

Programmes of study

| English | | | | | |
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| En R C 1b Y1 Link what they read or hear to their own experiences. | En R C 1f Y1 Discuss word meanings, linking new meanings to those already known. | En R C 2c Y1 Discuss the significance of the title and events. | En R C 3 Y1 Participate in discussion about what is read to them, taking turns and listening to what others say. | En SL 12 Select and use appropriate registers for effective communication. | En W H 5 Y1 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. |
| En R C 1g Y2 Discuss their favourite words and phrases. | En R C 2c Y2 Make inferences on the basis of what is being said and done. | En R C 2e Y2 Predict what might happen on the basis of what has been read so far. | En R C 4 Y2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | En W C 1b Y2 Write about real events. | En W H 4 Y2 Use spacing between words that reflects the size of the letters. |
| En W VGP 2a Y2 Learn how to use sentences with different forms: statement, question, exclamation, command. | | | | | |

| Mathematics | | | | | |
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| Ma G PD 1 Y1 Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Ma G PS 1a Y1 Recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles). | Ma G PD 2 Y2 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). | Ma G PS 1 Y2 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. | Ma M 2 Y2 Compare and order lengths, mass, volume/capacity and record the results using >, < and =. | Ma M 5 Y2 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |

Science

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| <p>Sc EM 2 Y1</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> | <p>Sc EM 3 Y1</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> | <p>Sc EM 4 Y1</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>Sc P 2 Y1</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p>Sc SC 1 Y1</p> <p>Observe changes across the four seasons.</p> | <p>Sc SC 2 Y1</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> |
| <p>Sc WS 1 KS1</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> | <p>Sc A 1 Y2</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> | <p>Sc A 2 Y2</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> | <p>Sc LT 1 Y2</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> | <p>Sc LT 2 Y2</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> | <p>Sc LT 3 Y2</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> |
| <p>Sc LT 4 Y2</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> | | | | | |

Art & design

All programmes of study are covered in this subject.

Computing

All programmes of study are covered in this subject.

D&T

DT D 2 KS1

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

DT E 1 KS1

Explore and evaluate a range of existing products.

Geography

Ge HP 1 KS1

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Ge HP 2a KS1

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Ge SF 1 KS1

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

History

Hi 4 KS1

Learn about significant historical events, people and places in their own locality.

Languages

All programmes of study are covered in this subject.

Music

All programmes of study are covered in this subject.

PE

All programmes of study are covered in this subject.

PSHE (non-statutory)

PSHE 1a KS1

Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

PSHE 1d KS1

Think about themselves, learn from their experiences and recognise what they are good at.

PSHE 1e KS1

Learn how to set simple goals.

PSHE 2a KS1

Take part in discussions with one other person and the whole class.

PSHE 2b KS1

Take part in a simple debate about topical issues.

PSHE 2c KS1

Recognise choices they can make, and recognise the difference between right and wrong.

PSHE 2d KS1

Agree and follow rules for their group and classroom, and understand how rules help them.

PSHE 2g KS1

Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

PSHE 2h KS1

Contribute to the life of the class and school.

PSHE 2i KS1

Realise that money comes from different sources and can be used for different purposes.

PSHE 3b KS1

Maintain personal hygiene.

PSHE 3c KS1

Know how some diseases spread and can be controlled.

PSHE (non-statutory)

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| <p>PSHE 3d KS1</p> <p>Know about the process of growing from young to old and how people's needs change.</p> | <p>PSHE 3e KS1</p> <p>Know the names of the main parts of the body.</p> | <p>PSHE 3f KS1</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> | <p>PSHE 3g KS1</p> <p>Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> | <p>PSHE 4a KS1</p> <p>Recognise how their behaviour affects other people.</p> | <p>PSHE 4c KS1</p> <p>Identify and respect the differences and similarities between people.</p> |
| <p>PSHE 4e KS1</p> <p>Learn that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> | <p>PSHE 5a KS1</p> <p>Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well).</p> | <p>PSHE 5c KS1</p> <p>Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from').</p> | <p>PSHE 5d KS1</p> <p>Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).</p> | <p>PSHE 5g KS1</p> <p>Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).</p> | <p>PSHE 5h KS1</p> <p>Ask for help (for example, from family and friends, midday supervisors, older pupils, the police).</p> |

Spiritual, moral, social and cultural (SMSC) development

All programmes of study are covered in this subject.

Physical development

All programmes of study are covered in this subject.

Early learning goals

All programmes of study are covered in this subject.

Communication and language

All programmes of study are covered in this subject.

Personal, social and emotional development

All programmes of study are covered in this subject.

Understanding the world

All programmes of study are covered in this subject.

Expressive arts and design

All programmes of study are covered in this subject.

Discrete programmes of study

Due to the discrete nature of these programmes of study across both key stages, they are not specifically linked to any ILP in the Cornerstones curriculum.

