

Subject time allocations from September 2019 – a proposal

In order to ensure that children benefit from a broad and balanced curriculum experience the following subject time allocations are recommended. These have been calculated on a 38 week school year (the school year is actually 39 weeks - 5 days are used for INSET).

The total number of hours in an academic year is **902.5**:

- 4.75 hours per day (9.00 to 10.00; 10.15 to 11.15; 11.30 to 12.15; 1.15 to 3.15)
- 23.75 hours a week (5 x 4.75)
- 902.5 hours in an academic year (38 x 23.75)
- There are only 902.5 hours available if things start and finish on time.

This proposal has been created with the intention of making progress in relation to the following perceived issues

- The morning = maths & English
- Science is a core subject: maths & English books are full; science books aren't!
- Lack of continuity in foundation subject learning (too long since we last did some!)
- Limited evidence in learning theme books
- Insufficient time for foundation subject leaders to evaluate exactly what is happening on the ground (implementation)
- Religious education & PHCSE are squeezed

Key information and guidance

- Significant change 1: the third session of the day: a focus on guided reading; fact finding; explanation; inference; evaluation; personal opinion . . . activities in science, history and geography: 3 days a week for all classes, apart from Year 6: 2 days a week
- Significant change 2: an increased expectation of more reading journal entries related to non-fiction, information texts
- Significant change 3: a dedicated and additional timetabled fortnightly science lesson of one hour duration that has a mathematics component (measuring; statistics; graphing)
- Significant change 4: a clearly stipulated expectation that some extended written work will emerge from geography and history learning theme work
- There is 'cross over', with cross-curricular coverage built into this proposal. For example, when pupils are doing guided reading in science, geography or history they are extending their knowledge in these disciplines, whilst also improving their reading skills. Similarly, when children are doing an hour of science on Friday mornings they will be applying their mathematical knowledge and skills
- Certain house events (reading; poetry recital; public speaking) are included in the English time allocation
- English and drama: 'real time' production rehearsal time is included in the English (and drama) time allocation
- Key Stage 2 – French takes time away from a subject (30 minutes). This has been factored in. In this proposal time has been taken from the maths allocation; it may be the case that time is taken away from the English allocation
- PHCSE is now referred to as personal development

- Some house events (Solve a Problem Week; Arts Week) appear within the learning themes time allocation
- There is always flexibility. All year groups are asked to create the timetable that works most efficiently for them, taking ownership and having autonomy, whilst pay lip service to this guidance.
- Timetable blocking is a perfectly acceptable approach, but pupils need regular 'exposure' to a subject in order to ensure learning continuity. *Do you remember geography? We did it in the first term, before Christmas, about 12 weeks ago!*
- Across the course of a year there should be a balanced time allocation between the four learning theme subject disciplines: art, design and technology, geography and history. Over the course of a two-year Key Stage a balanced time allocation should also be achieved
- Teaching assistants and learning support assistants should sometimes lead guided reading sessions for groups of 6 pupils
- Key Stage assemblies need to start on time and be shorter: pupils must be back in class by 11.35 am
- Pupils will engage best, and learn most, if they are involved in deep, satisfying learning. Remember that less is frequently more! Don't be beaten by 'the coverage dragon'?
- All teachers should look to review previous learning and continually connect learning together (linking what was learnt in one unit with what is being learnt in a new unit)
- To do this all teachers need to develop a clear idea about what has been taught previously
- In creating a high quality, dynamic, vibrant and well-rounded curriculum our aim is to create a coherently planned curriculum, sequenced towards cumulatively building upon pupils' existing knowledge and skills. A curriculum that enables pupils to develop sufficient knowledge and skills for future learning and employment
- Knowledge, concepts & overarching ideas must be a pupil's entitlement. Key concepts must be known by teachers, sequenced in planning & continually referred to. The curriculum must be demanding, not dumbed down
- The goal is coherence: a connected learning experience for pupils. The curriculum should work as a whole, with links and threads running through it- the various bits of the puzzle must be able to fit together
- Remember that intent (what we say we are doing) must be matched by implementation (what we actually do).

