

# **Changes to the National Curriculum and Assessment**

How this will impact on your child  
at Upton Junior School

# What is the National Curriculum Anyway?

The National Curriculum defines the programmes of study for key subjects in maintained/ state primary and secondary schools in England

Fundamentally, it sets out what your child is supposed to learn and when.

At Upton we follow the KS2 (Key Stage 2) National Curriculum

The current Government's view was that the old curriculum wasn't sufficiently challenging.

The new curriculum has been developed partly by comparing England's curriculum to those in other countries. It combines the best elements of what is taught in the world's most successful school systems, including Hong Kong, Massachusetts, Singapore and Finland, with some of the most best practice from schools in England

# **An Overview of Key Curriculum Aspects**

# Design Technology

At KS2, pupils should now be taught to:

- research and develop designs for “innovative, functional and appealing” products.
- use more challenging design techniques, such as pattern pieces and computer aided design.
- understand and use mechanical and electrical systems – such as series circuits incorporating switches, bulbs, buzzers and motors.
- appreciate how great designers and engineers have helped shape today’s world.
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

# History

## Changes

- A big focus on learning key historical concepts and terms.
- Now statutory for pupils to look at the period from the Stone Age to the Iron Age.
- There is now more weight given to the study of the Romans and Anglo-Saxons, along with the Vikings.
- The local study can be on an aspect of history between the Stone Age and 1066, or it can be a study over a time or site of significance that can be after 1066.
- A new unit of study beyond 1066 to help extend pupil's chronological knowledge.
- An overview of the earliest civilisations that also includes an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- A new emphasis on a non-European study that provides contrasts with British history

# Geography

At KS2, pupils should now be taught to:

- **locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities**
- **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features(including hills, mountains, coasts and rivers) and understand change over time**
- **identify the position and significance of latitude, longitude, the equator, the northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones**
- **understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America**
- **describe and understand key aspects of physical geography and human geography, such as: climate zones, rivers, volcanoes, types of settlement and land use**

# Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# Art

- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



# Languages

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- describe people, places, things and actions orally\* and in writing

# Music

- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

# PE

## **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where needed, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

# English

## General changes

- A new focus on development of vocabulary.
- The reading and recitation of poetry are given increased value.
- Continued importance given to speaking and listening skills.
- Phonics teaching has heavy emphasis in both key stages. Reading comprehension is explicitly mentioned separately to phonics.
- Change of emphasis in the teaching of writing, from a range of genres to “quality writing”.

## Key changes

- Removal of the mention of group work and drama in the objectives.
- Phonics teaching to be continued for those who need it.
- No mention of ICT.
- Addition of the learning of “classic and modern” poetry, and recitation of poetry.
- “Reading for pleasure” explicitly mentioned
- Specific spelling rules to be taught in prescribed year groups.
- Significantly increased expectations in grammar and punctuation, presented for each year group in detailed appendices.
- Debating and presenting skills gain emphasis.

# Maths

## At a glance

- There are earlier and more challenging requirements for multiplication tables, which have been increased to 12x12.
- The curriculum has clear expectations around written methods in addition to mental methods.
- There is an earlier and more challenging requirement for fractions and decimals.
- There is an increased requirement for pupils to use formulae for volume and to calculate the area of shapes other than squares and rectangles.
- Probability has been removed.
- There is an increased requirement for understanding of proportional reasoning

# Maths

- Financial education has been reinforced, with a renewed emphasis on essential numeracy skills, using money and working with percentages.
- The curriculum has a strong steer that the use of calculators should be restricted until the later years of primary.
- There is a greater emphasis on the use of large numbers, algebra, ratio and proportion at an earlier age.
- Roman numerals have been introduced in the Year 3 curriculum.
- There is a focus on counting beyond whole numbers, eg, decimals, fractions.
- Data handling has decreased, but the curriculum makes more reference to interpretation of data.

