



# Curriculum 2014

Boxgrove C.E. Primary School

# New National Curriculum 2014

- What's new?

## ENGLISH

- Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)
- Handwriting – is expected to be fluent, legible and speedy
- Spoken English has a greater emphasis, with children to be taught debating and presenting skills

# Maths

- • Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the last curriculum) and learn number bonds to 20 (used to be up to 10)
- • Simple fractions ( $\frac{1}{4}$  and  $\frac{1}{2}$ ) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g.  $0.375 = \frac{3}{8}$ )
- • By the age of nine, children will be expected to know times tables up to  $12 \times 12$  (used to be  $10 \times 10$  by the end of primary school)
- • Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic

# COMPUTING

- Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs
- From age five, children will learn to write and test simple programs, and to organise, store and retrieve data
- From seven, they will be taught to understand computer networks, including the internet
- Internet safety will be taught in primary schools

## **SCIENCE**

- Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms
- Evolution will be taught in primary schools for the first time in upper KS2

## **DESIGN AND TECHNOLOGY**

- Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future
- More sophisticated use of design equipment such as electronics and simple programming

## LANGUAGES

- A modern foreign language or ancient language (Latin or Greek) will be mandatory in KS2. The children will do French for the statutory 1 hour each week.
- Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language

## HISTORY

- A stronger emphasis on British History, especially before 1066, including a local study.
- Broader History study to include an Early civilisation, the Ancient Greeks and a non-European society that provides contrast with British history.

# Content coverage

- Content is grouped differently for each subject.
- Maths and Science – there are year group specific objectives
- English – it is in ‘phases’ 1, 2, 3/4 and 5/6
- History and other ‘foundation’ subjects are by key stage
  
- As Content has in some places been moved, it is necessary to fill the gaps to ‘catch up’ with where children are now expected.

What we do well, and we want to keep.

CIL – child initiated learning.

Creative Approaches.

Challenge



Why did we choose this provider?

– ensures curriculum coverage – and creative, innovative approach.

“We believe that successful curriculums are built on inspirational learning activities and high quality teaching. It’s about creating a classroom environment that allows children to learn in a way that motivates and interests them. “ From Cornerstones philosophy.

‘It engages pupils creatively, develops their skills and uses challenge and questioning to sustain their learning’. Ofsted

‘It is broad and balanced and has revitalised teaching’.  
Ofsted





# The Philosophy of Cornerstones

**Engage** - gain a memorable first hand experience, take part in sensory experiences, begin researching and questioning, develop speaking and listening and to engage with new topic.

**Develop** - compose, make , do, build, investigate, explore, write for different purposes and read across the curriculum.

**Innovate** – apply skills, knowledge and understanding in real-life contexts, solve real or imagined problems using everything they have learnt, be inspired by imaginative and creative opportunities and revisit areas not fully understood.

**Express**- children become the performers, experts and informers, share their achievements with parents and celebrate their successes, link what they have learnt with to where they started and evaluate their work.



# How does it work?

Cornerstones has designed ILP's (Imaginative learning projects) for each year group based on the new curriculum.

We choose some of each year group (as we have mixed aged classes) of these to do each year , based on what we feel will be of most interest to the children.

We teach the ILP as a 'topic'

Most of New Curriculum content is taught through the ILP's. However, that which is not (for example much of maths) is taught alongside the ILP separately.



# How it covers the curriculum.

Each ILP has a lead subject e.g. science and additional subjects can be covered through the ILP. Opportunity to custom each ILP and adapt to match the children.

Across 2 year cycle and key stage areas of curriculum will be covered.

Coverage check carried out with Cornerstones.

English is central

Emphasis is on transcription and composition.

Composition - mainly delivered through ILP

Transcription – SPAG (spelling and grammar)



Examples

**Potions**

**Pharaohs**

**Burps, Bottoms and Bae**

ID

**Stargazers**

**Traders and Raiders**

**Playlist**



# Assessment in the New Curriculum.

- No levels in the new curriculum
- Assessment is based on each child knowing a certain bank of knowledge by the end of their academic year.
- Content is year group specific
- Assessment is based on the principle that the children should have a deep and secure knowledge and understanding and be able to apply that knowledge before they move on. Evidence for that is gained by talking to the children, looking at the work they produce and on occasions, a test.
- In English, the expectations for reading, writing, spelling and grammar are given for year 1, 2 then year 3-4 and year 5-6.
- This means that in Key stage 2 the expectation is that by the end of year 4 children will be able to do certain things and similarly by the end of year 6 they are expected to achieve certain aspects.
- We are in a transition phase – children currently need to ‘catch up’ aspects of the previous years that they haven’t already covered. Planning in mixed year groups is extremely beneficial to enable this to happen
- We are working with other schools in the local area to develop a consistent way of recording children's achievements and progress

## What about tests?

- Tests still exist
- This year, year 2 and 6 will be tested based on the old national curriculum and will receive a level
- In summer 2016 the first tests based on the new curriculum will take place.
- Year 2 and year 6 will have tests in reading, SPAG and maths.

## What will I notice happening at school?

- Regular phonics work throughout the school and regular spelling and grammar work in key stage 2
- We will assess the children regularly in reading, writing and maths – just as we do now
- We will inform you at parents evenings, just as we do now, about the progress of your child – but it won't be a level
- The emphasis now is assessing based on what the children produce in their books – this provides a record of what they have learned, we will, as always celebrate that.