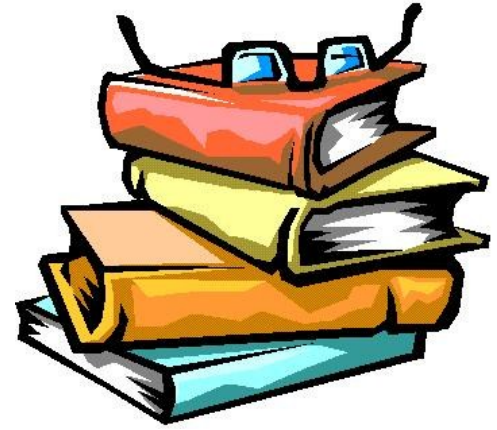


# English



## Spoken Language

### Key Stage 2

New emphasis on continual development of pupils' confidence and competence in spoken language and listening skills.

Regular opportunities to discuss and debate.

Participate in drama and reflect and respond to performances.

### Key Stage 3

Develop skills in working collaboratively with peers to discuss reading, writing and speech across the curriculum.

## Reading

### Key Stage 2

Read widely across both fiction and non-fiction.

Establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Read aloud and recite both plays and poetry, with an understanding of tone, emphasis and performance.

From Year 5, use their own knowledge of phonemes to decipher unknown words and ask for help to understand their meaning.

### Key Stage 3

Reading should be wide, varied and challenging.

Read whole books, in depth, for pleasure and for information.

## Writing

### Key Stage 2

New spellings have been introduced - this includes new words lists which pupils are expected to know and use.

Use fluent, legible and speedy handwriting.

Writing should take account of audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

### Key Stage 3

Develop their knowledge of and skills in writing,

## Spelling, Punctuation and Grammar

An increased knowledge of vocabulary

- relationships between words,
- understand nuances in meaning,
- develop their understanding of, and ability to use, figurative language.

Be able to clarify the meanings of unknown words and words with more than one meaning (Homophones specifically taught in Year 5).

An emphasis on using Standard English in both speaking and listening, with specific teaching of elements of grammar and punctuation at both Key stages.



# Maths

## Key Stage 2

Strong steer that the use of calculators should be restricted until late Key Stage 2.

Earlier and more challenging requirement for multiplication tables (pupils will be expected to know times tables up to 12 x 12 by the end of Year 4).

Clear expectations around written methods, in addition to mental methods.

Earlier and more challenging requirement for fractions and decimals.

Increased requirement for pupils to use formulae for volume and to calculate the area of shapes other than squares and rectangles.

Introduction to algebra.

## Key Stage 3

Probability and statistics are now set out separately. Raised expectations in probability.

Increased requirement for algebra, geometry and measures and ratio, proportion and rates of change.

Financial education has been reinforced with a renewed focus on problem solving..

Increased level of challenge around the theory of number by introducing prime numbers and surds.

# Science

## Key Stage 2

Strong focus on scientific knowledge and language.

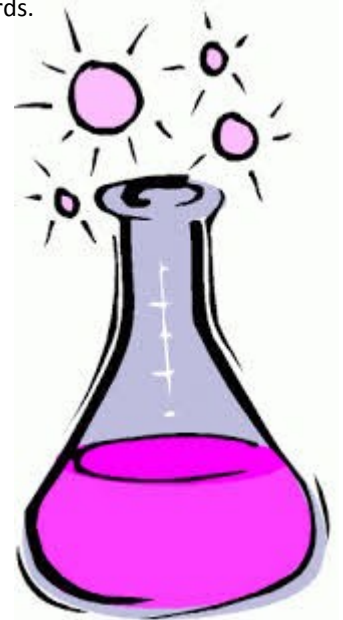
Evolution taught for the first time.

Understand the difference between primary and secondary sources.

Understand the difference between opinion and fact.

Understand how levers, pulleys and gears work.

Classify different groups of microbes based upon the similarities and differences



## Key Stage 3

Greater focus on knowledge rather than skills, although development of good investigative skills is still required.

Introduction to the role of the mitochondria in cells

In addition to knowing how animals and plants are adapted to their environment, there will be a requirement to know about the structural adaptations of unicellular organisms.

Greater depth of knowledge required on biomechanics.

Introduction to the role of bacteria in the digestive system.

Greater emphasis on the ways in which mineral nutrients are used by plants.

A requirement to measure lung volume whilst studying the breathing system.

Introduction to the role of stomata in gas exchange in plants.

Greater emphasis on the roles of notable scientists in discoveries about DNA and heredity.

Introduction to the roles of catalysts in chemical reactions.