# Science

## At a glance

- Greater emphasis on working scientifically, which is defined as what children do to answer scientific questions about the world around them.
- Addition of a range of science enquiry types including observation over time, pattern seeking, classifying and grouping, and researching using other sources, as well as comparative and fair testing.
- Increased focus on outdoor learning across the curriculum.
- Earlier requirements to identify and name a variety of common animals and a greater emphasis on plants, including trees.
- Fossils have been introduced in the Year 3 curriculum.
- The human digestive system is introduced at Year 4 curriculum.
- Levers and mechanisms have been introduced at Year 5 curriculum.
- Evolution has been introduced in the Year 6 curriculum

# How do we Implement this at Upton?

Computing is taught by a specialist computing teacher. Responsible use of ICT and e-safety are taught by class teachers

PE is taught by our Upton Sports Coaches, while swimming is taught by qualified swimming instructors

Music is taught by a music specialist teacher

Languages (French) taught within classes, as are RE and PSHE



<p>I can read Roman numerals to 100 (I to C) and understand how the numeral system changed.</p>	<p>I can solve mental calculations with increasingly large numbers.</p>	<p>I can solve problems involving multiplying and dividing.</p>	<p>I can solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days.</p>	<p>I can plot specified points and draw sides to complete a given polygon.</p>	<p>I use a range of scales when interpreting and presenting data.</p>
<p>I can solve number and practical problems using place value.</p>	<p>I can solve subtraction two-step problems, deciding which operations and methods to use and why.</p>	<p>I can multiply three-digit numbers by a one-digit number.</p>	<p>I can compare numbers with the same number of decimal places.</p>	<p>I can read, write and convert time between analogue and digital 12 and 24-hour clocks.</p>	<p>I can translate shapes.</p>	<p>I can solve 'difference' problems using information presented in bar charts, pictograms, tables and simple line graphs.</p>
<p>I can round any number to the nearest 10, 100 or 1000.</p>	<p>I can solve addition two-step problems deciding which operations and methods to use and why.</p>	<p>I can multiply two-digit numbers by a one-digit number.</p>	<p>I can round decimals with 1 decimal place to the nearest whole number.</p>	<p>I can estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>I can describe position on a 2-D grid as co-ordinates in the first quadrant.</p>	<p>I can solve 'sum' problems using information presented in bar charts, pictograms, tables and simple line graphs.</p>
<p>I can identify, represent and estimate numbers.</p>	<p>I can use inverses to check answers to calculations.</p>	<p>I can recognise and use factor pairs in mental calculations.</p>	<p>I can find the effect of <math>\div</math> a number by 10 and 100 and identify the value of the digits in the answer.</p>	<p>I can find the area of rectilinear shapes by counting.</p>	<p>I can complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and simple line graphs.</p>
<p>I can order and compare numbers beyond 1000.</p>	<p>I can estimate to check answers to calculations.</p>	<p>I can multiply together three numbers.</p>	<p>I can recognise and write decimal equivalents of any number of 10ths or 100ths.</p>	<p>I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p>	<p>I can identify lines of symmetry in 2-D shapes presented in different orientations.</p>	<p>I can interpret and present data using line graphs.</p>
<p>I can recognise the place value of each digit in a 4-digit number.</p>	<p>I can subtract numbers with up to 4 digits using efficient written methods.</p>	<p>I can use place value, known and derived facts to divide mentally.</p>	<p>I can add and subtract fractions with the same denominator.</p>	<p>I can convert between different units of measure (e.g. kilometre to metre; hour to minute).</p>	<p>I can compare and order angles up to two right angles by size.</p>	<p>I can interpret and present data using bar charts.</p>
<p>I can count backwards through zero to include negative numbers.</p>	<p>I can add numbers with up to 4 digits using efficient written methods.</p>	<p>I can use place value, known and derived facts to multiply mentally.</p>	<p>I can identify, name and write equivalent fractions of a given fraction.</p>		<p>I can identify acute and obtuse angles.</p>	
<p>I can find 100 more or less than a given number.</p>		<p>I can recall <math>\times</math> and <math>\div</math> facts for multiplication tables up to <math>12 \times 12</math>.</p>	<p>I can count up and down in 100ths and recognise that 100ths arise when dividing an object by a 100 and dividing 10ths by 10.</p>		<p>I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	
<p>I can count in multiples of 6, 7, 9, 25 and 1000.</p>			<p>I can find fractions of quantities.</p>			
<p><b>Number - number and place value</b></p>	<p><b>Number - addition and subtraction</b></p>	<p><b>Number - multiplication and division</b></p>	<p><b>Number - fractions and decimals</b></p>	<p><b>Measurement</b></p>	<p><b>Geometry</b></p>	<p><b>Statistics</b></p>

