

# Moving onto the National Curriculum

# What's changed?

English, Maths and Science are known as the **core subjects**. These take up a substantial part of your child's learning week. We try and plan these into as many **cross curricular lessons** as possible to provide real-life learning experiences and making their learning fun.

The Foundation subjects – Art, Computing, Design and Technology, Foreign Languages (7+), Geography, History, Music and Physical Education. With the cross curricular approach we use these lessons to **apply understanding and make key links** to the core subjects.

A noticeable change has been the **higher expectations** in various subjects. In maths, for example, there is a greater focus on mental arithmetic and working with fractions. In English more attention is to be paid to SPAG (spelling, punctuation and grammar).

# Maths

**Number and Place Value** – This is central to mathematics and we spend a lot of time teaching the children that the digit 5 in '54' is now a tens number and is different from the number 5 in '504'.

**Ways to help** - house numbers, page numbers in books, ages of family members.

**Money** - Something we have noticed in Year 1 is how the children can struggle to grasp the concept of money. (Counting it, different coins, notes.)

**Ways to help** – ways to earn a little pocket money, money sorting at home to help (sorting 10ps etc) trips to the shops and they have to pay for something.

**Time** – Children tend to need a lot of help when understanding time. For example the length of the hour and minute hand, specific vocabulary – quarter past, quarter to, half past.

**Ways to help** – Talk about the time you are doing things – dinner time, bath time, visiting grandparents. Have analogue and digital clocks visual in the house.



# English



**Phonics** – From Year 1 the children are set for phonics. The phonics test at the end of Year 1 is a pass or fail which you get told about in their end of year reports. To prepare for this we do a lot of blending and segmenting with the children with a big focus on ‘alien’ made up words – like brock, jight.

## **Ways to help:**

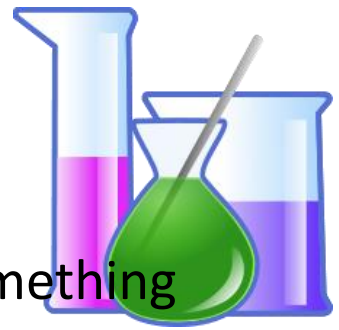
- regular reading with your child at home – school books and other books from their own collection
- sound out as many words as they can
- make up silly words for names of characters that they can blend (that teddy bear is called Groit – can you chop it up?)

**Handwriting** – From Year 1 the children will have handwriting books in school. We group the letters into their families and learn them in groups. We do push for neat presentation and correct formation when producing any piece of work.

## **Ways to help:**

- whenever your child wants to do some writing at home, encourage correct letter formation and maybe pick out your favourite letter they have done to show how neat it is.

# Science



**Plants** – naming and labelling parts of plants and trees is something we'd expect the children to be able to do by the end of the year.

**Animals** – We expect the children to be able to know features of different animals explaining if they are mammals, fish, birds, reptiles and amphibians and begin to understand which are carnivores, omnivores or herbivores.

**Seasonal change** is something we focus on throughout the whole year.

**Ways to help** - At home you can support their scientific enquiry by visiting parks or gardens nearby over the year and discussing what is changing. Can they be part of planting plants at different times or year and even growing vegetables to taste if you have the opportunity.

# Tests



## Year 1

- Subject tests take place throughout the year to help the teachers understand what they have learnt during that topic. Helps with future planning and gets them ready for tests as they move up the school.
- Compulsory phonics test at the end of the year. One to one test with their class teacher.

## Year 2

- Subject tests as they do in Year 1. Getting them ready for the end of year test – sitting quietly, working independently.
- End of Year National Curriculum tests.