

Filling the Gaps is the fifth book in the *Self-study Materials for Supply Teachers*. The areas covered in this book are intended to ‘fill the gaps’ that are left by the other four books.

Chapter 1: The curriculum 3–19

The National Curriculum was established by the Education Reform Act in 1988. Section 1 gives a brief outline of what the requirements are for all state schools.

The introduction in September 2000 of a foundation stage for children aged three to the end of the reception year gives this important stage of education a distinct identity.

Section 2 includes information on what the *Curriculum guidance for the foundation stage* is and where you can access it to help you plan a range of appropriate learning activities to meet the diverse needs of children. It also deals with issues such as working with other adults in the classroom.

The National Curriculum was last revised in 2000. Sections 3, 4, 5 and 6 deal briefly with the revisions in each subject in key stages 1, 2, 3 and 4. They will direct you to the relevant sources you need to consult. Overall, the programmes of study are less prescriptive than formally. There are no longer separate requirements for different subjects and there is now a single set of teaching requirements for all subjects. There is greater coherence within subjects and between subjects, and with initiatives such as the National Strategies for literacy and numeracy. For example, each subject uses common headings across each key stage and the requirements for each subject are set out in a common format. There are new statutory statements for the *Use of language across the curriculum*, *Use of information and communication technology across the curriculum* and *Health and safety*.

Curriculum 2000 is the name given to the 16–19 curriculum that resulted from the changes made to advanced level qualifications from September 2000. The government introduced reforms to A levels, together with new vocational A levels and a Key Skills qualification. Section 7 deals with the new advanced level qualifications that give students a broader and more flexible education.

Chapter 2: Personal, social and health education and citizenship (PSHE)

There is a new non-statutory framework for PSHE and citizenship at key stages 1 and 2, and for PHSE at key stages 3 and 4, designed to promote consistency of teaching.

A new National Curriculum foundation subject in citizenship at key stages 3 and 4 will become statutory from August 2002.

PSHE and citizenship have been dealt with in more detail than the subjects that were revised in September 2000 (Chapter 1).

Chapter 3: information and communication technology (ICT)

ICT has increasing importance within the school curriculum. Not only does it support teaching and learning within other subjects but it is also a subject in its own right. Teachers working in the maintained sector have received training through *The New Opportunities Fund (NOF)* initiative. All teachers need to be sufficiently competent and confident in using ICT to secure progress in pupils' learning within the phase or subject they teach. This chapter deals with the knowledge and skills you should have or should aim to develop. It offers practical ideas and guides you to a range of resources that will help you improve your skills and knowledge including online tutorials.