



Cornerstone
Academy Trust

Curriculum Objectives



English

Spoken Language

Children will be taught to . . .

- listen to statements made by adults and classmates, respond appropriately; ask relevant questions to clarify knowledge, to expand their knowledge and take opportunities to learn new vocabulary across all subjects
- explain what their opinions are and why they hold them; maintain attention and participate actively in short collaborative conversations, stay on topic and respond to comments
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- use spoken language to develop understanding through speculating, predicting, imagining and exploring ideas (to a level appropriate to age)
- speak audibly, with developing fluency and an increasing command of Standard English; participate in class discussions, role play, improvisations, presentations such as student voice, performances in the studio and to a live audience,
- attempt to gain the interest of the listener(s) and begin to think about the opinions and views of others; to be aware of formal & informal manners of speaking to an age appropriate level (registers of communication).

Reading

Word Reading

Children will be taught to . . .

- apply phonic knowledge and skills as the route to decode words
- be confident in the recall of ReadWrite Inc. sound sets 1, 2 & 3.
- read both real and pseudo words accurately by decoding and blending sounds in unfamiliar words containing GPCs that have been taught
- read common red words (sight vocabulary), noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings and read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words and re-read work to gain extra levels of meaning.



Reading

Reading - Comprehension

Engagement in group and class reading

Children will be taught to . . .

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and will link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases
- have knowledge of rhymes with repetitive patterns and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- have experience of basic textual documents such as signs and lists. They will also have experience of basic information texts (reports, recounts and dictionaries)

Independent reading

Children will be taught to . . .

- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correct inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done and predict what might happen on the basis of what has been read so far
- participate in discussions about what is read to them, taking turns and listening to what others say and explain clearly their understanding of what is read to them



Writing

Spelling

Children will be taught to . . .

- spell words containing each of the 40+ phonemes already taught and common exception words, such as the days of the week
- name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; use the prefix *un-* and use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as suggested by ReadWrite Inc.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Children will be taught to . . .

- sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing them in the right place; form capital letters and forms digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Grammar

Children will be taught to . . .

- leave spaces between words
- join words and clauses; begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; use capital letters for names of people, places, the days of the week, and the personal pronoun ‘I’
- the grammar appropriate to year 1 (as stated by the NC) and use the grammatical terminology in **English Appendix 2** in discussing their writing

Composition

Children will be taught to . . .

- write sentences by saying out loud what they are going to write about; compose a sentence orally before writing it; sequence sentences to form short narratives and re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher.



Maths

Number and place value

Children will be taught to . . .

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens and develop a recognition of patterns in the number system (eg odd and even numbers)
- identify one more and one less
- identify and represent numbers using objects and pictorial representations including a number line, and use the language of: equal to, more than, less than (fewer than), most, least
- read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

Children will be taught to . . .

- read write and interpret mathematical statements involving addition (+) and subtraction (-) and equals signs (=) and use related vocabulary (eg take away, difference)
- represent and use number bonds and related subtraction facts within 20
- use mental methods to add and subtract one-digit and two digit numbers to 20 including zero
- solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Number – multiplication and division

Children will be taught to . . .

- solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- make connections between arrays, number patterns, and counting in twos, fives and tens.
- use mental methods to solve simple problems explaining methods and reasoning orally (eg doubling/halving)

Number – Fractions

Children will be taught to . . .

- recognise, name and find a half as one of two equal parts of an object, shape or quantity
- recognise, name and find a quarter as one of four equal parts of an object, shape or quantity



Measurement

Children will be taught to . . .

Compare, describe and solve practical problems for:

- length and height (eg long/short, longer/shorter, tall/short, taller/shorter, double/half)
- mass/weight (eg heavy/light, heavier than/lighter than)
- capacity and volume (eg full/empty, more than/less than, half full, quarter)
- time (eg quicker, slower, earlier, later)

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure a length, mass or capacity
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language (eg before, after, next, today, yesterday, tomorrow, morning afternoon, evening)
- recognise language relating to dates, including days of the week, weeks, months, years
- tell the time to the nearest hour and half past the hour

Geometry

Children will be taught to . . .

- recognise the name of common 2-D and 3-D shapes
- use everyday language to describe properties and positions of 2D and 3D shapes
- describe position, direction and movement, including whole, half, quarter and three quarter turns



Science

Work Scientifically

Children will be taught to . . .

Plan

- ask simple questions and recognise that they can be answered in different ways

Children will be taught to . . .

Do

- observe closely, using simple equipment
- perform simple tests
- identify and classify
- gather and record data to help in answering questions

Children will be taught to . . .

Review

- use their observations and ideas to suggest answers to questions

Biology

Plants

Children will be taught . . .

- to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- to identify and describe the basic structure of a variety of common flowering plants, including trees
- about animals, including humans
- to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- to identify and name a variety of common animals that are carnivores, herbivores and omnivores
- to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Chemistry

Everyday Materials

Children will be taught to . . .

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Physics

Seasonal Changes

Children will be taught to . . .