Key Stage 1

Subject	Actual allocated time	Proposed percentage	How these hours are made up
English (& drama)	<p>New 31 x 6.5 (+ 15 + 9 +10) 235.5 hours</p> <p>Previous 31 x 8.75 (+ 15) 286.25 hours</p> <p>Effectively 60 hours less a year</p>	<p>New 26.1%</p> <p>Previous 32.6%</p>	<ul style="list-style-type: none"> 31 weeks a year, 5 days a week – English lesson (60 mins). Plus 2 specifically English focused Literacy Activities per week (including guided reading) (2 x 45 mins – 11.30 to 12.15 session) 3 weeks a year are allocated to theme initiatives: On Camera; Arts Week; Solve a Problem Week; Theme Days; Harvest Festival/Carol Concert rehearsals: no discrete English or Literacy Activities sessions 3 weeks a year are allocated to 'Learning Theme Weeks': no discrete English or Literacy Activities sessions, but the potential for some writing in a foundation subject as part of this work Nominal 3 days per year have been taken off for class visits Nominal 2 days equivalent have been taken off for house events 15 hours a year has been given to storytime: (equates to 24 minutes a week) House events: Reading, Reading in a language other than English; Poetry Recital; Public Speaking: preliminary and finals: 9 hours Year 1 production; Year 2 production: 10 hours nominal fig. <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes or enrichment provision.</p>
Mathematics	<p>(16 x 5) (15 x 4)</p> <p>140 hours</p> <p>No change to previous time allocation</p>	<p>New & Previous 15.5%</p>	<ul style="list-style-type: none"> Every fortnight one of the daily mathematics lessons changes to a science lesson, with a strong mathematical component (measuring, statistics; graphing). Suggested day: Friday. 5 days a week, 16 weeks a year – Mathematics lesson (60 mins) 4 days a week, 15 weeks a year - Mathematics lesson (60 mins) 3 weeks a year: 'Learning Themes Week': no discrete mathematics lesson, but some application of mathematics in a foundation subject is possible Nominal 3 days taken off for class visits Nominal 2 days taken off for house events <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes, or enrichment provision.</p>
Science	<p>New 104.75 hours (16 x 2); (15 x 3) (31 x 0.75) = 4.5</p> <p>Previous 92 hours (16 x 2) (15 x 3) 15 for Scientists on C.</p>	<p>New 11.6%</p> <p>Previous 10.5%</p>	<ul style="list-style-type: none"> 2 hours a week for 16 weeks An extra 1 hour session a week (every second week) for 15 weeks: 3 hours that week Guided reading: a science information book - once a week: 11.30 to 12.15 (45 mins) 1 dedicated science day (whole day a year): 4.5 hours <p>Effectively 10 hours more per year</p>
Learning themes 4 subjects Art	<p>(31 x 2) Guided Reading: 46.5 40: theme initiative 3 x 20 Learning Theme Weeks 14.25 class visits</p>	<p>New 24.7%</p> <p>Previous 19.4%</p>	<ul style="list-style-type: none"> 2 hours a week for 31 weeks 2 guided reading sessions a week: one geography information book; one history information book: 31 weeks x (0.75 x 2) 2 weeks a year: Theme Initiative (Arts Week; Solve a Problem Week; On Camera): (broadly 40 extra hours @ 20 hrs @ wk.) 3 weeks a year 'Learning Themes Week': (3 x 20 extra hours)

Design & Technology Geography History	New 222.75 hours Previous (2 x 31) + 38 + (3 x 19) + (3 x 4.5) 170.5 hours		<ul style="list-style-type: none"> Class visits considered as learning themes time (3 days per year: 14.25 hours) There is significant scope to develop reading and writing skills within geography and history learning themes work. There is also scope to develop apply mathematics skills in geography work <p>Effectively 47.8 hours more a year</p>
Computing	New 1 hour x 37 weeks (+ 3) 40 hours Previous 28.5 hours	New 4.1% Previous 39 x 0.75 3.2%	<ul style="list-style-type: none"> One 1 hour lesson per week: 37 x 1 (not during Arts Week; all other weeks) One visit to the Connected Learning Centre: 3 hours <p>Effectively 10.8 hours more a year</p>
Religious Education	38 x 0.5 hrs equivalent 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 6 units a year: (5 of 3 hours duration; 1 of 4 hours duration). This time includes visits to sacred places.
Music	1 hr x 38 weeks New & previous 38 hours	New & previous 4.2%	<ul style="list-style-type: none"> 1 hour a week for 38 weeks a year (including Arts Week)
Physical Education	(2 hours a week x 38) + 9 + 5 90 hours	New & previous 10.0%	<ul style="list-style-type: none"> Meets statutory guidance of 2 hours provision per week 3 days in Summer Term (Sports Focus Days) – nominal 9 additional hours House events – nominal 5 hours
Personal Development	38 x 0.5 hrs 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 5 units a year: (5 of 3 hours duration; plus 4 available hours to deal with issues as they arise)

