



## A guide for parents

### The Curriculum at Sebert Wood Primary School

A new National Curriculum in England was introduced in September 2014. This defines the programmes of study for subjects in state primary schools in England. Scotland, Wales and Northern Ireland have their own equivalents. Basically it sets out what your child should learn and in which school year.

The new curriculum applies to all years from 1 to 6. We currently teach it up to year 4 and will then apply it to years 5 and 6 when they stay on at the school. For this academic year only, the year 2 pupils continue to learn from the previous curriculum for Maths, English and Science, as they will still sit the end of Key Stage 1 National Curriculum assessments (SATs) in summer 2015. After that, year 2 will follow the new curriculum and new tests will be introduced by the government.

### Why the big curriculum change?

The government felt that the old curriculum was not challenging enough. They compared our curriculum to that of other countries and as the Department for Education states “we need to compete in a global economy and the new curriculum combines the best elements of what is taught in the world’s most successful school systems with some of the most impressive existing practice from schools in England”.

Although the new curriculum is intended to be more challenging, the content is actually slimmer than the previous curriculum, focusing on essential core subject knowledge and skills such as essay writing and computer programming. The government's stated aim is to raise standards and for children to "go further at an earlier age" and it is clear that expectations are considerably higher in all year groups. Whilst some of the content is totally new, some existing topics are introduced to pupils a year or two earlier than previously.

The table below summarises the main changes in the core subjects.

| Subject | What's new?   |
|---------|---|
| English | <ul style="list-style-type: none"> <li>• Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)</li> <li>• Handwriting (not currently assessed under the national curriculum) is expected to be fluent, legible and speedy</li> <li>• Spoken English has a greater emphasis, with children to be taught debating and presenting skills.</li> </ul> |
| Maths   | <ul style="list-style-type: none"> <li>• Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (previously up to 10)</li> </ul>   |

On the school website you can find information about our topics and curriculum.

[www.sebertwoodschool.co.uk/index.php/parent-information/curriculum-link](http://www.sebertwoodschool.co.uk/index.php/parent-information/curriculum-link)

Some other useful websites

[www.gov.uk/national-curriculum/overview](http://www.gov.uk/national-curriculum/overview)

[www.parentdish.co.uk/kids/the-new-national-curriculum-explained-for-parents/](http://www.parentdish.co.uk/kids/the-new-national-curriculum-explained-for-parents/)

[www.theschoolrun.com/primary-national-curriculum-2014](http://www.theschoolrun.com/primary-national-curriculum-2014)



### Changes to assessment and testing

At the same time as introducing a new curriculum, the government has removed the previous system of national curriculum levels used to report children's attainment and progress.

At Sebert Wood we have always used national curriculum levels and sub-levels to track and then report pupils' achievement, but the government is now encouraging schools to introduce their own approaches to assessment. We are currently looking closely at how we will do this but it means the school is more likely to have an even greater emphasis on our own internal teacher assessments combined with the use of some external test materials.

From September 2015, Reception children will be assessed after 6 weeks in school. The Department for Education are undertaking a tendering process and will publish a list of 'approved baseline test providers' from which schools will have to purchase. Schools will then have to administer the tests annually and track pupils progress from the baseline test onwards, using their own assessment systems.

If you have any questions about the new curriculum or assessment, please don't hesitate to ask.

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| <b>Maths (cont'd)</b>          | <ul style="list-style-type: none"><li>• Simple fractions (1/4 and 1/2) will be taught from year 1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. 0.375 = 3/8)</li><li>• By the age of nine, children will be expected to know <b>times tables up to 12x12</b> (previously 10x10 by the end of primary school)</li><li>• Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.</li></ul> |
| <b>Science</b>                 | <ul style="list-style-type: none"><li>• Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms</li><li>• <b>Evolution</b> will be taught in primary schools for the first time</li><li>• Non-core subjects like caring for animals will be replaced by topics like the human circulatory system.</li></ul>   |
| <b>Design &amp; Technology</b> | <ul style="list-style-type: none"><li>• Design and Technology has become more important in the new curriculum, setting children on the path to becoming the designers and engineers of the future</li><li>• More sophisticated use of design equipment such as electronics and robotics</li><li>• In KS2, children will learn about how key events and individuals in design and technology have shaped the world.</li></ul>   |

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| <p><b>Computing</b></p> | <ul style="list-style-type: none"> <li>• Computing replaces Information and Communication Technology (ICT), with a <b>greater focus on programming rather than on operating programs</b></li> <li>• From age five, children will learn to write and test simple programs, and to organise, store and retrieve data</li> <li>• From seven, they will be taught to understand computer networks, including the internet</li> <li>• Internet safety – currently only taught from 11-16 – will be taught in primary schools</li> </ul> |
| <p><b>Languages</b></p> | <ul style="list-style-type: none"> <li>• Previously not compulsory, a <b>modern foreign language is now mandatory in KS2 (years 3, 4, 5, 6)</b>.</li> <li>• Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language</li> <li>• We will continue to teach French here.</li> </ul>   |

In order to prepare pupils for the more ambitious end of year expectations in English, Mathematics and Science, as set out in the new curriculum, teachers at Sebert Wood Primary have been busy amending their delivery of the programmes of study detailed above. New programmes of study for English, Mathematics and Science were adopted in full from September 2014, in line with guidance from the Department for Education

### What won't change at Sebert Wood

The curriculum may have changed but the fundamental approach to teaching and learning at Sebert Wood will remain.

- We will continue to provide inspirational and creative teaching and learning approaches in all aspects of the curriculum.
- Skilled teachers and support staff will ensure that the activities are differentiated according to all pupils needs and children will have opportunities for challenge as well as additional support and guidance where necessary.
- Children work in groups, with partners and independently, according to the skills they are being taught and they will develop deeper thinking and questioning skills throughout the curriculum.
- Learning across the curriculum will be linked where appropriate, so that children understand that all learning is connected. For example, many scientific concepts involve mathematical thinking.
- Children are taught that having the best possible skills in English and communication helps in every other subject and life in general.
- Achievements in school are celebrated and rewarded.