

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.

The curriculum is so much necessary raw material, but with warmth is the vital element for the growing plant and for the soul of the child.

Carl Jung

Curriculum Overview for Early Years Foundation Stage

Personal, Social & Emotional Development

- Building confidence to choose activities and discuss ideas
- Build awareness of needing help, and confidence to ask
- Confidence to speak in a group of familiar peers
- Working as part of a group, following rules where appropriate
- Forming positive relationships with peers and adults
- Playing co-operatively, taking turns

Communication & Language

- Listening attentively, including while completing tasks
- Listening to stories and responding to prompts and ideas
- Following instructions to carry out activities
- Expression of ideas, including real-life and fictional ideas
- Using past, present and future forms of language

Physical Development

- Developing control and coordination of movement
- Handling equipment and tools, including for writing
- Learning about healthy diet and exercise
- Managing their own hygiene and personal needs

Literacy

- Use phonics to decode straightforward words
- Read simple sentences
- Discuss what has been read
- Use phonics knowledge to write simple words and sentences

Mathematics

- Count reliably with numbers up to 20
- Use counting on and number knowledge for simple addition
- Begin to recognise and describe simple patterns
- Use everyday language to talk about size, position, time, etc.
- Use mathematical language to describe shapes and objects

Understand the World

- Talk about events in their own lives and that of their family
- Know about similarities and differences between communities
- Talk about similarities and differences between objects
- Make observations of plants and animals
- Recognise that technology is used in homes and schools

Expressive Arts & Design

- Experiment with songs, music and dance
- Use a range of artistic materials, tools and techniques
- Work imaginatively to create new works
- Represent ideas through art, music, role-play, dance and stories



English

- Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1)
- **Handwriting** - not currently assessed under the national curriculum - is expected to be fluent, legible and speedy

Spoken English has a greater emphasis, with children to be taught debating and presenting skills





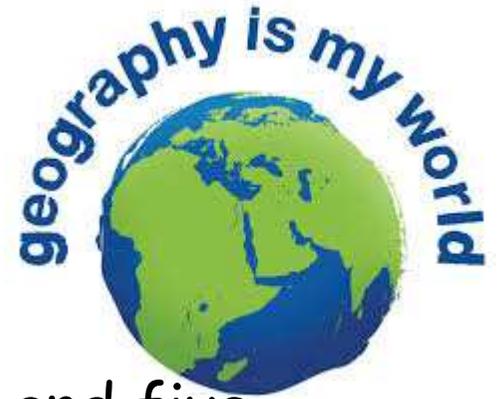
- **Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the current curriculum) and learn number bonds to 20 (currently up to 10)**
- **Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)**
- **By the age of nine, children will be expected to know times tables up to 12×12 (currently 10×10 by the end of primary school)**



- Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms
- Evolution will be taught in primary schools for the first time



- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study.
- The achievements of the earliest civilisations.
- Ancient Greece.
- A non-European society that provides contrasts with British history



key stage 1:

The UK and the locality.

Name and locate the world's seven continents and five oceans and the four countries and capital cities of the UK.

Key stage 2:

Europe, North and South America

Identifying geographical similarities and differences between different regions.

In both key stages, focus on:

Basic locational and place knowledge

Geographical skills, such as using maps, atlases and globes, compass directions and aerial photographs.

ICT - Now Computing

Key stage 1

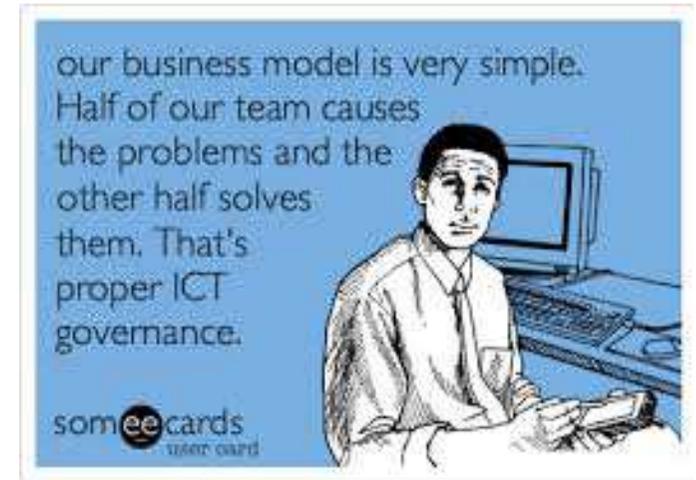
- Algorithms and programming.
- Creating and debugging simple programs

Key stage 2

- Further emphasis on programming, linked to algorithms
- Designing, using and evaluating computational abstractions that model the state and behaviour of real-world problems and physical systems.

