



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; participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s); consider and evaluate 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

Engagement in group and class reading

Children will be taught to . . .

- listen to 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
- is beginning to 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 explain the meaning of words in context; ask questions to improve their understanding of a text
- draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence; predicts 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)
- spells further homophones
- spells words that are often misspelt (English Appendix 1)
- places 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



Writing

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; choose 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 punctuates direct speech
- use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

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, use 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, use appropriate intonation and controlling the tone and volume so that the meaning is clear



Maths

Number and Place Value

Children will be taught to . . .

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers and decimals
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

Number – addition and subtraction

Children will be taught to . . .

- add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- use mental recall of addition and subtraction facts to 20 (although I think we should change this to 100)
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why



Number – multiplication and division

Children will be taught to . . .

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number – fractions (including decimals)

Children will be taught to . . .

- recognise and show, using diagrams, families of common equivalent fractions including that several parts make a whole
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator and recognise mixed numbers (fractions)
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places



Measurement

Children will be taught to...

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- begin (although perhaps should say continue to.... to understand standard and non-standard metric units of length, capacity and mass
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry – Properties of shapes

Children will be taught to . . .

- compare and classify regular and irregular geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – Position and direction

Children will be taught to . . .

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Geometry – Statistics

Children will be taught to . . .

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



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

Animals, including humans

Children will be taught to . . .

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Living things and their habitats

Children will be taught to . . .

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Chemistry

States of Matter

Children will be taught to . . .

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



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Physics

Sound

Children will be taught to . . .

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and strength of the vibrations that produce it
- recognise that sounds get fainter as the distance from the sound source increases

Electricity

Children will be taught to . . .

- identify common appliances that run on electricity
- construct a simple series circuit identifying and naming its basic parts and their purposes, including cells, wires, bulbs, switches and buzzers
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors



History

Children will be taught...

A Historical Era – Viking and Anglo-Saxon Britain

- how the Roman's fell from Britain in 410AD
- Britain's settlement by the Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1066)

A Local Historical Study – Victorian Britain

- explore everyday life in Victorian times and how it differs from contemporary living
- understand the important role of Industrial Revolution and the British Empire
- explore the role of women and children in the Victorian era
- using Y3 knowledge, investigate the key inventions of this era
- **GCP:** Photograph local buildings from the Victorian era

A theme in British History that extends pupils' chronological knowledge

- enquiry question: "What would the world be like today without these women?"
- investigate famous and important women within History – recording research into Sway and OneNote



Geography

Children will be taught...

Human Geography – Climate

- how to locate countries on a world map, concentrating on their key human features and major cities

Physical Geography – Climate

- locate world countries concentrating on their environmental regions, the climate of these areas and key physical features
- describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts
- identify daily weather patterns in the UK

Geographical Skills – Map Reading

- identify the position of latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of Capricorn and Cancer, Arctic and Antarctic circles and Greenwich time zones
- use the 8 points of a compass and 4 and 6 figure grid references to build their knowledge of the United Kingdom and the wider world



RE

Children will be taught...

British Council Themes for “Global Citizens” – Sustainable Living

- become more eco-aware and informed about sustainability.
- what causes climate change?
- how can we be more environmentally aware?
- this theme encourages students to think about what causes climate change and how we can be more ecologically and environmentally aware

Learning about Religion – Does worship have to happen in a special place?

- explore the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- recognising that shared feelings are part of worship
- understand how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities



Computing

Children will be taught to...

Digital Literacy & Online Safety: Story

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

Information Technology: Sway, TV Studio & Yammer

- 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): Kingfisher and Micro:Bit

- 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: Holidays

- Numbers to 100
- To hold a conversation about themselves (including topics from previous years)
- Jobs and professions (where people work and what they do)
- Telling the time (hours, times in the day, morning, afternoon)
- Countries around the world
- Compass points
- Holiday locations
- Packing for a holiday
- At the airport
- Seasons/weather

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
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in 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 . . .

- experiment with crosshatching
- begin to show perspective using a single focal point and a horizon
- work from a variety of sources including observation
- using Digital Media: photography, drawing package, manipulating images in Photoshop and using layers

Grimms Fairy Tales/ Hans Christian Anderson

- Perspective – layering papers, observing the colours and learning about foreground, middle ground, background. Creating the illusion of perspective inspired by traditional etchings in fairy tale books
- Design and illustration – Children look at the papercuts of Hans Cristian Anderson and how he used them to illustrate his stories. Children learn about folding and cutting papers to create a papercut. Children learn about how these has become modernised in the introduction of laser cuts and the work of Rob Ryan. – how this has extended to textile and design of functional objects
- The Paper doll Augusta Snorifass – children learn about the retelling of stories using props and the paper doll collection by Hans Christian Anderson. Children create a paper doll using collage techniques, depicting the traditional dress and costume design of the 1800's



Victorians

- artist study: The Impressionists - capturing a moment in art and how an artwork can capture change over time

Monet

- Haystacks – Monet depicting time and change.
- Sunset in Venice – capturing a moment in time children create their own painting of.. (real landscape) they create the work with the intention of capturing the narrative behind the visual qualities – i.e mood / weather / actions
- Water Lillies – how art informs us about the artist

Kingfisher: *Based on the given theme*

- 3D collaboration – structure made from cling film, tissue paper and wire.
- mod Rock representation of a theme found in nature.
- water colour painting, or a setting/creature
- rubbings/prints taken from nature
- digital art

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 ...

- 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

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
- to encourage and support the development of social skills and social awareness
- to enable pupils to make sense of their own personal and social experiences
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- to enable effective interpersonal relationships and develop a caring attitude towards others
- to encourage a caring attitude towards and responsibility for the environment
- to help our pupils understand and manage their feelings
- to understand how society works and the rights and responsibilities involved
- to develop good relationships with other members of the school and the wider community to appreciate and inherit



Design & Technology

Children will be taught...

Kingfisher Award

- 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
- use research and develop design criteria to inform the design of innovative, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion and annotated sketches

Flight—Build Kites and Gliders

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Eggy Challenge—Build a Water Rocket

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products



Outdoor Learning

The Escot residential is intended to be a continuation of the skills they developed whilst at Forest School, allowing them to engage with the outdoors with the entire year group.

Children will be taught to...

- Engage with the outdoors through swamp walk and night hikes – working together to identify noticeable plants and animals.
- Learn about animals of Britain and how they are useful to the ecosystem.
- take part in outdoor and adventurous activity challenges both individually and within a team
- recognise that environments can change and that this can sometimes pose dangers to living things.
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- grow the necessary vegetables to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Kingfisher Biological Field Study:** Pupils will compete against other schools to produce and present a display to a team of biologists about a given topic. Pupils will learn about the animals, habitats and weather in the local British Countryside.
- **Morse Code Machines:** Pupils will collaborate to send a Morse code message across the school. They will learn about the creation of Morse code and the circuits and components they will need to build their relay devices.
- **GCP - Photography Project:** In teams pupils will create photographic journeys through their local community. They will work together to choose the most important parts of their community, photograph them well and caption the photographs to share with another school in the world. They will compare and contrast both local communities.