



Cornerstone  
Academy Trust

# Curriculum Objectives



## English

### Spoken Language

Children will be taught to . . .

- listen to statements made by adults and classmates and respond appropriately
- ask relevant questions to clarify and expand their knowledge; take opportunities to learn new vocabulary across all subjects; explain what their opinions are and why they hold them, giving some 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 short collaborative conversations, staying on topic 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, with developing fluency and an increasing command of Standard English; participate in class discussions, presentations such as student voice, performances in the studio and to a live audience, role play, improvisations
- attempt to gain the interest of the listener(s) and begin to think about the opinions and views of others; become aware of formal & informal manners of speaking to an age appropriate level

## Reading

### Word Reading

Children will be taught to . . .

- apply phonic knowledge and skills as the route to decode words and is automatically decoding a range of words
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes
- read red words (sight vocabulary), noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation as well as to re-read these books to build up their fluency and confidence in word reading



## Reading

### Reading Comprehension

#### Engagement in group and class reading

Children will be taught to . . .

- listen to, discuss and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To show an understanding that non-fiction books are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, link new meanings to known vocabulary and discuss their favourite words and phrases
- build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear

### Independent reading

Children will be taught to . . .

- draw on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correct inaccurate reading
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves; make inferences on the basis of what is being said and done
- answer and ask questions; predict what might happen on the basis of what has been read so far



## 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 in the right place; form capital letters and form 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; joins words and joins clauses using, and beginning to punctuate sentences using, a capital letter and a full stop, question mark or exclamation mark; use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn 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



## Maths

### Number and place value

Children will be taught to . . .

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- describe and extend simple number sequences including odd and even numbers and counting on and back in steps of 1s, 2s, 3s, 5s, 10s and from any 2-digit number

### Number – addition and subtraction

Children will be taught to . . .

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems



## **Geometry – Properties of shapes**

Children will be taught to . . .

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

## **Geometry – position and direction**

Children will be taught to . . .

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## **Geometry – Statistics**

Children will be taught to . . .

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity



## Science

### Work Scientifically

Children will be taught to . . .

#### Plan

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

#### Do

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

#### Review

- use their observations and ideas to suggest answers to questions

## Biology

### Plants

Children will be taught to . . .

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- find out about animals, including humans
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food, air)
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene



## Living things and their habitats

Children will be taught to . . .

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited
- describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different

## Chemistry

### Uses of everyday materials

Children will be taught to . . .

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

## Physics

### Forces

Children will be taught to . . .

- describe the changes in light, sound or movements, which result from actions such as switching on a simple electrical circuit, or pushing and pulling
- build a simple series circuit and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- compare the movement of different objects in terms of speed or direction





## History

Children will be taught...

### **A Historical Era – Ancient Greece**

- use Y1 introduction of Greece through wonders of the world to investigate the culture and lives of Greeks.
- explore Greek myths and legends.
- understand why Greeks are still important now. (eg. Olympics, legends, democracy)

### **A Local Historical Study – World War Two**

- life as an Evacuee
- comparing changes over time
- life during and after the War
- Exeter during the Blitz

### **A theme in British History that extends pupils' chronological knowledge – Disasters and Triumphs through time**

- enquiry question: “are events solely a disaster or triumph?”
- investigate triumphs and disasters throughout history
- how has fire safety changed since GFoL? - refer back to Y1 studies on Tudor houses
- significant individuals: Samuel Pepys
- draw comparisons between our lives today and those of others in the past



## Geography

Children will be taught...

### **Human Geography – Understanding Britain**

- name and locate the four countries of Britain, capital cities and their seas
- look at similarities and differences between these countries through the study of human geography

### **Physical Geography – Natural Disasters/ Understanding Britain**

- name and locate the four countries of Britain, capital cities and their seas
- describe and understand key aspects of physical geography, including: earthquakes, tsunami

### **Geographical Skills – Map Reading and Fieldwork**

- use world maps, atlases, globes and pc maps to locate areas of the UK
- use aerial photographs to recognise landmarks and basic human and physical features
- devise a simple map; and use and construct basic symbols in a key



# RE

Children will be taught...

