

A GUIDE TO THE NATIONAL CURRICULUM

DURING THIS PRESENTATION, YOU SHOULD LEARN ABOUT:

- ✘ The origins of the National Curriculum.
- ✘ The organisation and structure of the National Curriculum.
- ✘ What is happening to the National Curriculum.
- ✘ Something of the current debates around the National Curriculum.

WARNING: JARGON ALERT!

IN BRIEF

- ✘ Brought in as a result of the Education Reform Act, 1988.
- ✘ Statutory for all schools under LEA (Local Education Authority) jurisdiction.
- ✘ Aimed to standardise content and expectations nationally, and to provide a nationally-accepted “measure” of performance.

ORGANISATION

Formerly (most of England)	Formerly (most of England)	National Curriculum Years	National Curriculum Key Stage
Various (pre-school)	various	Nursery	Early Years Foundation Stage (EYFS)
Infants	1 st Year Infants	Reception	
	2 nd Year Infants	Year 1	
	3 rd Year Infants	Year 2	
Juniors	1 st Year Juniors	Year 3	Key Stage 2
	2 nd Year Juniors	Year 4	
	3 rd Year Juniors	Year 5	
	4 th Year Juniors	Year 6	
Secondary	1 st Form	Year 7	Key Stage 3
	2 nd Form	Year 8	
	3 rd Form	Year 9	
	4 th Form	Year 10	Key Stage 4
	5 th Form	Year 11	

SUBJECTS (PRIMARY SCHOOL)

Nature of subject	Subject	Attainment Targets (ATs)
Core Subjects	English	Speaking and Listening
		Reading
		Writing
	Mathematics	Using and Applying Mathematics
		Number and Algebra
		Shape, Space and Measures
		Handling Data (not KS1)
	Science	Scientific Enquiry
		Life Processes and Living Things
		Materials and Their Properties
Physical Processes		
Foundation Subjects	Design and Technology (DT)	
	Information and Communication Technology (ICT)	
	History	
	Geography	
	Art	
	Music	
	Physical Education (PE)	

STRUCTURE

Each subject has:

- ✘ Programme of Study, setting out what should be taught to pupils in each Key Stage.
- ✘ Attainment Target(s), clarifying the knowledge, skill and understanding children should have by the end of each Key Stage.

PROGRAMME OF STUDY – MATHS AT2

(NUMBER) KEY STAGE 1

Knowledge, skills and understanding

Using and applying number

1. Pupils should be taught to:

Problem solving

- approach problems involving number, and data presented in a variety of forms, in order to identify what they need to do
- develop flexible approaches to problem solving and look for ways to overcome difficulties
- make decisions about which operations and problem-solving strategies to use
- organise and check their work

Communicating

- use the correct language, symbols and vocabulary associated with number and data
- communicate in spoken, pictorial and written form, at first using informal language and recording, then mathematical language and symbols

Reasoning

- present results in an organised way
- understand a general statement and investigate whether particular cases match it
- explain their methods and reasoning when solving problems involving number and data.

Numbers and the number system

2. Pupils should be taught to:

Counting

- count reliably up to 20 objects at first and recognise that if the objects are rearranged the number stays the same; be familiar with the numbers 11 to 20; gradually extend counting to 100 and beyond

Number patterns and sequences

- create and describe number patterns; explore and record patterns related to addition and subtraction, and then patterns of multiples of 2, 5 and 10 explaining the patterns and using them to make predictions; recognise sequences, including odd and even numbers to 30 then beyond; recognise the relationship between halving and doubling

The number system

- read and write numbers to 20 at first and then to 100 or beyond; understand and use the vocabulary of comparing and ordering these numbers; recognise that the position of a digit gives its value and know what each digit represents, including zero as a place-holder; order a set of one and two-digit numbers and position them on a number line and hundred-square; round any two-digit number to the nearest 10.

Calculations

3. Pupils should be taught to:

Number operations and the relationships between them

- understand addition and use related vocabulary; recognise that addition can be done in any order; understand subtraction as both 'take away' and 'difference' and use the related vocabulary; recognise that subtraction is the inverse of addition; give the subtraction corresponding to an addition and vice versa; use the symbol '=' to represent equality; solve simple missing number problems [for example, $6 = 2 + ?$]
- understand multiplication as repeated addition; understand that halving is the inverse of doubling and find one half and one quarter of shapes and small numbers of objects; begin to understand division as grouping (repeated subtraction); use vocabulary associated with multiplication and division

Mental methods

- develop rapid recall of number facts: know addition and subtraction facts to 10 and use these to derive facts with totals to 20, know multiplication facts for the x2 and x10 multiplication tables and derive corresponding division facts, know doubles of numbers to 10 and halves of even numbers to 20
- develop a range of mental methods for finding, from known facts, those that they cannot recall, including adding 10 to any single-digit number, then adding and subtracting a multiple of 10 to or from a two-digit number; develop a variety of methods for adding and subtracting, including making use of the facts that addition can be done in any order and that subtraction is the inverse of addition
- carry out simple calculations of the form $40 + 30 = ?$, $40 + ? = 100$, $56 - ? = 10$; record calculations in a number sentence, using the symbols +, -, x, ÷ and = correctly [for example, $7 + 2 = 9$].