- Note: Friday assembly (2.30 to 3.15 pm): 38 weeks a year (38 x 0.75): 28.5 hours (3.1%)

Key Stage 2 (Years 3 to 5)

Subject	Actual allocated time	Proposed percentage	How these hours are made up
<p style="text-align: center;">English (& drama)</p>	<p style="text-align: center;">New 31 x 6.5 (+ 15 + 9) 225.5 hours Previous 31 x 8.75 (+ 15) 286.25 hours Effectively 68.6 hours less a year</p>	<p style="text-align: center;">New 25% Previous 32.6%</p>	<ul style="list-style-type: none"> • 31 weeks a year, 5 days a week – English lesson (60 mins) • Plus 2 specifically English focused Literacy Activities per week (including guided reading) (45 mins – 11.30 to 12.15 session) • 3 weeks a year: Theme Initiatives: On Camera; Arts Week; Solve a Problem Week; Theme Days; ; Harvest Festival/Carol Concert rehearsals: no discrete English or Literacy Activities sessions • 3 weeks a year ‘Learning Theme Weeks’: no discrete English or Literacy Activities sessions, but the potential for some writing in a foundation subject as part of this work • Nominal 3 days per year taken off for class visits • Nominal 2 days equivalent taken off for house events • 15 hours a year given to story time/ spelling: equates to 24 mins a week • House events: Reading, Reading in a language other than English; Poetry Recital; Public Speaking: preliminary and finals: 9 hours <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes or enrichment provision.</p>
<p style="text-align: center;">Mathematics</p>	<p style="text-align: center;">(16 x 5) (15 x 4) Minus 15.5: French 124.5 hours No change to previous time allocation</p>	<p style="text-align: center;">New 13.8% Previous 15.5%%</p>	<ul style="list-style-type: none"> • Every fortnight one of the daily mathematics lessons changes to a science lesson with a strong mathematical component (measuring, statistics). Suggested day: Friday. • 5 days a week, 16 weeks a year – Mathematics lesson (60 mins) • 4 days a week, 15 weeks a year - Mathematics lesson (60 mins) • Subtract 0.5 hour French lesson each week: 31 weeks: 15.5 hours • 3 weeks a year ‘Learning Themes Week’: no discrete mathematics lesson, but some application of mathematics in a foundation subject possible • Nominal 3 days taken off for class visits • Nominal 2 days taken off for house events <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes, or enrichment provision.</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">New 104.75 hours (16 x 2) (15 x 3) (31 x 0.75) = 4.5 Previous 92 hours (16 x 2) (15 x 3) 15 for Scientists on C.</p>	<p style="text-align: center;">New 11.6% Previous 10.5%</p>	<ul style="list-style-type: none"> • 2 hours a week for 16 weeks • An extra 1 hour session a week (every second week) for 15 weeks: 3 hours that week • Guided reading: a science information book - once a week: 11.30 to 12.15 (45 mins) • 1 dedicated science day (whole day a year): 4.5 hours <p style="text-align: center;">Effectively 10 hours more per year</p>
<p style="text-align: center;">Learning themes 4 subjects Art Design & Technology</p>	<p style="text-align: center;">New (31 x 2) Guided Reading: 31.75 40: theme initiative 3 x 20 Learning Theme Weeks 14.25 class visits</p>	<p style="text-align: center;">New 24.7% Previous 19.4%</p>	<ul style="list-style-type: none"> • 2 hours a week for 31 weeks • 1 guided reading sessions a week: either a geography information book or a history information book: 31 weeks x (0.75 per week) • 2 weeks a year: Theme Initiative (Arts Week; Solve a Problem Week): (broadly 40 extra hours @ 20 hrs @ wk.) • 3 weeks a year ‘Learning Themes Week’: (3 x 20 extra hours) • Class visits considered as learning themes time (3 days per year: 14.25 hours)

