

The 2014 National Curriculum

When?

- Comes into force for Years 1 to 6 from September 2014, except for....
- English, maths and science for Years 2 and 6 – stay on current curriculum in these subjects until Sept 2015 because of summer 2015 SATs.
- New curriculum not being issued in paper copy – only available online (but can download from DfE website– we have made folders for each teacher with relevant pages in.)

What?

- 11 subjects in new curriculum: English, maths, science, art & design, computing, design & technology, geography, history, languages (only KS1), music, P.E.
- Curriculum divided into statutory requirements and non-statutory guidance.
- Almost twice as long as current one: 224 pages Some subjects have a lot of detail – much more prescriptive than the current one e.g. English has 86 pages; maths 44; science 32.
- Other subjects have very little detail e.g. art & design has 2 pages.

Programme of study for English:

- Reading: word reading and comprehension.

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds'

- Writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)

‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

Programme of study for mathematics:

'The national curriculum for mathematics aims to ensure that all pupils:

- *become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.*
- ***reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.'*

What's changed?

- Current curriculum specifies what needs to be taught during a key stage; new curriculum is organised in some subjects into programmes of study for each year group or two year group, though this is not statutory.
- New curriculum does not have attainment levels (3B, 5C etc). DfE will specify how children are assessed at end of KS2, but up to schools how to assess pupils during their years at primary school. Herts for Learning will be giving schools guidance on how pupils' progress can be measured and tracked.
- New curriculum more knowledge based than current one.

- Some of requirements for English and maths for a particular age group are higher than expectations under current curriculum, especially in spelling and grammar, formal written calculation, fractions and recall of number facts.
- Some subjects have significant changes e.g. history has 9 topics at KS2 (instead of 6), including British history to be taught chronologically from Stone Age to 1066; in science, KS1 has no physics; computing has more programming; geography is more prescriptive about which areas are studied.

What has not changed

- Much of curriculum content is not new
- National Curriculum is not the whole school curriculum - free to maintain and build on strengths of current teaching and learning e.g. whole school topics.

Challenges

- Staff becoming familiar with new curriculum
- Planning how to meet needs of children who are not working at level specified for their age group – supporting those working below to ‘catch up’, and also challenging those working above. Encouraged to deepen higher attainers’ understanding, rather than move on to next year’s programme of study (though are allowed by law to do so).

- Continuing to ensure that children receive the appropriate education for their needs whether they are in parallel, mixed age or single year group classes
- Making sure we have the resources to meet the needs of new curriculum.
- Developing assessment systems, record keeping etc to fit new curriculum.
- Maintaining the strengths of current teaching and learning at Ashwell School – broad, rich, interesting, stimulating.....

Questions???