Using technology safely

Keeping personal information private



Assessment

All children will be assessed as working:

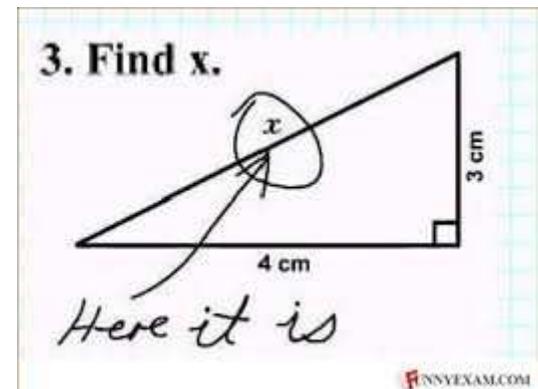
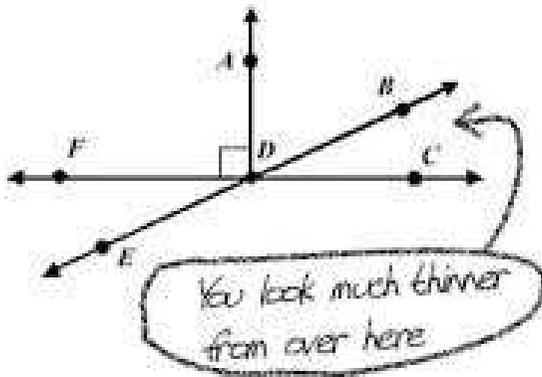
- Towards age expectations
- Within age expectations
- Above age expectation

First new National tests will take place at the end of Years 2 and 6 in 2016, and this information will be reported to you.

Children will continue to be monitored carefully.

Annual reports will remain as at present, with key strengths and areas for further development identified.

