



The national curriculum

A guide for parents

Introduction

For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, “It’s not like when I was at school.” Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changes for maintained schools throughout England.

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.

What’s changed?

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.

Much of the publicity about the changes to the curriculum has focussed on ‘higher expectations’ in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curricula.

High Achievers

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 new curriculum begins in schools from September 2014. However, for children in Year 2 and Year 6, the new curriculum won’t become statutory until 2015. This is because these children are in the last year of the Key Stages. At this age, children are formally assessed to judge their progress against the requirements of the curriculum. Because the 2014 curriculum will only have been in place for nine months, these children will be assessed against the requirements of the old curriculum in the National Curriculum Tests. New tests will be produced for the summer of 2016 to assess work from the new curriculum.

Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers’ assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as ‘SATs’, the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer from 2016. Schools may also choose to have internal tests for other year groups around the same time.

Where previously these tests – and other teacher assessments – were graded in levels (normally numbering between Level 1 and Level 6 in primary school), from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group. It will be up to teachers and schools to decide how to measure progress in the intervening years. Schools will then provide accompanying information to parents to explain how children are progressing

– it makes attending those parents’ evenings all the more important!

The new national curriculum – English in Year 3 and Year 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking & 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 Years 3 and 4, some focuses may include:

UÊÊ1ÃiÊ`qÄVÖÄÄqÄqÄqÄ>q`ÉvqqÜiÄÄ>ìqqqÊìqÊiY`qqÄiÊ>q`ÊÄ«i VÖq>ìiÊ about new ideas

UÊÊ i}qqÊìqÊÄiVq}qqÄiÊìqÊiÊii`ÊìqÊÖÄiÊ-ì>q`>Ä`Ê q}qqÄqÊqqÊ some contexts

UÊÊ*>ÄìqVq«>ìqqqÊqqÊ«iÄvqÄ“>qViÄJÊ«q>bÄÊ>q`Ê`iL>ìiÄ

UÊÊ Y«q>qqÊìqqqqqq}Ê>q`Éviiqqq}ÊqqÊÜiqqqÄìÄÖViÖÄi`ÊÄì>ìi`i qìÄÊ and responses

Reading skills

UÊÊ Yìiq`ÊÄqqqqÄÊqvÊ`iVq`qq}ÊìqÊì>vqqiÊ“qÄiÉvq“«qìYÊÜqÄ`ÄJ Ê including with unusual spelling patterns

UÊÊ,i>Ê>ÊÜq`iÊÄ>q}iÊqvÊwVìqqqJÊqqqqwVìqqqÊ>q`ÊqqìiÄ>Äp ÊLqqqÄ

UÊÊ,iVq}qqÄiÊÄq“iÊ`qvviÄiÄiÉvqÄ“ÄÊqvÊ«qìiÄp

UÊÊ1ÃiÊ`qVìqqq>ÄqìÄÊìqÊwq`ÊìqÊi“i>qqq}ÄÊqvÊÜqÄ`Ä

UÊÊ iVq“iÊv>“qqq>ÄÊÜqìqÊ>ÊÄ>q}iÊqvÊiÄ>`qìqqq>qÊ>q`Ê v>qÄpÊì>qìÄJÊ including telling some orally

UÊÊ`ìqìqvÊÜqÄ`ÄÊÜqqVqÊq>ÜiÊLiìqÊvqqÄiÊìqÊÊqqìiÄiÄiÊìqÊ reader

UÊÊÄqÊµÖiÄìqqqÄÊ>LÖÖiÊÜq>ìÊìqìpÊq>ÜiÊÄi>

UÊÊÄ>ÜÊÄq“«qìÊqqviÄiÄViÄÊ>LÖÖiÊiÜiÄÊqqÊ>ÊÄìqÄpJÊÄÖV qÊ>ÄÊ how a character might be feeling

