



New Curriculum

Parent Workshop

Objectives

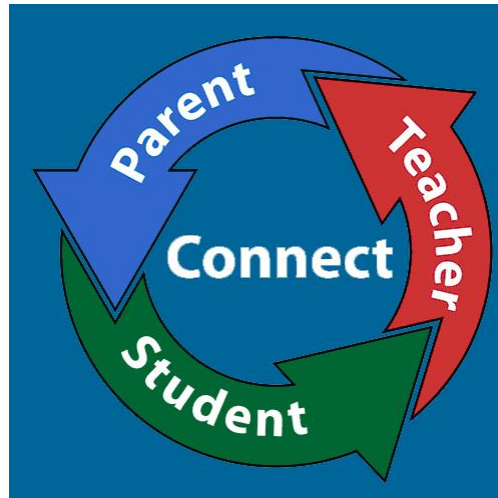
- To give an insight & overview of what the renewed National Curriculum means from a school, pupil and parent viewpoint.
- How best to support your child at home?
- What are the issues in communicating progress?

Summary of the Issues

- Expectations have risen. “Tough, new curriculum”.
- Traditional learning.
- It’s all introduced at the same time (gaps in previous years).
- Playing ‘catch up’.
- Less able struggle to keep up?
- Teaching complex concepts before basics creates own problems.
- Schools not given extra resources to help.

Help for Parents

- What IS the new curriculum?
- What is new?
- How can I help my child?



Science – KS1

- Some physics topics moved to KS2 only:
 - Light & Dark; Sound; Forces; Electricity
- Reduce requirement to know life processes
- No requirement to make predictions or fair tests
- Drugs as medicines removed
- Care for animals/others/environment removed
- Changing materials with heat moves to KS2
- Y1: Naming of plants and animals added
- Y1: Seasonable changes & weather added
- Y2: Introduce simple food chains
- Y2: Some study of movement on different surfaces

[LKS2 >](#) [UKS2 >](#)

Science – LKS2

- Some movement between Y3 and Y4:
Skeletons to Y3; Teeth & digestion to Y4
- Some units delayed to upper KS2:
Forces; separating mixtures; insulators; adaptation
- Requirements reduced in electricity units
- All KS1 content for sound & light moves to LKS2
- Y3: Fossils and soils content added
- Y3: Flowers as part of the plant life cycle
- Y3: Light reflecting off surfaces
- Y4: Introduce changes of state & water cycle
- Y4: Common uses of electricity
- Y4: Changing environments

< KS1 UKS2 >

Science – UKS2

- Some movement between Y5 and Y6:
e.g. Health & Heart to Y6; Reversible changes to Y5
- Some units introduced earlier in KS2:
Water cycle; sound as vibrations to Y4
- Micro-organisms no longer required
- Y5: Life cycles of animals added
- Y5: Reversible & irreversible changes
- Y5: Planets, gravity and other forces added
- Y6: Classification of plants and animals
- Y6: New unit on evolution
- Y6: Diet, exercise, drugs & lifestyle added

< KS1 < LKS2

Art

- Greatly reduced detail in content, with much of the broader detail included in the aims.
- Specific objectives include only 4 areas:
 - Use a range of materials (KS1)
 - Use drawing, paint & sculpture to share ideas
 - Develop techniques in colour, line, form, etc.
 - Learn about the work of artists and designers
 - Create & maintain sketch books (KS2)

Computing

- Significant change in focus from digital literacy and applications to control and programming
- Introduction to creating programs in KS1 (e.g. roamer style sequences of instructions)
- E-safety included in both key stages
- Logical reasoning and problem-solving to identify flaws in instructions and correct them
- Complex instruction systems and variables covered in KS2
- Understand and use computer networks, including the internet (KS2)

Design & Technology

- Broadly similar requirements at both Key Stages for main aspects, although slightly less specific detail:
 - Design
 - Make
 - Evaluate
 - Technical Knowledge
- Statutory requirement to include cooking at both Key Stages

Foreign Languages

- Newly statutory at KS2
- No requirement to study from approved languages (as was originally planned)
- Can include classical languages
- No mention of intercultural understanding in Programme of Study
- Focus on four skills of Speaking, Listening, Reading and Writing

Geography

- Reduced emphasis on investigative Geography
- Increased focus on geographical knowledge:
- KS1: name continents and home countries
- KS1: Compare local geography to UK & world
- KS1: Introduce key geography vocabulary
- KS2: locate world countries; UK cities & regions
- KS2: Identify world feature, e.g. poles, tropics, etc.
- KS2: Comparison study in Americas and Europe
- KS2: Study climate, vegetation belts, land use, natural resources & trade links
- KS2: Use compass points & 6-figure grid references

History

- Reduced emphasis on sources & methodology
- Relatively little change at KS1, with slight increase in national focus
- Reduced emphasis on diversity & culture
- Significant changes in KS2 breadth of study:
 - Victorians/Britain since 1930 & Tudors removed
 - Stone age added
 - Romans, Anglo-Saxons & Vikings all required
 - Slight changes to ancient civilisation options
 - A non-European study must be included
 - One period of study that stretches past 1066

Music

- Slimmed-down Programme of Study
- KS1 focus on experimentation with voice and tuned and un-tuned instruments
- Musical elements (pitch, tempo, etc.) renamed as “inter-related dimensions”
- KS2: Introduce staff and other notation
- KS2: Develop understanding of history of music

Physical Education

- Slimmed-down Programme of Study
- KS1 focus on mastering basic skills and playing in team games
- KS2 includes discrete skills and in contexts of team games and competition
- Less focus on evaluation, focus moves to improving personal bests
- Swimming remains statutory at either KS

Other Support Available

➤ www.primarycurriculum.me.uk

Contains:

- Objectives from Programmes of Study organised by year group
- Detailed breakdown of changes for core subjects (based on primary framework)
- Page-per-year-group documents containing brief detail.