3. Name an angle complimentary to $\angle BDC$.

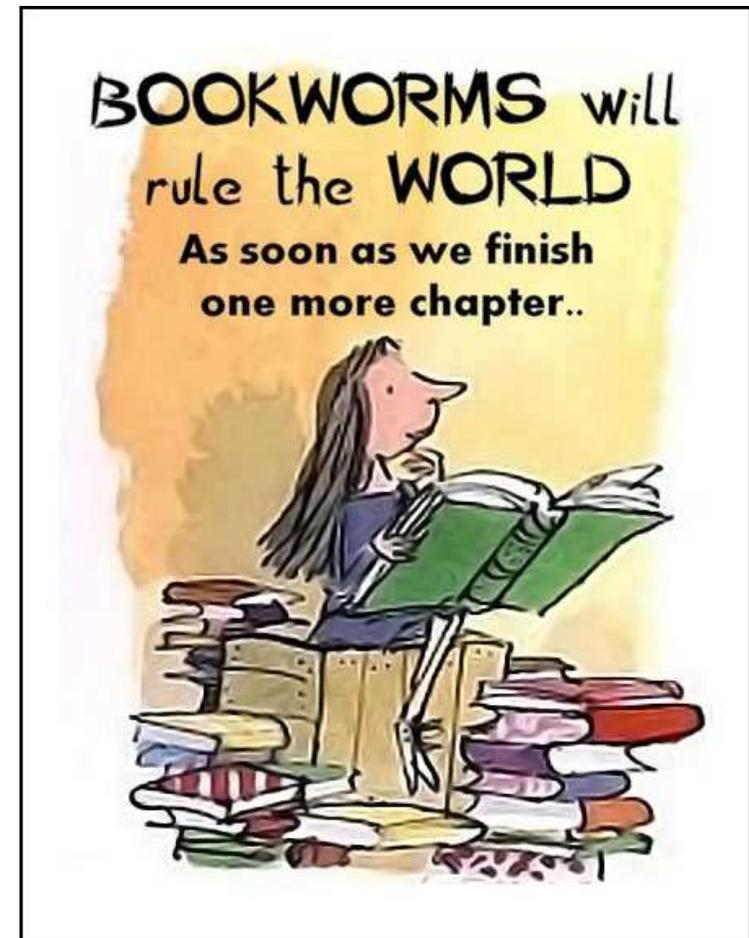


Helping at home

Reading Aloud

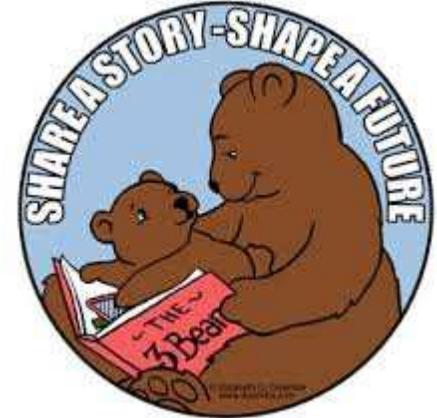
Regularly to your children helps to develop their:

- Vocabulary
- Understanding of story structures
- Sentence construction
- Ideas for their own writing
- Use of similes and metaphors



Helping at home

Listening to Reading



Top tips:

- Relaxed atmosphere
- Give children the word
- Strategies - look at first letter, sound it out, read on, look at pictures
- Read alternate pages with them.

As fluency develops, encourage expression and note of punctuation such as commas and full stops.

Key Stage 2

Encourage skills in:

- Prediction (What do you think might happen next?)
- Discussing books (What did you like/dislike? Why?)
- Relating elements of the book to their own experience (Did it remind you of anything that happened to you?)
- Looking back through the book to find clues to answers (How did we guess that was going to happen)

Helping at home

Learning spellings

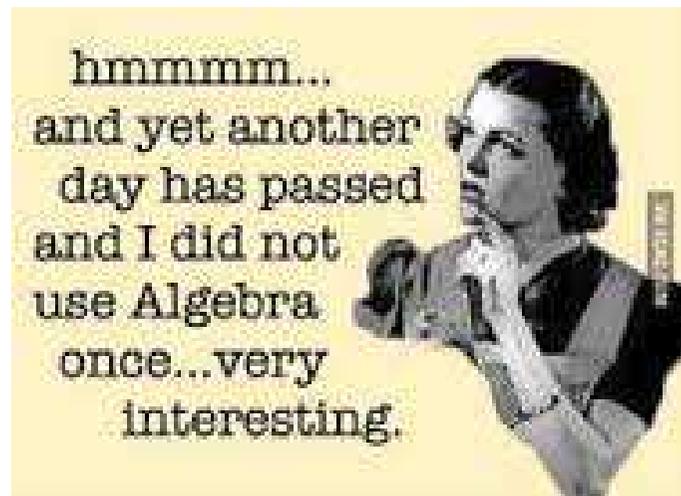
- Look & say the word - focussing on any tricky parts & looking for patters
 - Cover the word
 - Write it down
 - Check it - if correct, write it again, if wrong, look at the wrong part, and learn that bit again.
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- Repeat over a couple of days - things usually need to be practised three times before we learn them.



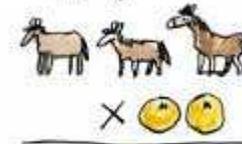
Helping at home

Times tables

- Chant them
- Sing them
- Write them down
- Make a tables grid to practise them
- Play times tables games
- Learn tricks - e.g. 9 times tables



Multiplying horses x oranges



How I see math word problems:



If you have 4 pencils and I have 7 apples, how many pancakes will fit on the roof? Purple, because aliens don't wear hats.

Helping at home

Real Maths

- Pocket money
- Cooking
- Sorting
- Measuring
- Making



Toys:

- Shops
- Small world play
- Fine motor control toys - e.g. Hamma beads
- Board games
- Bath toys involving pouring liquids