UÊÊ>qìÊ«Äi`qVìqqqÄÊ>LÖÖiÊÜq>ìÊ“q}qìÊq>««iÊqÊiYìÊqqÊ>ÊÄì qÄp

UÊÊ- Ö““>ÄqÄiÊq`i>ÄÊvÄq“ÊÄiÜiÄ>qÊ«>Ä>}Ä>«qÄÊqvÊÜÄqìqq} UÊÊqq`Ê>q`ÊÄiVqÄ`ÊqqvqÄ“>ìqqqÉvÄq“ÊqqqqwVìqqqÊìiYìÄ UÊÊ/>qìÊ«>ÄiÊqqÊ`qÄVÖÄÄqqqÄÊ>LÖÖiÊÄi>`qq}Ê>q`ÊLqqqÄ

Children begin to identify how authors choose words for effect, for example by selecting ‘wailed’ instead of ‘cried’, or ‘enraged’ rather than ‘cross’. They may begin to make such choices in their own writing, too.

Writing skills

UÊÊ7ÄqìiÊÜqìqÊqqqqi`Êq>q`ÜÄqìqq}JÊ“>qqq}Ê>««Äq«Äq>ìiÊqq qqÊ choices

UÊÊ- «ìqqÊÜqÄ`ÄÊìq>ìÊqqVqÖ`iÊ«ÄiwYìÄÊ>q`ÊÄÖvwYìÄJÊÄÖVqÊ> ÄÊ anticlockwise

UÊÊ- «ìqqÊÄq“iÊvq““qqq}Ê“qÄÄ«ìqìÊÜqÄ`ÄÊvqÄÄiVìq}JÊ>qìqÉv Äq“Ê the Y3/4 list

UÊÊ1ÃiÊ>Ê`qVìqqq>ÄpÊìqÉvqìvqÄÄ«iqqqq}Ä

UÊÊ1ÃiÊ«qÄÄiÄÄÜiÊ>«qÄìÄq«qìÄÊvqÄÄiVìq}ÊqqÊÄi}Öq>ÄÊ> q`Ê irregular plurals, such as children’s and boys’

UÊÊ1ÃiÊiY>“«qìÄÊqvÊÜÄqìqq}ÊìqÊqìq«Êìqì“ÊìqÊÄìÄÖViÖÄiÊìqì qÄÊqÜqÊ similar texts

UÊÊ*q>qÊqÖiÊÄìqìqvìÄÊqÄ>qqq}ÊìqÊÄìqìvìÊ>`ÜiÄiÖÄÖÄÊÜqV >LÖq>Äp

UÊÊ1ÃiÊ«>Ä>}Ä>«qÄÊìqÊqÄ}>qqÄiÊq`i>Ä

UÊÊ1ÃiÊ`iÄvÄq«ìqqqÊ>q`Ê`ì>qqÊìqÊ`iÜiqq«Évq>Ä>vìiÄÄÊ>q`Ê settings in story-writing

UÊÊ7ÄqìiÊqqìiÄiÄìqq}Êq>ÄÄ>ìqÜiÄÊqqÄÄìqÄqìÄ

UÊÊqÊqqqqwVìqqqÊÜÄqìqq}JÊÖÄiÊvi>ìÖÄiÄÊÄÖVqÊ>ÄÊÄÖLqq >qq}ÄÊ and bullet points

UÊÊ,iÜqìÜÊìqÄÊqÜqÜqÜqÄÊìqÊ“>qìÊq“«ÄqÜi“ìqìÄJÊqqVqÖ`q q}Ê editing for spelling errors

UÊÊ,i>`ÊqìqìÄÄ½ÊÜÄqìqq}Ê>q`ÊÄÖ}}iÄiÊ«qÄÄqLqìÊq“«ÄqÜi“ìqì Ä

UÊÊ,i>`Ê>qqÖ`ÊÜqÄqÊìq>ìÊqìp½ÜiÊÜÄqììqÊìqÊLiÉvqì>Äq}Ê understood

Using this guide

Schools are allowed to reorganise content between year groups as long as the material is covered by the end of primary school. Your school may therefore make some changes to the teaching sequence – check your child’s school’s website for details on how they organise their curriculum.

