



Cornerstone
Academy Trust

Curriculum Objectives



English

Spoken Language

Children will be taught to . . .

- ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- explain what their opinions are and why they hold them, giving evidence in ***an increasingly articulate manner***; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- maintain attention and participate actively in collaborative conversations such as working together on a curriculum activity, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (to a level appropriate to age)
- speak clearly and audibly and fluently with an increasing command of Standard English; participates in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s); consider and evaluates different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication

Reading

Word Reading

Children will be taught to . . .

- apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet
- read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Reading

Reading Comprehension

Engagement in group and class reading

Children will be taught to . . .

- listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retells some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]

Independent reading

Children will be taught to . . .

- check that the text makes sense to them, discuss their understanding and explains the meaning of words in context; ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarises these
- identify how language, structure, and presentation contribute to meaning



Writing

Spelling

Children will be taught to . . .

- use prefixes and suffixes and understand how to add them (see English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Children will be taught to . . .

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Grammar

Children will be taught to . . .

- extend sentences with more than one clause by using a wide range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense; chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials with commas
- use the possessive apostrophe with plural nouns; use and punctuate direct speech
- use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



Writing

Composition

Children will be taught to . . .

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discuss and record ideas
- compose sentences orally (including dialogue), progressively building a varied and rich vocabulary using an increasing range of sentence structures
- organise paragraphs around a theme; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- create settings, characters and a plot (during narrative writing)
- evaluate and edit by assessing the effectiveness of their own and others' writing by suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Maths

Number – Number and place value

Children will be taught to . . .

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number – addition and subtraction

Children will be taught to . . .

- add and subtract mentally a 'near multiple of 10' to or from a 2 digit number
- add and subtract numbers mentally, including:
 - A three-digit number and ones
 - A three-digit number and tens
 - A three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
- know by heart all addition and subtraction facts to 20
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction



Number – multiplication and division

Children will be taught to . . .

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (including know by heart 2, 5, 10 multiplication facts)
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to objects.
- understand division and to recognise that division is the inverse of multiplication

Number – Fractions

Children will be taught to . . .

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$)
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above



Measurement

Children will be taught to . . .

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks]

Geometry – Properties of shapes

Children will be taught to . . .

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Geometry – Statistics

Children will be taught to . . .

- gather, interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables



Science

Work Scientifically

Plan

Children will be taught to . . .

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests

Do

Children will be taught to . . .

- make systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Review

Children will be taught to . . .

- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



Biology

Plants

Children will be taught to . . .

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals, including humans

Children will be taught to . . .

- identify that animals, including humans, need the right types of and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement



Chemistry

Rocks

Children will be taught to . . .

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Physics

Light

Children will be taught to . . .

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change

Forces and Magnets

Children will be taught to . . .

- compare how things move on different surfaces
- notice that some forces need contact between two objects but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others.
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing



History

Children will be taught...

A Historical Era – Mayan Culture

- enquiry question “who were the Mayans and when did they live?”
- explore Mayan culture: codes, calendar, counting systems and temples
- investigate the sacred nature of Mayan crops, such as maize and chocolate

A Local Historical Study – Roman Empire

- explore the Roman Empire at the height of its power
- understand the influence of the Romans on Britain
- explore the British resistance of Rome and Hadrian’s Wall
- trip: Roman Wall

A theme in British History that extends pupils’ chronological knowledge

- “Which invention has changed our lives the most?”
- investigate famous inventions and inventors throughout History – recording research into Sway and OneNote



Geography

Children will be taught...

Human Geography – Region Comparison

- understand geographical differences and similarities through the study of human features in these regions: United Kingdom, Italy, Central America

Physical Geography – Region Comparison

- understand geographical differences and similarities through the study of physical features in these regions: United Kingdom, Italy, Central America
- locate hot and cold areas of the world by locating the equator

Geographical Skills – Map Reading and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe studied features
- fieldwork and observational skills to compare the school grounds with the studied regions across the world
- ensure to locate human and physical geographical features in the local environment



RE

Children will be taught...

British Council Themes for “Global Citizens” – Identity and Belonging

- explore the concept of social identity –the identities they have and how the groups they belong to inform those identities
- gain an appreciation and understanding of global cultures
- the theme brings an awareness and respect for diversity.

Learning about Religion – How significant are symbols to faith?

- explore and handle some of the items of significance used in religious worship and lifestyle, exploring how they are used
- compare how important symbols are within the six core religions
- understand some of the similarities and differences between religions



Computing

Children will be taught ...

Digital Literacy & Online Safety: E-Safety Song

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Information Technology: Email & Skype

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Coding (Computer Science): Science Invention Scratch

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



MFL (Spanish)

Project: School Life

- to count to 50
- to hold a conversation about themselves (including topics from previous years)
- sizes (short, long, thin etc.)
- food and drink (meals, fruits, vegetables, fruits, groceries)
- healthy lunch boxes
- transport
- subjects in school
- places in school

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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing



Music

Children will be taught to . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Art

Children will be taught to . . .

- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Make marks with a wide range of drawing implements eg: charcoal pencil, crayon, pastels pens etc.
- Experiment with ways in which texture and detail can be added to drawings Mono-printing to develop mark making in drawing
- create printing blocks using a relief or impressed method
- create repeating patterns
- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

Killerton Christmas tree Decorations: Wind and the Willows

- Children design and create decorations to adorn the tree in the chapel

Romans

- the children use clay to create tiles. They press on a chosen symbol to represent an Olympic sport and use *scraffito* and underglaze to create the design

Art Exhibition

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



PE

Children will be taught to . . .

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming

- swim competently, confidently and efficiently over a distance of at least 25 metres
- use a range of strokes effectively, including front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

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

Children will be taught...

Mayans & Romans—Cooking Healthy Meals from other cultures

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Harvest—Creating a Class Quilt

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities

Light—Creating a shadow puppet show

- generate, develop, model and communicate their ideas through discussion and annotated designs

Forest School

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, levers and linkages]

Eggy Challenge—Build a Boat

- use research and design criteria to inform the design of functional, appealing products that are fit for purpose
- investigate and explore a range of existing products
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes
- understand how key events and individuals in design and technology have helped shape the world



Outdoor Learning

Children will be taught to..

Prepare for surviving in the outdoors during Forest School sessions

- learning how to tie different knots and understand their specific uses
- use knives to make tent pegs for their dens
- use knots to make a den to protect themselves
- light small 5 minute controlled fires
- first aid techniques

Residential

- to experience a residential for the first time
- develop their team – working and collaborative skills away from the school environment
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Shadow Puppet Performance:** Pupils will learn about light, dark and shadow in creating a shadow puppet performance to perform in front of their class mates.
- **'Contraptions For Travel' Exhibition:** Pupils will work collaboratively to put on an exhibition showcasing methods of transport throughout the ages.
- **GCP - Art Project:** Pupils will learn about Art and Architecture local to their community and country. They will work in teams to produce a piece of art work depicting an architecturally iconic building in an art style locally recognised. They will also share these pieces with another country and compare art and architectural styles.