English

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| <p>En R C 1e Y2</p> <p>Recognise simple recurring literary language in stories and poetry.</p> | <p>En R WR 1 Y1</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> | <p>En R WR 1 Y2</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> | <p>En R WR 2 Y1</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> | <p>En R WR 2 Y2</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> | <p>En R WR 3 Y1</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> |
| <p>En R WR 3 Y2</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> | <p>En R WR 4 Y1</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>En R WR 4 Y2</p> <p>Read words containing common suffixes.</p> | <p>En R WR 5 Y1</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> | <p>En R WR 5 Y2</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>En R WR 6 Y1</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> |
| <p>En R WR 6 Y2</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> | <p>En R WR 7 Y1</p> <p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> | <p>En R WR 7 Y2</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> | <p>En R WR 8 Y1</p> <p>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.</p> | <p>En R WR 8 Y2</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> | <p>En R WR 9 Y1</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> |

English

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| <p>En W H 3 Y2</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> | <p>En W Sp 1a Y1</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> | <p>En W Sp 1a Y2</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> | <p>En W Sp 1b Y2</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> | <p>En W Sp 1c Y1</p> <p>Spell the days of the week.</p> | <p>En W Sp 1c Y2</p> <p>Learn to spell common exception words.</p> |
| <p>En W Sp 1d Y2</p> <p>Learn to spell more words with contracted forms.</p> | <p>En W Sp 1e Y2</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book].</p> | <p>En W Sp 1f Y2</p> <p>Distinguish between homophones and near-homophones.</p> | <p>En W Sp 2 Y2</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> | <p>En W Sp 2a Y1</p> <p>Name the letters of the alphabet in order.</p> | <p>En W Sp 2b Y1</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> |
| <p>En W Sp 3 Y2</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> | <p>En W Sp 3a Y1</p> <p>Add prefixes and suffixes using the spelling rule for adding <i>s</i> or <i>es</i> as the plural marker for nouns and the third person singular marker for verbs.</p> | <p>En W Sp 3b Y1</p> <p>Add prefixes and suffixes using the prefix <i>un-</i>.</p> | <p>En W Sp 3c Y1</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> | <p>En W Sp 4 Y1</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> | <p>En W Sp 4 Y2</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |
| <p>En W Sp 5 Y1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | <p>En W VGP 1a Y1</p> <p>Leave spaces between words.</p> | <p>En W VGP 1a Y2</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> | <p>En W VGP 1c Y1</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> | <p>En W VGP 1d Y1</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> | <p>En W VGP 1e Y1</p> <p>Learn the grammar for year 1 in English Appendix 2.</p> |
| <p>En W VGP 2 Y1</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>En W VGP 2b Y2</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> | <p>En W VGP 2c Y2</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form.</p> | <p>En W VGP 2d Y2</p> <p>Learn how to use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>).</p> | <p>En W VGP 2e Y2</p> <p>Learn how to use the grammar for year 2 in English Appendix 2.</p> | <p>En W VGP 2f Y2</p> <p>Learn how to use some features of written Standard English.</p> |
| <p>En W VGP 3 Y2</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> | | | | | |

Mathematics

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| <p>Ma G PD 1 Y2</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> | <p>Ma G PS 1b Y1</p> <p>Recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).</p> | <p>Ma G PS 2 Y2</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> | <p>Ma G PS 3 Y2</p> <p>Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].</p> | <p>Ma M 3 Y2</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> | <p>Ma M 4 Y2</p> <p>Find different combinations of coins that equal the same amounts of money.</p> |
| <p>Ma M 6 Y1</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> | <p>Ma M 7 Y2</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> | <p>Ma M 8 Y2</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> | <p>Ma N AS 1 Y1</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> | <p>Ma N AS 1a Y2</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> | <p>Ma N AS 1b Y2</p> <p>Solve problems with addition and subtraction by applying their increasing knowledge of mental and written methods.</p> |
| <p>Ma N AS 2 Y1</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> | <p>Ma N AS 2 Y2</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> | <p>Ma N AS 3 Y1</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> | <p>Ma N AS 3a Y2</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.</p> | <p>Ma N AS 3b Y2</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p> | <p>Ma N AS 3c Y2</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p> |
| <p>Ma N AS 3d Y2</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> | <p>Ma N AS 4 Y1</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? \div 9$.</p> | <p>Ma N AS 4 Y2</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> | <p>Ma N AS 5 Y2</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> | <p>Ma N F 1 Y1</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> | <p>Ma N F 1 Y2</p> <p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> |
| <p>Ma N F 2 Y1</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> | <p>Ma N F 2 Y2</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> | <p>Ma N MD 1 Y1</p> <p>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.</p> | <p>Ma N MD 2 Y2</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs.</p> | <p>Ma N MD 3 Y2</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> | <p>Ma N MD 4 Y2</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> |
| <p>Ma N NPV 1 Y1</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> | <p>Ma N NPV 1 Y2</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> | <p>Ma N NPV 2 Y2</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> | <p>Ma N NPV 3 Y1</p> <p>Given a number, identify one more and one less.</p> | <p>Ma N NPV 3 Y2</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> | <p>Ma N NPV 4 Y1</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> |

Mathematics

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| Ma N NPV 4 Y2 Compare and order numbers from 0 up to 100; use <, > and = signs. | Ma N NPV 5 Y1 Read and write numbers from 1 to 20 in numerals and words. | Ma N NPV 5 Y2 Read and write numbers to at least 100 in numerals and in words. | Ma N NPV 6 Y2 Use place value and number facts to solve problems. | Ma S 2 Y2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. | |
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PE

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| Sw 1 Swim competently, confidently and proficiently over a distance of at least 25 metres. | Sw 2 Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. | Sw 3 Perform safe self-rescue in different water-based situations. |
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