Assessment

- Assessment of children is now against the **New Curriculum framework**, of which not all content will **have been taught** from the **previous year group objectives**, and most importantly, **levels have gone!**
- The curriculum is organised by year group. The expectation is that children will master the requirements of each Year group by the **end of the** academic year. Objectives in the old curriculum have shifted to lower year groups in the new curriculum. For example, many skills and understanding in maths that were taught in Year 4 under the old curriculum are now to be taught and mastered in Year 3 and some even in Year 2.
- Levels have been abolished. The responsibility of how to assess children has been given to schools. The way we **report** your child's progress has therefore changed. Teachers will give information on children's **progress against age related expectations**. A child that was previously considered a 'more able' pupil, will most likely now be working at age related expectations, and so on, due to the rise in expectations for each year group.

Assessment

- Assessment of the children will be reported in relation to the curriculum objectives that have been **taught so far** and not the end of year group objectives overall.
- Our assessment of children include:
 - ongoing assessment by the class teacher throughout each lesson, through high order questioning, observation and dialogue with the children.
 - children knowing what they are being asked to learn and more importantly, why.
 - success criteria discussed, agreed and formulated by the children during each lesson, through which work is then assessed against.
 - feedback both written and verbal between pupils and teachers and pupils and peers.
 - regular pupil work scrutiny.

Parent Consultation Evening

October 2015.

Pupil:

Class:

Subject	Working Towards age related expectations	Working at Age related expectations	Working in depth of Age related expectations	Comment
Religious Education				
Reading				
Writing				
Mathematics				
Science				
Foundation subjects				
Targets:				
Other general classroom comments:				

*This report details where **at this point** of the academic year your child is working for their year group, giving you an indication as to whether they are on track to achieve the end of year objectives for each subject under the new National Curriculum framework.*

Assessment

- We use **National Curriculum objectives** to assess the outcomes of children at the **end of each term and the end of the curriculum year, e.g.:**
 - a child that achieves the **all** of the objectives set for Year 3 would be **working at** age related expectations.
 - a child not achieving **all** of the objectives set for Year 3 would be **working towards** age related expectations
 - a child that **achieves all** of the objectives set for Year 3 and achieving some objectives set for Year 4 would be **working in depth of** age related expectations.
- Children will have to **securely** meet **ALL** of the **end of year objectives** at any point of the academic year to be assessed as **working in depth of** age related expectations.
- **Expected progress** is for **65% of children** to attain **age related expectations in reading, writing and maths**. This has been already been reduced from the initial 85% set previously.

Year 1 – Working towards	Year 1 – Working at	Year 1 – Working in depth				
		Year 2 – Working towards	Year 2 – Working at	Year 2 – Working in depth		
				Year 3 – working towards	Year 3 – working at	Year 3 – Working in depth

Assessment

- **Early Years – Nursery and Reception**
- Children in Nursery and Reception will continue to be assessed against the **Prime and Specific areas of Learning** in the EYFS. Assessment is based on **observations** of daily activities. At the end of Reception, children will either be assessed against all **7 Early Learning Goals** as:
 - **Emerging** – not yet reached the expected level of development.
 - **Developing/Securing** – at the expected level of development
 - **Exceeding** – beyond the expected level of development for their age.
- **Year 2 and Year 6**
- Children in Year 2 and Year 6 are now being taught the new National Curriculum for the first time. They will be tested against the **new National Curriculum** in the week commencing **9th May 2016**. Children will be given a **‘raw score’** (the actual number of marks they achieve) alongside a **‘scaled score’** (whether they have reached the national average). The score needed to reach the national average will not be announced until June, after all the SATs results have been collated.

Year 2 Assessment

Tests	Teacher Assessment
Reading	Reading *
GAPS	Writing *
Maths	Maths *
	Science

Tests are used to help inform Teacher Assessments as part of the evidence base. Neither the tests or the teacher assessment are used alone to assess whether children are working at age related expectations.

* These results are reported in national Performance Tables.

Year 6 Assessment

Tests	Teacher Assessment
Reading *	Reading
GAPS	Writing *
Maths *	Maths
(Science sample test – not everyone)	Science

A mixture of tests and Teacher Assessment are used to formally report whether children are working at age related expectations.

* These results are reported in national Performance Tables.

What are we doing?

- Cornerstones curriculum: topic based learning for foundation subjects.
- Moving to 'Age Related Expectations' assessment.
- Communicating parents – changes to report cards / language used in consultations.
- Ongoing assessment and making changes according to new updates.