

# New National Curriculum

September 2014

# Working in Partnership to support learning

- Learning guide
- Home agreement

# New NC explanations

- Effective September 2014
- Changed subject matter e.g. History pupils will now be taught about changes in Britain from the Stone Age to the Iron Age – children may be learning different topics to previous years
- English and Maths still taught as usual but there are now much higher expectations earlier on and continuing throughout the school
- New era – you either can or can't do it. Thinking outside the box! Much more consolidation of learning (using and applying/problem solving /reasoning)
- Years 2 and 6 are still expected to follow the previous National Curriculum for this academic year only in English and Maths and will be tested against this criteria – they will start the new NC fully September 2015

# Reporting to Parents

- From September 2015 – no longer reporting in levels
- New ARE similar to EYFS – emerging, expected, exceeding
- There is no set format from the Government for this yet
- For this academic year we will still report in terms of levels
- We will be reporting using the same format as last year for Termly Records of Achievement

## Imaginative Learning Projects (ILPs)

- Lessons will still be categorised as before – e.g. Big Maths, Mathematics, Guided Reading, Spelling, English
- For the rest of the curriculum we have chosen to arrange the new NC into nine Imaginative Learning Projects each year (approximately 1 every four weeks)
- This ensures that subject specific skills, knowledge and understanding are taught using meaningful cross-curricular links
- So far the children have been very enthused by the ILPs!

# ILP examples

The Enchanted Woodland

Year 1



Time Traveller

Year 5



# Curricular Jigsaw (approx every 3-4 weeks)

<p style="text-align: center;"><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words. Answer questions about a text using inference and deduction skills</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional). Write for different purposes. Use adjectives and adverbs to add interest to writing. Use suitable spacing between words. Plan, re-read and evaluate their own writing. Begin to join letters and use capital letters correctly</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use past and present tenses correctly. Use sentences with different forms: statement, question, exclamation, command. Use full stops and capital letters correctly and begin to use exclamation marks, question marks and commas for lists</li> </ul> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations</li> </ul>		<p style="text-align: center;"><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Learn 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</li> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Use a range of materials creatively to design and make products</li> </ul>		<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>Learn about significant historical events, people and places in their own locality</li> <li>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		
<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Compare pairs of numbers, order numbers, revise number bonds 6 to 10. Learn bonds to 20 and related subtraction facts. Double numbers to 15, find patterns in number bonds and use these to solve problems. Know multiples of 10 and be able to find 10 more or less. Use 10p and 1p in different contexts. Add and subtract 2 digit numbers to/from any two digit number. Add near doubles. Count in 2s, 5s and 10s. Find totals of coins and use coins to make given amounts of money</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure lengths according to uniform units. Begin to measure in centimetres and metres</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Sort 2D shapes according to their properties using Venn diagrams. Recognise and name 2D shapes. Understand and use terms and vocabulary associated with position, direction and movement</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Ask and answer simple questions and sort categories by quantity</li> </ul>		<p style="text-align: center;"><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>		<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>		
<p style="text-align: center;"><b>Phonics and Spelling</b></p> <ul style="list-style-type: none"> <li>-le, -el, -al, -il</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>		<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Identify and classify a variety of everyday objects</li> </ul>		<p style="text-align: center;"><b>PSHE &amp; Religious Education</b></p> <ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities, such as family and school</li> <li>Know what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>Investigate different parts of a recorder. To correctly hold and play the recorder. To learn the notes A, B and C. To understand pulse and rhythm</li> </ul>						

# Home Learning

- Each ILP has a specific Home Learning Activity which you will find at the bottom of the Jigsaw
- Spelling, Big Maths and Daily Reading will continue as normal
- Spelling tests of key words have been completed and these will be sent home within the next week. The highlighted words are the ones your child spelt correctly. Please can you support the learning of the others as these are crucial for their writing. Retests will happen every term.

# Questions and meet the teacher

Thank you for coming we hope you found it useful