

Introduction to Core Subjects in Primary Schools

Chapter 1: The National Curriculum

For more information about the revised National Curriculum in relation to the non-core foundation subjects and non-statutory subject guidelines, see 'Filling the Gaps' in this series

www.nc.uk.net/home.html

Chapter 2: Assessment, recording and reporting

www.qca.org.uk/ca/5-14/revised2000/edprim1a.asp

www.qca.org.uk/ca/5-14/revised2000/edprim1b.asp

Chapter 3: Other Adults in the Classroom

www.bcs.org.uk/educat/schools/adlthelp.htm

Chapters 4, 5 and 6: English, Mathematics and Science

www.nc.uk.net/servlets/Subjects?Subject=En;

www.nc.uk.net/servlets/Subjects?Subject=Ma;

This chapter explains where and when the National Curriculum applies and how it is structured. It draws your attention to the other statutory areas of the curriculum and to non-statutory areas that you may be asked to teach.

It lists the **general requirements** of the National Curriculum and stresses the need for you to consult the *National Curriculum Handbook for primary teachers in England* when planning your teaching.

This chapter deals with the fundamental questions asked by supply teachers and applies to all the core subjects. It deals with both statutory and non-statutory assessment and the types of assessment with which you may be involved. It also deals with recording pupils' achievements and suggests optional tasks and appropriate reading to help you increase your knowledge and understanding of assessment.

Support from other adults in the classroom can be invaluable. Many lessons have more than one professional involved, and adult helpers who are not teachers feature increasingly in many school arrangements. Clarity of role is essential. This short chapter deals with some of the key issues you need to consider to maximise the benefits of the additional support that other adults provide in the classroom.

In all these core subject chapters, the emphasis is on updating your skills and knowledge. Recent developments are dealt with as well as how the programmes of study, the *Framework for teaching literacy from Reception to Year 6*, the *Framework for teaching mathematics from Reception to Year 6* and the foundation stage curriculum are connected. The organisation of literacy and numeracy lessons is also discussed.

These chapters cover the core subjects. The non-core subjects are dealt with in much less detail in *Filling the Gaps* in this series. However, it must be stressed that the information provided here will not equip you with the necessary skills and knowledge you need to teach these subjects in primary schools. This material is designed to raise your awareness of some of the issues about which you may need to find out.