Yìlǚ Ê Ālǚ Vī Ē Ō Ā Ā Ā Ā Ē È Û Ā Ī Ē À > Ā Ĭ Ē Ą Ė Ą Ą Ą Ą Ō Ą Ą Ą Ą Ą Ą Ą Ą Ą Ą
including subordinating conjunctions

English in Year 3 and Year 4 continued

UÊÊ1ÃiÊV???Ô?V???ÃjÊ>`ÛiÀLÃÊ>?`Ê«Ài«?Ã?|???ÃÊ|?Ê>``Êi
 ì>??Ê about time or cause

UÊ1ÃiÊ`?ÀiVÌÊÃ«ijV?ÌÊÜ?ÌÊV?ÀÀiVÌÊ«Õ?VÌÕ>Ì???

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your

understanding of a story.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

UÊÊ*ÂiÂi?iÊ*îAvivîÊi?Âi\Ê>Êi?ÂiÊv?A“i“ÊÖÃ??}Ê¼?>Ûi?Ê>?Ê
Ê>Ê participle, to indicate that an action has been completed
at an unspecified time, e.g. The girl has eaten her ice-cream

UÊÊÂ?li'Ê>ÜiAL?\\Ê>ÊÜ?A'Ê?AÊ«?A>ÃiÊÜ?V?Ê'iÄV?

LiÄÊ the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."

UÊÊÀiVîÊÃ«iiV\Û?À`ÃÊµÖ?li`Ê`?ÀiVî?pÊÖÃ??}Ê??ÛiÀi`Ê
 __ commas, as opposed to being reported in a sentence **Parent**

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as ‘went’ and ‘said’ can often be replaced by more specific

as long as the material is covered by the end of primary school. Your
 uence – check your child's school's website for details on how they organise

The new national curriculum – Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12×12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that $6 \times 8 = 48$, children can also know the related facts that $8 \times 6 = 48$ and that $48 \div 6 = 8$ and $48 \div 8 = 6$. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

Count in multiples of 6, 7, 9, 25 and 1,000

Count backwards, including using negative numbers

Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)

Put larger numbers in order, including those greater than 1,000

Round any number to the nearest 10, 100 or 1,000

Read Roman numerals up to 100

Roman Numerals' Basics:

$I = 1$; $V = 5$; $X = 10$; $L = 50$; $C = 100$ Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV ($5 - 1$) means 4. If the larger value appears first then they are added, e.g. VI ($5 + 1$) means 6.

Calculations

Use the standard method of column addition and subtraction for values up to four digits

Solve two-step problems involving addition and subtraction

Know the multiplication and division facts up to $12 \times 12 = 144$

Use knowledge of place value, and multiplication and division facts to solve larger calculations Use factor pairs to solve mental calculations, e.g. knowing that 9×7 is the same as $3 \times 3 \times 7$ Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

Use hundredths, including counting in hundredths

Add and subtract fractions with the same denominator, e.g. $\frac{4}{7} +$

Find the decimal value of any number of tenths or hundredths, for example $\frac{7}{100}$ is 0.07

Recognise the decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Divide one- or two-digit numbers by 10 or 100 to give decimal answers

Round decimals to the nearest whole number

Compare the size of numbers with up to two decimal places

Measurements

Convert between different measures, such as kilometres to metres or hours to minutes

Calculate the perimeter of shapes made of squares and rectangles

Find the area of rectangular shapes by counting squares

Read, write and convert times between analogue and digital clocks, including 24-hour clocks

Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Shape and Position

Classify groups of shapes according to the properties, such as sides and angles

Identify acute and obtuse angles

Complete a simple symmetrical figure by drawing the reflected shape

Use coordinates to describe the position of something on a standard grid

Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

The new national curriculum – Science in Year 4

$\frac{5}{7}$

Parent Tip

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

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During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion. Vocabulary is a key part of any area of study, and particularly in science. Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 4, some of the skills your child might focus on include:

- UËËCarry out fair tests, using control tests where appropriate
- UËËTake accurate measurements using a range of scientific equipment, including thermometers
- UËËOrganise and present data to help answer scientific questions
- UËËRecord findings using scientific vocabulary, diagrams, charts and tables
- UËËReport on findings using oral and written explanations of results and conclusions

Living Things and their Habitats

- UËËUse classification keys to group, identify and name a variety of living things
- UËËRecognise that environments can change

A common example of classification is the grouping of vertebrates into fish, amphibians, reptiles, mammals and birds.

