



Cornerstones

Gap analysis

For a fully comprehensive coverage check, please use the Cornerstones detailed coverage checker.

Programmes of study

English					
L R 1 Rec Has some favourite stories, rhymes, songs, poems or jingles.	L R 10 Rec Suggests how the story might end.	L R 14 Rec Recognises familiar words and signs such as own name and advertising logos.	L R 2 Rec Repeats words or phrases from familiar stories.	L R 21 Rec Hears and says the initial sound in words.	L R 22 Rec Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
L R 23 Rec Links sounds to letters, naming and sounding the letters of the alphabet.	L R 3 Rec Fills in the missing word or phrase in a known rhyme, story or game.	L R 6 Rec Recognises rhythm in spoken words.	L R 7 Rec Listens to and joins in with stories and poems, one-to-one and also in small groups.	L R 8 Rec Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	L W 1 Rec Distinguishes between the different marks they make.
L W 10 Rec Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	L W 14 Rec Write some irregular common words.	L W 3 Rec Ascribes meanings to marks that they see in different places.	L W 5 Rec Begins to break the flow of speech into words.	L W 6 Rec Continues a rhyming string.	L W 7 Rec Hears and says the initial sound in words.
L W 8 Rec Can segment the sounds in simple words and blend them together.	L W 9 Rec Links sounds to letters, naming and sounding the letters of the alphabet.				

Mathematics					
M N 1 Rec Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.	M N 13 Rec Shows curiosity about numbers by offering comments or asking questions.	M N 14 Rec Compares two groups of objects, saying when they have the same number.	M N 15 Rec Shows an interest in number problems.	M N 17 Rec Shows an interest in numerals in the environment.	M N 18 Rec Shows an interest in representing numbers.

Mathematics

M N 2 Rec Recites some number names in sequence.	M N 20 Rec Recognises some numerals of personal significance.	M N 21 Rec Recognises numerals 1 to 5.	M N 25 Rec Counts out up to six objects from a larger group.	M N 29 Rec Uses the language of 'more' and 'fewer' to compare two sets of objects.	M N 3 Rec Creates and experiments with symbols and marks representing ideas of number.
M N 30 Rec Finds the total number of items in two groups by counting all of them.	M N 31 Rec Says the number that is one more than a given number.	M N 32 Rec Finds one more or one less from a group of up to five objects, then ten objects.	M N 33 Rec In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	M N 34 Rec Records, using marks that they can interpret and explain.	M N 35 Rec Begins to identify own mathematical problems based on own interests and fascinations.
M N 38 Rec Say which number is one more or one less than a given number.	M N 4 Rec Begins to make comparisons between quantities.	M N 40 Rec Use quantities and objects to subtract two single-digit numbers.	M N 41 Rec Count on to find an answer.	M N 42 Rec Count back to find an answer.	M N 43 Rec Solve problems including doubling.
M N 44 Rec Solve problems by halving.	M N 5 Rec Uses some language of quantities, such as 'more' and 'a lot'.	M N 6 Rec Knows that a group of things changes in quantity when something is added or taken away.	M N 7 Rec Uses some number names and number language spontaneously.	M SSM 1 Rec Notices simple shapes and patterns in pictures.	M SSM 10 Rec Shows interest in shapes in the environment.
M SSM 15 Rec Can describe their relative position such as 'behind' or 'next to'.	M SSM 2 Rec Beginning to categorise objects according to properties such as shape or size.	M SSM 20 Rec Beginning to use everyday language related to money.	M SSM 22 Rec Measures short periods of time in simple ways.	M SSM 25 Rec Use everyday language to talk about capacity.	M SSM 26 Rec Use everyday language to talk about position.
M SSM 27 Rec Use everyday language to talk about distance.	M SSM 29 Rec Use everyday language to talk about money.	M SSM 3 Rec Begins to use the language of size.	M SSM 30 Rec Compare quantities and objects to solve problems.	M SSM 31 Rec Recognise patterns.	M SSM 34 Rec Describe everyday objects using mathematical language.
M SSM 4 Rec Understands some talk about immediate past and future.	M SSM 5 Rec Anticipates specific time-based events such as mealtimes or home time.	M SSM 7 Rec Shows awareness of similarities of shapes in the environment.	M SSM 8 Rec Uses positional language.		