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies



History

Children will be taught...

Historical Era – Ancient Wonders

- Ancient Egypt
- modern 7 Wonders

A Local Historical Study – Tudors

- Tudor Houses
- Tudor lifestyle
- how did they travel in Tudor times?
- medicine in Tudor times
- look at chronology and where Tudors are in history compared to Ancient Egypt

A theme in British History that extends pupils' chronological knowledge – Travel through time

- enquiry question: “has transport changed for the better?”
- investigate the different modes of transport throughout history
- continue to look at Chronology and what comes before and what comes after specific events - timeline



Geography

Children will be taught...

Human Geography – Where I live

- explain the route that is taken to get to school
- make comparisons between features of different places
- explain the order an address is written

Physical Geography – Looking at the world/ Farming

- name the world's Seven Continents and Five Oceans
- locate hot and cold areas of the world by looking at the Equator
- identify different weather types and how they are useful or hinder the growing of crops
- geographical similarities and differences
- where can food grow?

Geographical Skills – Map Reading

- use world maps, atlases, globes and pc maps to locate continents, countries and oceans
- use simple compass directions (N,E,S,W)



RE

Children will be taught...

Understanding Others

- understand that there are people different from ourselves.
- comparing similarities and differences between our culture and others.
- explore the concept of fairness - is it ok to be different? Do we all deserve the chance to be ourselves?
- **link with:** Looking at the World

Learning about Religion – What do people say about God?

- introduce some of the beliefs people hold (inc. Judaism, Islam, Sikhism, Christianity, Hinduism and Buddhism).
- recognise some of the groups to which they belong in their home and school life and what makes these groups special.
- name some of the religious texts associated with these religions.
- **link with:** Looking at the World



Computing

Children will be taught...

Digital Literacy & Online Safety: Documentary Making

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Information Technology: PowerPoint & Yammer

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Coding (Computer Science): Growing, Animation and Scratch

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Music

Children will be taught to . . .

- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music



Art

Children will be taught to . . .

- develop painting: watercolours, water based paints
- know the primary colours and make secondary colours
- work with a range of scales
- use different brush sizes
- create textural effects with thickened paint, clocking in colour, slashes etc.
- Celebrate others work and say what they like and don't like
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work to develop in the future

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art' using *illustration* as a stimulus for creativity

Ancient Egypt

- the children look at the natural flora and fauna themes in Egyptian art, inspired the Nile. Children discover the nature growing around our rivers and explore ways to represent it using the Egyptian artistic rules using a range of mediums. Each child develops their motif into a finished work which contributes towards a whole class banner made from natural fabrics reminiscent of papyrus
- children create- Site specific art using the principles found in *Anthony Gormley* and *Cristo*
- children learn about the process of making papyrus paper and make their own paper in class using paper pulp and a silk frame

Frozen planet

- Aurora Borealia art using wax resist methods.
- children create 'frozen planet' mobiles/hoops representing the colours and shapes found in the experience of icicles and snowflakes.
- children will collect and manipulating materials, selecting from a range of materials and cutting and attaching shapes and adornments



PE

Children will be taught to . . .

- master basic movements including running, jumping, throwing and catching, while developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings
- understand how society works and the rights and responsibilities involved
- develop good relationships with other members of the school and the wider community
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy
- develop positive learning behaviours



Design & Technology

Eggy Challenge — Create a Buggy Car

Children will be taught to...

- design appealing buggies based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing and computing
- use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]
- use a wide range of materials and components, including construction materials and textiles, according to their characteristics
- explore and discuss a range of existing products
- evaluate their ideas and products against design criteria
- build structures
- explore and use wheels and axels in their products.

Sea Explorer Diaries—Creating tropical fruit punch

Children will be taught to...

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from



MFL (Spanish)

Project My Family

- to count to 20
- to know a range of basic conversation (age, where do you live, birthday)
- colours (+purple, pink, orange, grey, brown)
- months of the year
- family members (+aunt, uncle, grandma, grandad)
- pets

Children will be taught to....

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words



Outdoor Learning

Children will be taught to...

- Identify some trees and plants in the Forest School Site
- Identify risks in the Forest School site and how we can overcome them.
- Identify the risks and benefits of using fire
- Use fire to make a hot drink
- Use tools to make specific items during Forest School – use drill bits to make forest cookies and pixie telescopes
- Grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Frozen Planet:** Pupils will learn about the animals, habitats and weather conditions at the coldest regions of the planet. They will produce documentaries about the Frozen Planet to share with their parents and classmates
- **Tudor Pop-Up Books:** Pupils will create pop-up books about the Tudors. These books will include factual information and fictional writing based in the Tudor times
- **GCP - Growing Project:** In teams pupils will learn about growing plants local to their community. They will experiment to find the best method for growing their plant and then collaborate to grow the best plant they can. They will share their understanding of growing with a school from another country



Number – multiplication and division

Children will be taught to . . .

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- understand the operation of multiplication as repeated addition or as describing an array
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- know and use halving as the inverse of doubling
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

Children will be taught to . . .

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$