Animals including Humans

- UËËDescribe the basic functions of the parts of the digestive system, such as mouth, oesophagus, stomach and intestines
- UËËIdentify the different types of teeth in humans, and their functions
- UËËConstruct a variety of food chains to show producers, predators and prey

States of Matter

- UËËGroup materials as solids, liquids and gases
- UËËObserve that some materials change state when heated or cooled
- UËËKnow the part of evaporation and condensation in the water cycle

The water cycle is the process of water being evaporated from the Earth's surface, and then condensing to form clouds and rain before falling back to Earth.

Sound

- UËËUnderstand that sounds are caused by vibrations reaching the ear
- UËËFind what affects the pitch and volume of a sound

Electricity

- UËËConstruct a simple electrical circuit using cells, wires, bulbs and switches
- UËËUnderstand that a complete circuit is needed to power a lamp or buzzer
- UËËRecognise some common conductors and insulators

Parent Tip

Children may make simple musical instruments in school to explore sound. You could also make some at home using elastic bands stretched over an open box, seeds or grains in a sealed box, or even a simple drum from a saucepan!

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The new national curriculum – 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 Key Stage 2, children will study the works of some great artists, architects and designers from history.

Computing

There are three main strands of the new 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. Many schools 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.

In Key Stage 2, the children will locate the countries of the world, focussing particularly on Europe and the Americas, as well as naming the counties, regions and major cities of the United Kingdom. They will begin to explore geographical features such as volcanoes and tectonic plates, as well as features of human geography such as trade links and land use. They will also learn to use grid references on Ordnance Survey maps to describe locations.

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The new national curriculum – The Foundation Subjects

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.

In Key Stage 2, there are nine main areas of study that are required, some of which have optional strands. The first four are units relating to British history and are intended to begin the development of a clear chronological understanding. In many schools these will be taught in chronological order.

1. Britain in the Stone, Bronze and Iron Ages
2. Roman Britain
3. Anglo-Saxons and Scots in Britain
4. Anglo-Saxons and Vikings
5. Local history
6. A study of a period after 1066 of the school's choice
7. Ancient Greece
8. A choice from Ancient Egypt, Ancient Sumer, Ancient Egypt, or the Shang Dynasty of Ancient China
9. A choice from 10th-century early Islamic civilisation, Mayan civilisation or Benin in West Africa

Languages

For the first time, foreign languages will be compulsory in schools for children in Key Stage 2 (Years 3 to 6). Schools can choose any language to study, although they should bear in mind the languages available in partner secondary schools. Over the course of their four years in Key Stage 2, children will be expected to make good progress in the main language chosen, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of

words, phrases and sentences, and write simple phrases, sentences and descriptions. If the school chooses a modern language, such as French or Spanish, then children will also learn about the appropriate intonation and pronunciation of the language.

Music

Over the course of primary school, children will listen to 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 or rainmaker sticks.

In Key Stage 2, children will perform pieces both alone and as part of a group using their own voice and a range of musical instruments, including those with tuning such as glockenspiels or keyboards. They will both improvise and compose pieces using their knowledge of the different dimensions of music such as rhythm and pitch. During the later years they will also begin to use musical notation, and to learn about the history of music.

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.

During Key Stage 2, the range of games and sports taught will be broader, and the children will also take part in outdoor and adventurous activities such as orienteering. They will perform dances, take part in athletics and gymnastics, and attempt to achieve personal bests in various activities.

In addition, all children should learn to swim at some point during their primary school career.

This guide has been developed for schools by Michael Tidd and Rising Stars © Rising Stars 2014

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For more information on the National Curriculum please visit
www.gov.uk/government/collections/national-curriculum

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