Science

All programmes of study are covered in this subject.

Art & design

All programmes of study are covered in this subject.

Computing

All programmes of study are covered in this subject.

D&T

All programmes of study are covered in this subject.

Geography

All programmes of study are covered in this subject.

History

All programmes of study are covered in this subject.

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)

All programmes of study are covered in this subject.

Spiritual, moral, social and cultural (SMSC) development

<p>SMSC Cd 3 Rec</p> <p>Know about Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>	<p>SMSC M 1 Rec</p> <p>Recognise the difference between right and wrong and readily apply this understanding in their lives.</p>	<p>SMSC M 2 Rec</p> <p>Understand legal boundaries and, in so doing, respect the civil and criminal law of England.</p>	<p>SMSC M 4 Rec</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p>
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Physical development

<p>PD HS 1 Rec</p> <p>Feeds self competently with spoon.</p>	<p>PD HS 10 Rec</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>PD HS 14 Rec</p> <p>Usually dry and clean during the day.</p>	<p>PD HS 16 Rec</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>PD HS 17 Rec</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>PD HS 18 Rec</p> <p>Practises some appropriate safety measures without direct supervision.</p>
<p>PD HS 19 Rec</p> <p>Explain why exercise is good for them.</p>	<p>PD HS 2 Rec</p> <p>Drinks well without spilling.</p>	<p>PD HS 3 Rec</p> <p>Clearly communicates their need for potty or toilet.</p>	<p>PD HS 4 Rec</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p>	<p>PD HS 5 Rec</p> <p>Helps with clothing.</p>	<p>PD HS 6 Rec</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>
<p>PD HS 7 Rec</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p>	<p>PD HS 9 Rec</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>PD MH 1 Rec</p> <p>Runs safely on whole foot.</p>	<p>PD MH 10 Rec</p> <p>May be beginning to show preference for dominant hand.</p>	<p>PD MH 13 Rec</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p>	<p>PD MH 15 Rec</p> <p>Can stand momentarily on one foot when shown.</p>
<p>PD MH 2 Rec</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p>	<p>PD MH 21 Rec</p> <p>Can copy some letters.</p>	<p>PD MH 23 Rec</p> <p>Jumps off an object and lands appropriately.</p>	<p>PD MH 24 Rec</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>PD MH 3 Rec</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p>	<p>PD MH 30 Rec</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>
<p>PD MH 31 Rec</p> <p>Begins to form recognisable letters.</p>	<p>PD MH 4 Rec</p> <p>Can kick a large ball.</p>	<p>PD MH 5 Rec</p> <p>Turns pages in a book, sometimes several at once.</p>	<p>PD MH 6 Rec</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p>	<p>PD MH 7 Rec</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p>PD MH 8 Rec</p> <p>Imitates drawing simple shapes such as circles and lines.</p>
<p>PD MH 9 Rec</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p>					

Early learning goals

All programmes of study are covered in this subject.

Communication and language

CL LA 1 Rec Listens with interest to the noises adults make when they read stories.	CL LA 14 Rec Accurately anticipate key events.	CL LA 18 Rec Give their attention to what others say.	CL LA 19 Rec Respond appropriately whilst engaged in another activity.	CL LA 2 Rec Recognises and responds to many familiar sounds.	CL LA 20 Rec Listen to instructions and follow them accurately, asking for clarification if necessary.
CL LA 3 Rec Shows interest in play with sounds, songs and rhymes.	CL LA 4 Rec Single-channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.	CL LA 9 Rec Is able to follow directions (if not intently focused on own choice of activity).	CL S 1 Rec Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	CL S 12 Rec Uses a range of tenses.	CL S 16 Rec Uses talk in pretending that objects stand for something else in play.
CL S 2 Rec Holds a conversation, jumping from topic to topic.	CL S 21 Rec Introduces a storyline or narrative into their play.	CL S 24 Rec Use past tense.	CL S 26 Rec Use future tense.	CL S 3 Rec Learns new words very rapidly and is able to use them in communicating.	CL S 4 Rec Uses gestures, sometimes with limited talk.
CL S 5 Rec Uses a variety of questions.	CL S 6 Rec Uses simple sentences.	CL S 7 Rec Beginning to use word endings.	CL U 1 Rec Identifies action words by pointing to the right picture.	CL U 10 Rec Understands humour.	CL U 2 Rec Understands more complex sentences.
CL U 3 Rec Understands ‘Who’, ‘What’, ‘Where’ in simple questions.	CL U 4 Rec Developing understanding of simple concepts.	CL U 5 Rec Understands use of objects.			