Geography	New 222.75		<ul style="list-style-type: none"> There is significant scope to develop reading and writing skills within geography and history learning themes work. There is also scope to develop apply mathematics skills in geography work
History	Previous (2 x 31) + 38 + (3 x 19) + (3 x 4.5) 170.5 hours		Effectively 58.7 hours more a year
Computing	New 1 hour x 37 weeks (+ 3) 40 hours Previous 28.5 hours	New 4.4% Previous 39 x 0.75 3.2%	<ul style="list-style-type: none"> One 1 hour lesson per week: 37 x 1 (not during Arts Week; all other weeks) One visit to the Connected Learning Centre: 3 hours
Religious Education	38 x 0.5 hrs equivalent 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 6 units a year: (5 of 3 hours duration; 1 of 4 hours duration). This time includes visits to sacred places.
Music	1 hr x 38 weeks New & previous 38 hours	New & previous 4.2%	<ul style="list-style-type: none"> 1 hour a week for 38 weeks a year (including Arts Week)
Physical Education	(2 hours a week x 38) + 9 + 5 93 hours	New & previous 10.3%	<ul style="list-style-type: none"> Meets statutory guidance of 2 hours provision per week 3 days in Summer Term (Sports Focus Days) – nominal 9 additional hours House events – nominal 5 hours Year 4 (Autumn) and Year 5 (Spring) swimming
Personal Development	38 x 0.5 hrs 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 5 units a year: (5 of 3 hours duration; plus 4 available hours to deal with issues as they arise)
French	38 x 0.5 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> One session per week: 0.5 hours

- Note: Year 3 Friday assembly (2.30 to 3.15 pm): 38 weeks a year (38 x 0.75): 28.5 hours (3.1%)
- Note: Year 4 Friday assembly (2.30 to 3.15 pm): 23 weeks a year (32 x 0.75): 17.2 hours (1.9%); Friday swimming: 15 weeks x 2 hours: 30 hours – 3.3%
- Note: Year 5 Friday assembly (2.30 to 3.15 pm): 26 weeks a year (26 x 0.75): 19.5 hours (2.2%); Friday swimming: 12 weeks x 2 hours: 24 hours – 2.6%

Key Stage 2 (Year 6)

