

# New Curriculum

- The new, more challenging curriculum came into effect from September 2014.

# English Curriculum for KS1

## Opportunities for reading

- Guided reading
- Shared reading
- Independent
- Reading for pleasure

Reading will be assessed on their knowledge of words

Direct retrieval of information.

Sequencing of events

Inference – why do you think?

Predict – what do you think will happen next?

## Opportunities for Writing

Writing for a range of purposes

Instructions

Fiction

Reports

Lists

Poems

Discreet daily phonics lesson

Discreet handwriting lessons

Grammar – taught within the context of all other lessons



# Increased challenges in English

## Year 1

- Children need to learn rhymes and poems by memory.
- There is a greater emphasis on spelling and grammar e.g. plurals and suffixes.
- Children must plan, check and edit their writing.

# Increased challenges in English

## Year 2

- There is a continued focus on comprehension. Children must read fluently, confidently and accurately – not just having a good sight vocabulary but also a secure understanding of what they have read.
- There is an emphasis on spelling, grammar and punctuation. E.g. homophones (to, too, two), apostrophes for contractions (do not = don't) and singular possession in nouns.
- Children are aware of their individual targets to help them see how to map their progress and achievements and what their next steps for learning are.

# Maths Curriculum for KS1

- The emphasis of the maths curriculum is on problem solving, reasoning and fluency.
- The children are expected to solve mathematical problems daily in their mathematics lessons and explain their reasoning. Talking about what they are doing is really important as is representing their learning in different ways e.g. pictures, resources and mathematical symbols.
- Children are expected to become more fluent with recalling mathematical facts e.g. number bonds to 10 or 2x tables.

# KS1 Mathematical Topics

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Geometry – learning about shape
- Measurement
- Fractions
- Statistics – data handling

# Maths Curriculum for KS1

## Year 1

- Work with numbers to 100 – count forwards/backwards, find 1 more/1 less.
- Count in 2s, 5s, 10s.
- Know addition and subtraction facts to 20
- Explore multiplication and division using groups of objects
- Understand doubling and halving
- Find one half and one quarter of a shape or quantity.
- Begin to use standard units of measurement for length, weight capacity.
- Tell time – hour, half past.
- Name and describe 2d and 3d shapes
- Compare, sort and classify information.
- Use simple pictograms and charts.

## Year 2

- Place value to at least 100
- Count in multiples of 2, 3, 5, and 10 from any number
- Addition/multiplication can be done any order
- Subtraction/division can't be done in any order
- Mental and written methods for calculations e.g. partitioning, using knowledge of number bonds
- Link fractions to division – find  $\frac{1}{3}$  and  $\frac{1}{4}$  of shapes and quantities. Understand  $\frac{2}{4} = \frac{1}{2}$
- Tell time – 5 minute intervals, including quarter past and quarter to
- Comparing 2d & 3d shapes – explore rotation (clockwise/anticlockwise)
- Pictograms, tally charts & tables

# Increased challenges in Maths

## Year 1

- There is an emphasis on mental fluency and ensuring children are confident using number
- The children are expected to count forward to 100 and backward from 100.
- They will know their number bonds to 20 (+ & -)
- They should know place value beyond 20 – tens and ones.
- They will be able to write and count in 2's, 5's and 10's.
- They can solve one step problems involving  $\times$  &  $\div$ .
- They understand halves and quarters.
- They know 2D and 3D shapes, position and properties.



# Increased challenges in Maths

## Year 2

They children should have a deep and broad understanding of maths through concrete, pictorial and abstract approaches. They must fully understand the operations they are performing and be able to explain how they got to the answer.

- They understand place value in 2 digit numbers
- They understand  $<$  and  $>$ .
- There is an increased knowledge of written and mental methods which include two step problems.
- They should understand how to tell the time to 5 minute increments.
- They understand measurement units including temperature (Celcius)
- They recognise, name and write fractions of shape, amounts, numbers e.g.  $\frac{1}{3}$  of 9 and know equivalent fractions –  $\frac{1}{3} = \frac{2}{6}$  .

# Computing

- Children will be using increasingly challenging terminology. They may refer to algorithms, input, output, hardware, software, de-bugging.
- The children will be writing and reading simple programs.



# Implementing the new curriculum

- Work will continue to be differentiated so children are appropriately challenged.
- A next steps approach is used so children understand what they need to learn next.
- Support has been organised in the classroom to allow children to be challenged when they have mastered a concept and supported if they need more consolidation.
- Handwriting continues to be a whole school focus in line with the new curriculum.

# Assessment

- Levels of assessment are now abolished and we no longer report a level at the end of year 2 e.g. 2C 2B 2A.
- Children's reports will use the following language to describe each band- *Working towards*  
*Working at (ARE)*  
*Working at a greater depth within expected standard.*
- These three bands are very broad, therefore two children 'working at' could be at either end of the band. It may take a child a whole year to move from one end of the band to the other.
- Teachers continue to use ongoing formative assessment throughout the year – constantly checking progress and how to move the children's learning on.
- Summative assessment is also used at different times during the year. This shows the teacher how the child has understood and progressed in a particular area of learning.

# Reporting to Parents

## Year 1

- We've had our first consultation to discuss how the children have settled into their new classes.
- In the Spring term the year 1 parents will be given a written report summarising their child's attainment to date and what their next steps are for learning.
- You will also be given information about how your child learns best (the characteristics of effective learning).
- In the Summer term year 1 parents will have a consultation with the class teacher to discuss targets for their new class.

Autumn Term 2015	Spring Term 2016	Summer Term 2016

# Reporting to Parents

## Year 2

- In the Spring term year 2 parents will have a consultation with the class teacher. We will discuss
  - Achievements & Progress
  - Next steps for learning
- In the Summer term the year 2 parents will receive a written report summarising their child's attainment. This will be given earlier in the term to give parents the opportunity to discuss reports and transitional arrangements.

# Reassurances

- The curriculum is challenging but we don't want the children to feel pressured or anxious about their work at school.
- Please continue to keep a positive attitude and encourage your child to have a go at new things.
- Teachers will continue to value the effort children give to their work and books will contain more feedback to help children to improve their work.

<http://www.bing.com/videos/search?q=austin%27s+butterfly&qpvt=austin%27s+butterfly&view=detail&mid=55EF22498C284530E9D355EF22498C284530E9D3&FORM=VRDGAR>

# Thank you for your time.

- Please do not hesitate to speak to your child's teacher should you have any concerns.