### **British Council Themes for “Global Citizens” – Conflict and peace**

- understand why conflict occurs when ideas, beliefs and attitudes clash
- learn how to resolve, avoid and work through conflict to achieve peace
- develop skills and attitudes that are essential in a globalised world
- **link with:** Triumphs and Disasters
- young people will almost certainly need to work and build friendships with people who hold different beliefs

### **Learning about Religion – What can religious stories teach us?**

- listen to a range of special books, both personal and religious and explore their meanings
- understanding right and wrong, linking to a variety of religious scriptures.
- explore how religious stories mirror our relationships
- children should understand that there is no 'one story' but rather a range of different views and opinions



## Computing

Children will be taught...

### **Digital Literacy & Online Safety: Sway booklet**

- 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: Sway booklet, Email, Yammer & PowerPoint**

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

### **Coding (Computer Science): Around The World and Micro:Bit**

- 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 rhymes
- 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 . . .

- investigate tone by drawing light and dark lines
- create pictures from a variety of mediums
- arrange and glue materials to different backgrounds, collect, sort and match colour
- collage—create and select texture paper for an image
- celebrate others work and say what they like and don't like
- review what they and others have done and say what they think about it
- identify what might change in their current work to develop it in the future

### Around the world

- **Ethiopia** – monastery painting: the children use fruit and veg from the allotments and create their own paints. They are inspired from some of the images found in Ethiopian monasteries and create their own painting using their homemade paints
- **India** – ‘line’ looking at mehndi designs and pattern
- **China** - dragons – studying the legends of the dragon, Pixiu, Qilin and Phoenix and their many forms. Children design the creature that would represent them and the symbols they contain. They create this as a 3D work
- **Spain** – inspired by Pablo Picasso, Georges Braque and Juan Gris the children are taught about early abstract painting and how cubism lead to abstraction. A still life is set up in the classroom with a musical instrument. The children develop their observational skills and the formation of the 3D form in shape and tone buy using a viewfinder to capture and record detail. The children break down the strong shapes in the drawings and move their work towards a still life collage inspired by ‘*Bottle of Vieux Marc, Glass, Guitar and Newspaper*’

### Animals and habitats

- children use collage materials to give a sense of place to various habitats. They experiment with mix media, colour and layering to achieve effects

### 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



### PE

Children will be taught . . .

- 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

### 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 . . .

### **Disasters & Triumphs through time– Building Tudor Houses**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics
- build structures, exploring how they can be made stronger, stiffer and more stable

### **Eggy Challenge—Create a Parachute**

- design purposeful, functional, appealing parachutes based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- explore and use mechanisms in their products

### **WW2 –Rationing**

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



### MFL (Spanish)

#### Project: Me and my home

- to count to 30
- to ask and answer questions relating to basic conversation (family, pets)
- hobbies
- family members (cousins, step family)
- common animals
- where I live - rooms in the home
- how I look - descriptions

#### 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





### Outdoor Learning

Children will be taught to:

- identify most trees and wildlife habiting in our Forest School site
- find out about the different kinds of plants & animals in the local environment.
- To describe shapes & differences between leaves.
- To make & use keys for tree identification.
- Grow the necessary vegetables to create this to create a main meal to eat

### Project Based Learning

- **WWII Survival Guides:** Pupils will learn about the life of Britons during WWII and then they will produce Survival Guides to inform their classmates about how to stay safe during the war.
- **Great Fire of London Diaries:** Pupils will write diaries of people who lived during the Great Fire of London. These diaries be set with factual details of the time and contemporaneous details with a fictional character's life and daily activities.
- **GCP - Music Project:** Pupils will learn about music that is local to their country or community. In teams they will write music and lyrics to produce a song, which they can perform, featuring local values and music styles.