Introduction to the principles underpinning the Mendeleev periodic table.

Greater emphasis on static electricity as a non contact force.

# Art

## Key Stage 2

Use a range of materials.

Develop techniques.

Use drawing, paint and sculpture to share ideas.

Learn about great artists and designers.

Develop techniques in colour, line and form.

Create and maintain sketch books.

## Key Stage 3

Use a range of multimedia techniques.

Study history of artistic, architectural and design movements.

## Key Stage 2

Computing replaces Information and Communication Technology.

Greater emphasis on programming rather than operating programs.

Understand computer networks including the internet.

E-safety mentioned at every Key Stage.

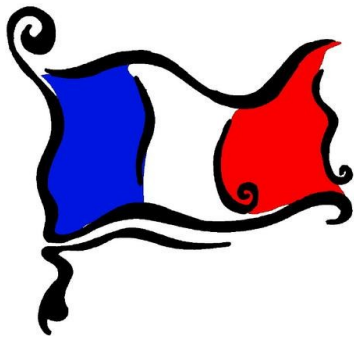
Complex instruction systems and variables covered in Key Stage 2.

## Key Stage 3

Code and solve practical computer problems.

# IT

# French



## Key Stage 2

Modern foreign language now mandatory in KS2.

Expected to write more from an earlier age.

Develop a sophisticated use of grammar.

Skills focus on sound-writing links (phonics), sentence-building and memorisation.

## Key Stage 3

Greater emphasis on translation into and from the target language.

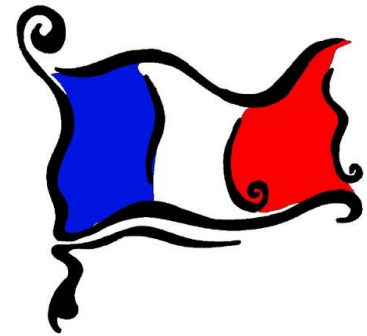
Develop grammatical knowledge and vocabulary.

Teach listening (for information and for accurate transcription).

Enable reading for understanding (and some authentic texts, including literary texts) and for cultural understanding /appreciation.

Teach learners to write creatively (i.e., from memory).

Develop speaking (spontaneously too) and with accurate pronunciation/intonation.



# P.E.

## Key Stage 2

Slimmed down programme of study.

KS2 includes discrete skills and in contexts of team games and competition.

Less focus on evaluation, focus moves to improving personal bests.

## Key Stage 3

Analyse past performances to improve.

Take part in competitive sport outside school.



# Music

## Key Stage 2

Slimmed down programme of study.

Musical elements (pitch, tempo, etc.) renamed as "inter-related dimensions".

Introduce staff and other notation.

Develop understanding of history of music.

## Key Stage 3

Extended use of tonalities, different types of scales and other musical devices



# History

## Key Stage 2

Reduced emphasis on methodology.

Reduced emphasis on diversity and culture.

Significant changes in KS2 breadth of study.

Victorians/Britain Since 1930 and Tudors removed.

Stone age added.

Romans, Anglo-Saxons and Vikings all required.

A non-European study must be included.

One period of study that stretches past 1066.

## Key Stage 3

Britain from 1066 to present day, including Empire, Victorian Britain, world wars, Cold War, creation of NHS.



# Geography

## Key Stage 2

Reduced emphasis on investigative Geography.

Increased focus on geographical knowledge.

Locate world countries; UK cities and regions.

Identify world features, e.g. poles, tropics, etc.

Comparison study in Americas and Europe.

Study climate, vegetation belts, land use, natural resources and trade links.

Use compass points and 6-figure grid references.

## Key Stage 3

Climate change and use of satellite technology

Comparison study of Africa and Asia



# Design and Technology

## Key Stage 2

The new KS2 Technology Curriculum is described under 4 main headings; design, make, evaluate and technical knowledge. The process of design remains largely unchanged although there is a greater focus on writing specifications before any design work takes place. This allows students to think more carefully about who the end user of the product will be. Evaluations tie in more closely with this and give more detailed and more product specific information. At OMS we are very lucky to have such great facilities and our KS2 students have the opportunity to use hand tools such as tri squares, hammers, coping saws, Tenon saws and hand drills. The food technology programme focuses on where food comes from, seasonality and healthy eating before students learn how to cook a variety of predominantly savoury dishes. Pupils are taught a range of techniques such as peeling, chopping, grating, mixing, spreading, kneading and baking.

## Key Stage 3

The main change in the programme of study is that students are asked to use their understanding of computing to programme, monitor and control their products. At OMS this is fulfilled in a systems and control project where pupils use raspberry pi's connected to Lego models.