LITERACY TEXT OVERVIEW

Year Groups /learning groups	TERM 1								TERM 2							TERM 3						TERM 4						TERM 5					TERM 6																	
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7											
Yr 3 gp 1& 2	Bus Ride								Fantastic Mr fox							Wartman						Hodgeheg						You wouldn't want to be in the trenches						infinity & bryond st 12a					Treasure island						Whale Boy					
Yr 3 gp 3& 4									Esio Trot							The Silver Swan						The Owl who was afraid f the dark						monsters 11a						Peter Pan					cliffhanger											
Yr 3 Gp 5									RWI							Aladdin How Santa Really works						RWI						The War Game						RWI																
Yr 4 Gp 1 & 2	Jesse Owen								George's marvellous Medicine							The Dancing bear						Gangsta Granny						Archie's War						The lion, Witch & wardrobe					Indian In The cupboard											
Yr 4 Gp 3 & 4									James & Giant peach							Last Wolf						The Hundred mile dog						volcanos						The lion, The Witch & The Wardrobe					Wizard Of Oz											
Yr 4 Gp 5									RWI							Rover shares Xmas						RWI						Archie's War						RWI																
Yr 5 Gp 1 & 2	Cendillion								The Twits							Waiting for Anya						Journey to the river sea						Warhorse						pests & plagues st 16					The Hobbit											
Yr 5 Gp 3 & 4									The Witches							The Butterfly lion						Mousehole Cat						eyes st 15						The Firework - maker's Daughter					Iron Man											
Yr 5 Gp 5 & 6									FRESHSTART							An xmas carol						Freshstart						Usborne 1st world war						Fresh Start																
Yr 6 Gp 1 & 2	March On								Boy							Kensuke's kingdom						Boy n Striped pyjamas						The story of 1st WW						Animal Farm Gp 1 only					Animal Farm Gp1											
Yr 6 Gp 3 & 4									The BFG							Why The Whales Came						Skellig						Walter Tull scrapbook						Titanic					MacbethGp 2,3,4						Coraline Gp 2&3 Diary of a Wimpy kid(Gp4)					
Yr 6 Gp 5									FRESHSTART							Father Christ mas						FRESH START						Freshst art																						

Utterly Brilliant Poetry Antholog

I Like This poem

moderation

playscripts

17 x 2 week cycles 2 cycles= playscripts & poetry 15 cycles.

SATS REVISION

# The Two Week Cycle

## Week 1

1) Monday	<p><b>Spellings</b> (20 mins)            -<b>New Vocabulary Focus</b> (30 mins)            -Reading the text( 15 minutes) Also for L.S. : phonics/spelling activities (10 minutes) OR extended writing feedback time</p>
2) Tuesday	<p>-<b>New Punctuation</b> focus (30 mins)            -Reading the text( 15 minutes) Also for L.S. : phonics/spelling activities (10 mins)</p>
3) Wednesday	<p>-Reading the text( 15 minutes) Also for L.S. : phonics/spelling activities (10 minutes)  <b>Reading Task(50 minutes)</b>- written comprehension/respond to text activities</p>
4) Thursday	<p>- <b>New Grammar</b> focus( 30 mins) ( alternate fortnightly 15 mins irregular verbs input/common errors)            Reading the text( 15 minutes) L.S. : phonics/spelling activities (10 minutes)</p>
5) Friday	<b>Writing for skills-</b>

