out and planned the English and Maths, bought new books, started pilot.
- Piloted the Science and Computing.
- Planned the long term overview for other subjects.



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Any questions?