Subject	Actual allocated time	Proposed percentage	How these hours are made up
<p style="text-align: center;">English (& drama)</p> <p>Effectively 40.6 hours less a year</p>	<p style="text-align: center;">New 31 x 7.25 (+ 20 + 9) 253.75 hours</p> <p style="text-align: center;">Previous 31 x 8.75 (+ 15) 286.25 hours</p>	<p style="text-align: center;">New 28.1%</p> <p style="text-align: center;">Previous 32.6%</p>	<ul style="list-style-type: none"> • 31 weeks a year, 5 days a week – English lesson (60 mins) • Plus 3 specifically English focused Literacy Activities per week (including guided reading) (45 mins – 11.30 to 12.15 session) • 3 weeks a year: Theme Initiatives: On Camera; Arts Week; Solve a Problem Week; Theme Days: no discrete English or Literacy Activities sessions • 3 weeks a year ‘Learning Theme Weeks’; ; Harvest Festival/Carol Concert rehearsals:: no discrete English or Literacy Activities sessions, but the potential for some writing in a foundation subject as part of this work • Nominal 3 days per year taken off for class visits • Nominal 2 days equivalent taken off for house events • 20 hours a year given to the end of Year 6 production • House events: Reading, Reading in a language other than English; Poetry Recital; Public Speaking: preliminary and finals: 9 hours <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes or enrichment provision.</p>
<p style="text-align: center;">Mathematics</p>	<p style="text-align: center;">(16 x 5) (15 x 4) Minus 15.5: French 124.5 hours</p>	<p style="text-align: center;">New 13.8%</p> <p style="text-align: center;">Previous 15.5%%</p>	<ul style="list-style-type: none"> • Every fortnight one of the daily mathematics lessons changes to a science lesson with a strong mathematical component (measuring, statistics). Suggested day: Friday. • 5 days a week, 16 weeks a year – Mathematics lesson (60 mins) • 4 days a week, 15 weeks a year - Mathematics lesson (60 mins) • Subtract 0.5 hour French lesson each week: 31 weeks: 15.5 hours • 3 weeks a year ‘Learning Themes Week’: no discrete mathematics lesson, but some application of mathematics in a foundation subject possible • Nominal 3 days taken off for class visits • Nominal 2 days taken off for house events <p>Please note that this does not include any additional learning taking place before school officially starts, at 9 am, any work during assembly time, booster classes, or enrichment provision.</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">New 104.75 hours (16 x 2) (15 x 3) (31 x 0.75) = 4.5</p> <p style="text-align: center;">Previous 92 hours (16 x 2) (15 x 3) 15 for Scientists on C.</p>	<p style="text-align: center;">New 11.6%</p> <p style="text-align: center;">Previous 10.5%</p>	<ul style="list-style-type: none"> • 2 hours a week for 16 weeks • An extra 1 hour session a week (every second week) for 15 weeks: 3 hours that week (there will be some mathematics in these extra sessions every fortnight) • Guided reading: a science information book - once a week: 11.30 to 12.15 (45 mins) • 1 dedicated science day (whole day a year): 4.5 hours <p style="text-align: center;">Effectively 10 hours more per year</p>
<p style="text-align: center;">Learning themes</p> <p style="text-align: center;">4 subjects Art</p> <p style="text-align: center;">Design & Technology</p>	<p style="text-align: center;">New (31 x 2) Guided Reading: 46.5 40: theme initiative 3 x 20 Learning Theme Weeks 14.25 class visits</p>	<p style="text-align: center;">New 24.7%</p> <p style="text-align: center;">Previous 19.4%</p>	<ul style="list-style-type: none"> • 2 hours a week for 31 weeks • 2 guided reading sessions a week: one geography information book; one history information book: 31 weeks x (0.75 x 2) • 2 weeks a year: Theme Initiative (Arts Week; Solve a Problem Week): (broadly 40 extra hours @ 20 hrs @ wk.) • 3 weeks a year ‘Learning Themes Week’: (3 x 20 extra hours) • Class visits considered as learning themes time (3 days per year: 14.25 hours)

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History	Previous (2 x 31) + 38 + (3 x 19) + (3 x 4.5) 170.5 hours		Effectively 58.7 hours more a year
Computing	New 1 hour x 37 weeks (+ 3) 40 hours Previous 28.5 hours	New 4.4% Previous 39 x 0.75 3.2%	<ul style="list-style-type: none"> One 1 hour lesson per week: 37 x 1 (not during Arts Week; all other weeks) One visit to the Connected Learning Centre: 3 hours
Religious Education	38 x 0.5 hrs equivalent 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 6 units a year: (5 of 3 hours duration; 1 of 4 hours duration). This time includes visits to sacred places.
Music	1 hr x 38 weeks New & previous 38 hours	New & previous 4.2%	<ul style="list-style-type: none"> 1 hour a week for 38 weeks a year (including Arts Week)
Physical Education	(2 hours a week x 38) + 9 + 5 93 hours	New & previous 10.3%	<ul style="list-style-type: none"> Meets statutory guidance of 2 hours provision per week 3 days in Summer Term (Sports Focus Days) – nominal 9 additional hours House events – nominal 5 hours Year 6 swimming (Summer)
Personal Development	38 x 0.5 hrs 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> This time to be blocked . For example: 5 units a year: (5 of 3 hours duration; plus 4 available hours to deal with issues as they arise)
French	38 x 0.5 19 hours	New & previous 2.1%	<ul style="list-style-type: none"> One session per week: 0.5 hours

- Note: Year 5 Friday assembly (2.30 to 3.15 pm): 26 weeks a year (26 x 0.75): 19.5 hours (2.2%); Friday swimming: 12 weeks x 2 hours: 24 hours – 2.6%