

# The National Curriculum

## A Guide for Parents

This guide is intended to support parents of primary school children. Obviously it would be impossible to set out in detail everything your child would learn during their six years of statutory primary education, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help parents support their children in making the most of their education.

### Core subjects

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

### More Able

If your child is achieving well, rather than moving on to the following year group's work many schools will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### The National Curriculum - English in Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

### Reading Skills

- Learn the 44 main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books and re read to build up fluency and confidence.
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

## Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

## The National Curriculum - Mathematics in Year 1

As children begin their compulsory schooling in Year 1, we will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

### Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits

Read and write numbers from 1 to 20 as numerals and words

- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

### Calculations

- Use the +, - and = symbols to write and understand simple number calculations
- Add and subtract one and two-digit numbers, up to 20
- Solve missing number problems, such as  $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

### Fractions

- Understand  $\frac{1}{4}$  and  $\frac{1}{2}$  to explain parts of an object or number of objects **Measurements**

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

## Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

### Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

## The National Curriculum - Science in Year 1

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

### Scientific Investigation

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 1 this may include learning to:

- Ask scientific questions
- Carry out simple tests, and make observations
- Collect information to answer questions
- Group together objects according to their properties or behaviours

### Plants and Animals

- Name a selection of common plants, including deciduous and evergreen trees
- Name the main parts of plants and trees, such as roots, stems, trunks and leaves
- Name a variety of common animals, including mammals, fish, birds, reptiles and amphibians
- Name some common animals which are carnivores, herbivores and omnivores
- Name the main parts of the human body, including those related to the five senses

Herbivores: animals which feed only on plants, e.g. rabbits

Carnivores: animals which feed on other animals, e.g. eagles

Omnivores: animals which eat both plants and animals, e.g. humans

## **Everyday Materials**

- Recognise that objects are made of materials
- Name some everyday materials such as wood, metal, glass and plastic
- Describe some of the properties of materials, e.g. that wood is hard
- Group together items based on the materials they're made from, or their properties, for example by grouping heavy objects or shiny objects

## **Seasonal Change**

- Observe changes across the four seasons
- Observe and describe how the day and weather changes with the seasons

## **The Foundation Subjects**

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include some Religious Education in their broader curriculum, although the content of this is agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school:

### **Art**

Schools will be largely free to design their own curriculum in Art, while providing a broad experience for their students. Children will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, during both Key Stages, children will study the works of some great artists, architects and designers from history.

### **Computing**

There are three main strands of the Computing curriculum: information technology, digital literacy and computer science.

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6. Many schools will use programming software which is freely available online, such as Scratch or Kodu.

All schools will also include regular teaching of e-safety to ensure that children feel confident when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable. We will also invite parents to work with them on this aspect of the curriculum.

### **Design and Technology**

This subject includes cooking, which will be taught in all primary schools from 2014, with children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There may also be some cross-over with Science here as children incorporate levers, pulleys or electrical circuits into their designs for finished products.

## **Geography**

Across primary school, children will find out about different places in the UK, Europe and the Americas through studying small regions in each, and comparing these to other areas, including their own locality.

In Key Stage 1, children will learn the names of the continents and oceans as well as the names of the four home nations and their respective capital cities. They will use the four main compass directions and simple maps and photographs to explore the local area.

## **History**

In Key Stage 1, the focus of history is very much on locally significant events or events within their own memories, as well as key events of great significance such as Bonfire Night. In addition, children will find out about important historical people and events, such as Florence Nightingale or The Great Fire of London.

## **Music**

Over the course of primary school, children will listen and perform a range of music. In the first years of schooling this will often include singing songs and rhymes and playing untuned instruments such as tambourines and rainmaker sticks.

## **Physical Education**

Physical Education lessons will continue to include a range of individual disciplines such as dance and athletics, with team sports and games. Through these sports, children should learn the skills of both cooperation and competition.

## **Religious Education**

At Wembrook we aim to enable pupils to:-

Express their feelings about significant personal events and relationships;

Develop a sense of awe and wonder in response to the natural world;

Develop awareness of the spiritual and moral aspects of life experiences;

Reflect upon questions and issues related to life experiences and respond to them in a variety of ways;

Develop an understanding of what it might mean to be committed to a religious tradition;

Reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their work;

Have confidence in their views and understand that people have different needs, views, cultures and beliefs, that need to be treated with respect;

The starting point for each topic will usually be from aspect one building upon pupils own experiences of the natural world and human relationships developing to include specific religious content.

Key Stage One children will study Christianity, Islam and Sikhism in depth and encounter the other religious traditions on at least one occasion.

These were chosen by the population represented in the local community and in line with guidance given in the Warwickshire Agreed Syllabus. They will be reviewed as necessary.

Over each Key Stage children will have opportunities to revisit areas of study