Mathematics

Aims:

Fluency – through varied, frequent practice with increasingly complex problems, rapid & accurate recall of knowledge.

Reasoning – follow a line of enquiry, conjecturing relationships, generalising, developing an argument, justification.

Solve Problems – application to routine & non routine with increasing sophistication.

Structure

7 Domains (Year 1)

Number & Place Value, +/-, x/÷, fractions, measurement, geometry (properties), geometry (position & direction) & Statistics (Year 2)

Key Changes

Ones not units

Statistics not data handling

Geometry not shape & space

Science

Aims:

Develop scientific knowledge & conceptual understanding through the specific disciplines of biology, chemistry & physics.

Develop understanding of the nature, processes & methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Equip pupils with the scientific knowledge required to understand the uses & implications of science today & for the future (key change).

Structure

Year 1 :

Biology - Plants, Animals & Humans

Chemistry - Everyday Materials

Physics – Seasonal Change

Year 2

Biology – Living things, habitats, plants, animals including humans

Chemistry – Uses of everyday materials – Scientist e.g. Dunlop, Macintosh, McAdam

Key Changes

Scientific Enquiry = Working Scientifically

No more physics e.g. sound, light in Year 2

English

Aims:

To promote high standards of literacy by equipping pupils with a strong command of the spoken & written word & to develop their love of literature through widespread reading for enjoyment.

Read easily, fluently & with good understanding, widely & often, for both pleasure & information.

Acquire a wide vocabulary, an understanding of grammar & knowledge of linguistic conventions for reading, writing & spoken language.

Appreciate our rich & varied literary heritage.

Write clearly, accurately & coherently, adapting their language & style in & for a range of contexts, purposes & audiences.

Use discussion in order to learn; they should be able to elaborate & explain clearly their understanding & ideas.

Are competent in the arts of speaking & listening, making formal presentations, demonstrating to others & participating in debate.

To use English as a vehicle for learning about lots of other subjects.

Structure

Spoken Language

Reading – word reading & comprehension (both listening & reading)

Writing – transcription & composition

Key Changes:

Changes have been made in spelling, punctuation & grammar. Teaching must reflect the current curriculum & vocabulary used must come from appendix 2.

Computing

Aims:

To become safe, confident and competent users of Information and communication technology.

To use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

To understand and apply the fundamental principles and concepts of computer science including algorithms .

To begin to understand how programs work, creating and debugging own programs.

Structure

The school has adopted the HfL Computing Scheme of Work.

Key Changes

ICT = Computing

Algorithms KS1 (greater emphasis on how things work)

Benefits of technology – when to use it

Greater understanding of instructions

History

Aims

Know & understand the history of Britain from earliest times to present & aspects of the wider world.

Make connections, contrasts, frame questions, gain perspective & create own historical accounts.

Understand methods of enquiry, including using evidence.

Structure

Start with enquiry (not giving info).

Use evidence to gain knowledge & form opinion.

Set events into a timeframe.

Pose further historical questions.

Key Changes

Children to develop an awareness of time, use stories, focus on national history, list of significant individuals in the past is more specific but not prescriptive.

Key Stage 1 to study a historical event, people & places in own locality.

Music

Aims

Perform, listen to, review & evaluate music across eras, genres, styles & traditions (including the works of composers & musicians).

Learn to sing & use own voices to create & compose music on own & with others, use technology appropriately.

Understand & explore how music is created, produced & communicated, including through inter related dimension: pitch, duration, dynamics, tempo, timbre, texture, structure & musical notation.

Exploit links between Literacy & Music, use our creative curriculum to target the development of music skills.

Geography

Aims

Develop a knowledge of globally significant places & be able to define their physical & human characteristics.

Understand the process that create geographical features of the world & how they change overtime.

Be competent in fieldwork skills.

Interpret a range of sources of information.

Communicate geography in a range of ways.

Engage in meaningful 1st hand experiences.

Learn to transfer geographical skills to other learning.

Structure

Locational Knowledge

Place Knowledge

Human & Physical Geography

Skills & Field work

Key Changes

Emphasis on knowledge & map skills

Knowledge of UK, capital cities, oceans & continents

Weather patterns now specifically stated in UK & location of hot & cold places in the world

Design & Technology

Aims

Pupils should be taught the knowledge, understanding & skills needed to engage in an iterative process of designing & making. They should work in a range of relevant contexts (e.g. home & school, gardens & playgrounds, the local community, industry & the wider environment).

Structure

Design – purposeful, functional, appealing & based on design criteria

Make – select rom & use a range of tools & equipment; select from & use a wide range of material & components

Evaluate – explore & evaluate own & existing products against a criteria

Technical Knowledge – build structures, explore how they can be made stronger, more stable; explore & use mechanisms e.g. levers, slides, wheels & axles in their products

Key Changes

Key Stage 1 do not need to bake or cook but make nutritional items such as salad & smoothies

Set out design criteria at the beginning

Art

Aims

Produce creative work exploring their ideas & recording their experiences.

Become proficient in drawing, painting, sculpture & other art, craft & design techniques.

Evaluate & analyse creative works using the language of art & craft.

Know about great Artist/Craft makers & designers & understand the historical & cultural development of their art forms.

Key Changes

There are no key changes, we are free to continue with the same framework previously used as it has ensured high standards of achievement.

Teachers should refer to previous vocab list.

Physical Education

Aims

Develop competence to excel in a broad range of physical activities.

Ensure pupils are physically active for sustained periods.

Engage in competitive sports & activities.

Lead healthy, active lives.

Structure

Cross Curricular

Pupil led opportunities

Pupils choosing own resources

Subject specific vocabulary

Key Changes

Pupils must experience competition

Pupils need to experience a physical change in their bodies

PE must be inclusive