

Primary National Curriculum 2014 – what is the same and what is different?

English

Changes

- Less of a focus on genre and more focus on quality writing

New content or emphasis

- Year-by-year objectives for Y1 and Y2, then LKS2 and UKS2
- Required spelling & grammar objectives & wordlists
- Priority for phonics in both key stages
- Focus on reading for pleasure
- Reciting poetry
- Clearer expectations regarding transcription

English – an example Y5/6 page

Each programme of study consists of statutory content and notes and non statutory guidance

English – key stages 1 and 2

Years 5 and 6 programme of study

Reading – word reading
Statutory requirements Pupils should be taught to: <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Notes and guidance (non-statutory) At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
Reading – comprehension
Statutory requirements Pupils should be taught to: <ul style="list-style-type: none">• maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

English – Year 3/4 wordlist example

English – key stages 1 and 2

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Mathematics

Changes

- Data handling is not included in Y1
- There is no use of calculators except near the end of KS2

New content or emphasis

- Yearly objectives
- Larger numbers earlier
- Tables to 12x12 by end of Y4
- Earlier introduction of formal written methods
- Earlier introduction of standard units of measurement
- Focus on fractions
- Roman numerals
- Binary in Y6

NB: *National College of Excellence in Teaching of Mathematics* are developing a maths planning tool – watch this space!

www.ncetm.org.uk

Mathematics – what's when?

There are some significant changes in expectation in the maths curriculum, with knowledge included earlier than currently. Schools will need to adjust their school math policies accordingly.

Multiplication tables:

Y2: 2, 5 & 10 times tables

Y4: all tables up to 12x12

Y3: 3, 4 & 8 times tables

Standard written methods:

Y3: Column addition and subtraction Y5: Short division

Y4: Standard column multiplication Y6: Long division

Fractions

Y1: Half and quarter

Y4: Add + Subtract fractions

Y2: $\frac{3}{4}$ and $\frac{1}{3}$. Find $\frac{1}{2}$ of a number Y5: Use mixed numbers

Y3: Add and order simple fractions Y6: Add & Multiply fractions

Algebra

Y6: Simple formulae, finding missing numbers, etc.

Science

Changes

- There is less content at KS1: Medicines, light, sound, electricity, and magnetism all shift to KS2 programmes of study

New content or emphasis

- Yearly objectives
- Continued emphasis on working scientifically at each key stage
- Evolution in Y6

Art

Changes

- Nothing significant, in fact where schools currently have a good scheme of work for art, we would recommend that provided it meets the new Programme of study requirements, schools do not need to change it.

New content or emphasis

- A single page curriculum for KS1-2 combined:
- Use a range of materials, including sketchbooks in KS2
- Develop techniques
- Learn about the great artists

ICT – Computing

Changes

- The name ICT
- The need to use IT across the curriculum is not explicitly stated in this programme of study but is, of course essential for any 21st Century curriculum.

New content or emphasis

- The subject changes to “Computing” and computer science
- Largely based around the old Control elements, e.g. In KS1: “understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions”
- E-safety mentioned at every Key Stage

Design & Technology

Changes

- Refreshed emphasis on cookery

New content or emphasis

- Design, Make and Evaluate at each Key Stage
- Technical knowledge defined
- Healthy cooking to be covered at every Key Stage

Geography

Changes

- KS1 comparison with other UK locations is not mentioned, but could form part of wider curriculum delivery if schools want to include it
- No explicit mention of environmental sustainability
- No African, Asian or Australasian geography

New content or emphasis

- Factual knowledge, e.g. continents & oceans at KS1
- UK focus at KS1, plus one non-European comparison
- Europe (including Russia) & the Americas covered at KS2

History

Changes

- There is now less choice about what to study and when in the programme of study, although schools could include additional elements as part of the wide curriculum

New content or emphasis

- KS1: Changes within living memory; events beyond living memory lives of significant individuals; significant local history
- KS2: Chronological progression through history of Britain from early Britons to Edward the Confessor
- A local study and a study of an aspect or theme that extends knowledge beyond 1066

Languages (KS2)

Changes

- Less focus on inter-cultural understanding

New content or emphasis

- Teaching should focus on making 'significant progress' in one language
- Balance of spoken and written language
- Focus on practical communication
- Basic understanding of grammar
- Focus on developing accurate pronunciation

Music

Changes

- Nothing significant, in fact where schools currently have a good scheme of work for music, we would recommend that provided it meets the new Programme of study requirements, schools do not need to change it.

New content or emphasis

- A single page curriculum for KS1-2, largely focussed on singing & playing instruments
- Use of staff and other forms of notation in KS2
- Develop an understanding of history of music at KS2

Physical Education

Changes

- Nothing significant, in fact where schools currently have a good scheme of work for PE, we would recommend that provided it meets the new Programme of study requirements, schools do not need to change it.

New content or emphasis

- A focus on competitive games
- KS2 Swimming: "perform safe self-rescue in different water-based situations"