## Week 2

6) Monday	<p>- Spellings (20 mins)            -Punctuation and Grammar Focus (30 mins)            --Reading the text(15mins) L.S.:phonics/spelling (10 mins)</p>
7) Tuesday	<p>-<b>Reading the text</b> (15 minutes) L.S.:            phonics/spelling(10minutes)            -<b>Reading Task(50 mins)</b> - written compr./respond to text activities</p>
8) Wednesday	- <b>Extended Writing</b>
9) Thursday	- <b>Extended Writing</b>
10) Friday	<p>-Read text( 15 mins)L.S.: phonics/spelling(10 mins) <b>OR</b> writing feedback <b>Read for Performance/Eluency(50 mins)</b> (alternate focus)</p>

# IPC at Upton








Art; DT; Geography; History; and Science are taught within our new IPC (International Primary Curriculum) framework

These subjects are taught under the umbrella of an overarching topic, so that pupils can see how their learning in each subject is relevant.

At Upton our Curriculum aims to be '**Exciting; Inspiring; and Memorable**'.

The IPC framework specifies entry points (WOW days that launch the topic) and Exit Points (where pupils share their learning with parents)

# YEAR 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
						
<p><b>Brainwave</b></p>	<p><b>Bright Sparks</b></p>	<p><b>Active Planet</b></p>	<p><b>Temples, Tombs and Treasures</b></p>	<p><b>Land, Sea and Sky</b></p>	<p><b>Local History Study – Canterbury Cathedral</b></p>	<p><b>Living Together</b></p>
<p><b>The big idea</b> Why do we come to school? To learn. But how good a learner are you, and why is learning such an important skill? Learning is the star of the show...</p>	<p><b>The big idea</b> Electricity is a type of energy. We use electricity in our lighting and heating, TVs and computers, cars and trains, toys and games – even clocks and watches use electricity. In today's world, most people use electricity every single day. We would find it difficult to live without electricity. But how does electricity really work?</p>	<p><b>The big idea</b> The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.</p>	<p><b>The big idea</b> The people who helped create the first great <u>civilisations</u> were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind – from everyday objects to magnificent and rare treasures.</p>	<p><b>The big idea</b> Plants and animals can adapt to living almost anywhere on our Earth. Wherever we look on the land, in the sea and in the sky, we find living things that have evolved in unique ways just to live there. In what ways are living things adapted to their habitats?</p>	<p><b>The big idea</b> The Cathedral's history goes back to 597AD when St Augustine, sent by Pope Gregory the Great as a missionary, established his seat (or 'Cathedra') in Canterbury. In 1170 Archbishop Thomas Becket was murdered in the Cathedral and ever since, the Cathedral has attracted thousands of pilgrims, as told famously in Geoffrey Chaucer's Canterbury Tales.</p>	<p><b>The big idea</b> We all belong to many different communities – family, friends, sports teams, activity groups etc. However, there is one thing that every community has in common – people. We must learn how to respect, support and work with other people if we hope to become valuable contributors to the communities that we are a part of.</p>

# Core Values

At Upton our Core Values are incorporated into our curriculum:

**Thoughtfulness; Cooperation; Respect;  
Communication; Resilience; Enquiry; Morality;  
Adaptability**

Each of our Units focuses on different core values and our Pupil of the Week in our celebration assembly is chosen based on these core values

# How we Assess

The Department for Education has asserted that levels are not very good at helping parents understand their child's progress.

In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress"

Challenging but exciting times.....

**STEPS  
TO  
SUCCESS**



# Progress data puts Upton in the top 5% of schools nationally.

The DfE recently published schools achievement and progress data and it is official – Upton has achieved its highest academic results for Key Stage 2!

**What does this mean for children and parents?** It means as parents you can be confident in the knowledge that all children at Upton achieve very well. It means our learning groups for English and Maths allow for differentiated teaching to ensure we cater for the needs of all of our children.

**For our children,** it means they are proud to attend an outstanding school, made up of 519 like minded children – in that they are surrounded by an inspirational; well motivated, well behaved and hard working peer group.

It means that our ethos of **'One Childhood One Chance'** truly embodies all we say and all we do as a school.