



Parent / Carers Information



Legislative changes to Primary Education from September 2014



Important Information for Parents and Carers

Behind the scenes while we have been enjoying teaching your children this year we have been preparing for next year.

There are a number of changes coming into place in education from September.

Parents/Carers will need to be aware that due to changes in legalisation there will be alterations to

The National Curriculum: What we teach your child/children

Assessment: How we check how your child is getting on with their learning

Special Educational Needs Support: How parents / carers and the school can support any specific needs a child may have

School day and food: How free school lunches (in Years R, 1 and 2) affect changes to times of the school day

Please read this booklet so you feel informed and confident about how these changes affect your child in school. Official websites that support this information are:

www.gov.uk/national-curriculum/overview

www.gov.uk/standards-and-testing-agency

www.gov.uk/children-and-families-bill

New National Curriculum

Why change?

From September the school, as an Academy, is required to decide on whether it will follow the new National Curriculum as part of the whole school curriculum offer, or whether we will determine our own curriculum.

What will be taught?

We have decided to teach the new national curriculum within our whole school curriculum.

Each year group has planned for the new curriculum and we have some new themes for each year group as a result.

How will I know what my child is being taught?

- There is a **curriculum overview map** for each year group which shows what the government states must be included (see example)
- You will continue to receive the **curriculum overview sheets** about what is being taught in each year group
- You will be able to see the **themes and associated trips and visits for each year group** be on our website from September

Will the teaching and learning change much?

There will be changes such as new emphases on

- *More grammar and punctuation*
- *Maths - early calculation skills*
- *Geographical mapping skills*
- *Chronology in history*
- *Teaching of computing*

- Science - more biology and chemistry/ revised themes
- PE and DT- healthy schools/cookery lessons
- Modern foreign language from Years 2,3,4
- Music - nstrumental / voice teaching
- Core physical skills and competition in PE
- Core art skills / knowledge of artists
- PSHE Healthy Schools

Expectations are high and younger children will be working at a higher level more quickly as a result.

We will ensure every child is comfortable with the work planned for them. The plans we have in place are super and the children will be interested in the themes. There will be some changes to supporting trips and visits as a result.

Curriculum Overview map -example

Curriculum Overview for Year 1

Reading <ul style="list-style-type: none"> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Look in with predictable phrases Discuss significance of title & events Make simple predictions 	Writing <ul style="list-style-type: none"> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers 	Grammar <ul style="list-style-type: none"> Leave spaces between words Begin to use basic punctuation: ? ! Use capital letters for proper nouns Use common plural & verb suffixes 	Art & Design (KS1) <ul style="list-style-type: none"> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers 	Computing (KS1) <ul style="list-style-type: none"> Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school
Number/Calculation <ul style="list-style-type: none"> Count to / across 100 Count in 5s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'less' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays 	Geometry & Measures <ul style="list-style-type: none"> Use common vocabulary for comparison, e.g. heavier, taller, full, longer, colder Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Fill the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-D and 3-D shapes Order & arrange objects 	Fractions <ul style="list-style-type: none"> Describe position & movement, including half and quarter turns Recognise & use 1/2 & 1/4 	Design & Technology (KS1) <ul style="list-style-type: none"> Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from 	Geography (KS1) <ul style="list-style-type: none"> Name & locate the four countries and capital cities of the United Kingdom using atlas & globe Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple words
Science <ul style="list-style-type: none"> Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts 	Chemistry <ul style="list-style-type: none"> Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials 	Physics <ul style="list-style-type: none"> Observe and name some light sources Observe changes of day & season 	Modern Languages <p>Not required at KS1</p>	Music (KS1) <ul style="list-style-type: none"> Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically
Biology <ul style="list-style-type: none"> Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts 	Chemistry <ul style="list-style-type: none"> Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials 	Physics <ul style="list-style-type: none"> Observe and name some light sources Observe changes of day & season 	Physical Education (KS1) <ul style="list-style-type: none"> Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2) 	Religious Education <ul style="list-style-type: none"> Continue to follow locally agreed syllabus for RE
Science <ul style="list-style-type: none"> Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts 	Chemistry <ul style="list-style-type: none"> Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials 	Physics <ul style="list-style-type: none"> Observe and name some light sources Observe changes of day & season 	History (KS1) <ul style="list-style-type: none"> Key Concepts <ul style="list-style-type: none"> Changes in living memory linked to aspects of national life where appropriate Key Individuals <ul style="list-style-type: none"> Use of significant historical figures, including comparison of those from different periods Significant local people Key Events <ul style="list-style-type: none"> e.g. Bonfire night Events of local importance 	History (KS1) <ul style="list-style-type: none"> Key Concepts <ul style="list-style-type: none"> Changes in living memory linked to aspects of national life where appropriate Key Individuals <ul style="list-style-type: none"> Use of significant historical figures, including comparison of those from different periods Significant local people Key Events <ul style="list-style-type: none"> e.g. Bonfire night Events of local importance

New Assessment processes

To align with the new curriculum our assessment processes will change. Children will continue to be on an ongoing basis in class and formally each half term in all years.

Individual and school results will be reported for Years R, 1, 2 and 4 to the LA and DFE.

Year R: A new baseline entry assessment for Reception age children will be introduced

Year 1: the phonics tests will continue but the cut off for a pass may change

Year : national assessments will continue in a similar format next year

Year 2-4 progress and Year 4 amended assessments will be in place.

The **Reception baseline entry assessment** will be finalised after the end of this term due to the timing of the release of DFE information on this which comes out at the end term.

There will be **Parents Meetings in the Autumn Term** so you can hear more detail about the assessment processes specific to you child's year group. We will run through how will know how well you child is doing as levels of assessment (e.g. 2c ,2b) will no longer be in place and children will be assessed at emerging, expected or exceeding levels.



Children and Families
Act 2014

New SEN(D) Legislation

There is also a new Children and Families Bill for children with Special Educational Needs.

The process, by which children will be assessed for, what are currently called statements, will change. School Action and School Action Plus will also change and **Phases** of support will be in place instead.

Children will have **EHICs** (Educational and Health Care plans) rather than statements. For our children in school at the moment there is a **phased transition** for their current statements to EHIC plans. This transition of plans will take place gradually in agreement with parents and carers. We have already hosted a meeting on these changes for children with SEN needs and have plans for more meetings in the autumn term.

Universal Free School Meals for Years R 1 and 2

From September you will be able to have a free school meal for your child if they are in Years R, 1 and 2.

This is not means tested in anyway and all children in all families have an entitlement to these meals. We also anticipate our Year 3 /4 school dinners numbers may well.

To accommodate for these changes we are:

- ***Rebuilding our kitchen this summer***
- ***Reorganising storage in the hall to accommodate more dining tables***
- ***Reorganising the timings and delivery of lunches***
- ***Investing in super new furniture and catering equipment***
- ***Amending teaching times and the end of the school day***

As a result of these alterations and to accommodate lunch uptake we will need to alter lunchtimes and teaching times. The end of the school will be slightly different for children.

The timings for the school day will be:

School starts

8.50

Lunchtime

11.40	Year R
12.00	Year 1 and 2
12.30	Year 3 and 4

End of day

3.15	Year N and Year R
3.20	Year 1 and Year 2
3.25	Year 3 and Year 4

All children can still bring snacks for morning play and will have free fruit provided in Years N, R, 1 and 2. On Fridays we have 'Fruity Friday' when children can buy a piece of fruit for 20p at breaktime.