Solving numerical problems

4. Pupils should be taught to:

- choose sensible calculation methods to solve whole-number problems (including problems involving money or measures), drawing on their understanding of the operations
- check that their answers are reasonable and explain their methods or reasoning.

Processing, representing and interpreting data

5. Pupils should be taught to:

- solve a relevant problem by using simple lists, tables and charts to sort, classify and organise information
- discuss what they have done and explain their results.

ATTAINMENT TARGETS

Consist of 8 “Level Descriptors” of increasing difficulty, describing levels of attainment.

For Example: Maths Attainment Target 2: number and algebra

Level 1

Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

Level 2

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Level 3

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Level 4

Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100. In solving number problems, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places. In solving problems with or without a calculator, pupils check the reasonableness of their results by reference to their knowledge of the context or to the size of the numbers. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Pupils recognise and describe number patterns, and relationships including multiple, factor and square. They begin to use simple formulae expressed in words. Pupils use and interpret coordinates in the first quadrant.

Level 5

Pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They reduce a fraction to its simplest form by cancelling common factors and solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. Pupils understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing any three-digit number by any two-digit number. They check their solutions by applying inverse operations or estimating using approximations. They construct, express in symbolic form, and use simple formulae involving one or two operations. They use brackets appropriately. Pupils use and interpret coordinates in all four quadrants.

Level 6

Pupils order and approximate decimals when solving numerical problems and equations [for example, $x^2 + x = 20$], using trial-and-improvement methods. Pupils are aware of which number to consider as 100 per cent, or a whole, in problems involving comparisons, and use this to evaluate one number as a fraction or percentage of another. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. When exploring number sequences, pupils find and describe in words the rule for the next term or nth term of a sequence where the rule is linear. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically and use Cartesian co-ordinates for graphical representation interpreting general features.

EXPECTATIONS

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the Key Stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4
Key Stage 3	3-7	At age 14	5/6

End of Key Stage Tests commonly, but not officially, known as SATs (Standard or Statutory Assessment Tests)

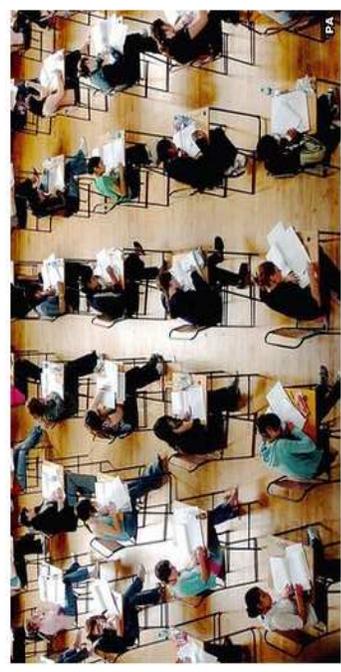
WHAT'S NOT THERE

- ✘ Sub-levels (eg. 2c, 2b, 2a).
- ✘ Programmes of study for individual year groups.
- ✘ Schemes of work.
- ✘ Expected attainment for any points other than the end of Key Stages.

9 October 2013 Last updated at 17:22 GMT

England's young adults trail world in literacy and maths

By Sean Coughlan
BBC News education correspondent



Young adults in England have scored among the lowest results in the industrialised world in international literacy and numeracy tests.

A major study by the Organisation for Economic Co-operation and Development (OECD) shows how England's 16 to 24-year-olds are falling behind their Asian and European counterparts.

England is 22nd for literacy and 21st for numeracy out of 24 countries.

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CHANGES

We are now in a transitional period, before the full implementation of a new National Curriculum in September 2014.

“As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents.”

CHANGES

English – Programmes of Study for Year 1, Year 2, Year 3&4, Years 5&6, Key Stage 3 (Years 7-9)

Maths – Programmes of Study for each year group Years 1-6, then Key Stage 3.

ICT – changed to Computing.

Modern Foreign Languages (MFL) – statutory for Key Stage 2.

Assessment yet to be announced. Speculatively, a three point scale such as : Does Not Meet Expectations – Meets Expectations – Exceeds Expectations.

A NATIONAL CURRICULUM?

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Douglas Carswell

Douglas Carswell was first elected to Parliament in 2005 by a slender 920 votes. He was returned as MP for Clacton in 2010 with a 12,000 majority. He is the author of *The End of Politics and the Birth of iDemocracy* and believes that the internet is making the world a vastly better place.

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We do not need a national curriculum: schools should be free to opt out

By Douglas Carswell Politics Last updated: July 9th, 2013
135 Comments Comment on this article



An illustration from Our Island Story

Yesterday, MPs were discussing changes to the national curriculum. There is nothing quite like it for bringing out the patronising side in politicians.

"Proper British history" bark the Tories. "Our children need financial

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Yet there is no doubt that for some young people the national curriculum is too rigid and its restrictions can stifle teachers' creativity.... So what is the government's response? Schools can have extra flexibility, but only if they are an academy or free school.

What's the point of having a national curriculum if only a few schools have to teach it?

Stephen Twigg, Labour's shadow education secretary, has pledged to allow all schools to opt out of the national curriculum, while Gove himself has hinted this version may be the last of its kind.

Why, for goodness sake, do we even need a national curriculum? The national curriculum typifies the one-size-fits-all, Whitehall-knows-best approach to public service provision.