Personal, social and emotional development

PSED MFB 1 Rec Seeks comfort from familiar adults when needed.	PSED MFB 12 Rec Can usually adapt behaviour to different events, social situations and changes in routine.	PSED MFB 17 Rec Talk about how others show feelings.	PSED MFB 18 Rec Talk about their own behaviour and its consequences.	PSED MFB 2 Rec Can express their own feelings such as sad, happy, cross, scared, worried.	PSED MFB 20 Rec Say why some behaviour is unacceptable.
PSED MFB 22 Rec Work as part of a whole class.	PSED MFB 24 Rec Adjust their behaviour to different situations.	PSED MFB 25 Rec Take changes of routine in their stride.	PSED MFB 28 Rec Know when and how to stand up for themselves appropriately.	PSED MFB 3 Rec Responds to the feelings and wishes of others.	PSED MFB 4 Rec Aware that some actions can hurt or harm others.

Personal, social and emotional development

PSED MFB 5 Rec Tries to help or give comfort when others are distressed.	PSED MFB 6 Rec Shows understanding and co-operates with some boundaries and routines.	PSED MFB 7 Rec Can inhibit own actions/behaviours.	PSED MFB 8 Rec Growing ability to distract self when upset.	PSED MR 1 Rec Interested in others' play and starting to join in.	PSED MR 13 Rec Take turns with others.
PSED MR 17 Rec Form positive relationships with other children.	PSED MR 2 Rec Seeks out others to share experiences.	PSED MR 21 Rec Understand what bullying is and that this is unacceptable behaviour.	PSED MR 3 Rec Shows affection and concern for people who are special to them.	PSED MR 4 Rec May form a special friendship with another child.	PSED SS 1 Rec Separates from main carer with support and encouragement from a familiar adult.
PSED SS 11 Rec Try new activities with confidence.	PSED SS 13 Rec Speak in a familiar group.	PSED SS 17 Rec Say when they don't need help.	PSED SS 18 Rec Be confident speaking to a class group.	PSED SS 2 Rec Expresses own preferences and interests.	PSED SS 6 Rec Is more outgoing towards unfamiliar people and more confident in new social situations.
PSED SS 7 Rec Confident to talk to other children when playing, and will communicate freely about own home and community.	PSED SS 8 Rec Shows confidence in asking adults for help.				

Understanding the world

UW PC 1 Rec Has a sense of own immediate family and relations.	UW PC 11 Rec Talk about past events in their own lives.	UW PC 12 Rec Talk about past events in the lives of family members.	UW PC 13 Rec Talk about events in the present.	UW PC 14 Rec Talk about events in the present in the lives of family members.	UW PC 15 Rec Show sensitivity to other children's likes and dislikes.
UW PC 17 Rec Say how other families are the same or different to their own.	UW PC 2 Rec In pretend play, imitates everyday actions and events from own family and cultural background.	UW PC 20 Rec Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.	UW PC 21 Rec Know that other children have different likes and dislikes and that they may be good at different things.	UW PC 3 Rec Beginning to have their own friends.	UW PC 4 Rec Learns that they have similarities and differences that connect them to, and distinguish them from, others.
UW PC 7 Rec Recognises and describes special times or events for family or friends.	UW T 1 Rec Seeks to acquire basic skills in turning on and operating equipment.	UW T 2 Rec Operates mechanical toys.	UW T 5 Rec Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	UW T 9 Rec Recognise that technology is used in the home.	UW TW 1 Rec Enjoys playing with small-world models such as a farm, a garage, or a train track.

Understanding the world

<p>UW TW 14 Rec</p> <p>Talk about how environments are the same or different.</p>	<p>UW TW 2 Rec</p> <p>Notices detailed features of objects in their environment.</p>	<p>UW TW 20 Rec</p> <p>Describe some actions which people in their own community do that help to maintain the area they live in.</p>
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Expressive arts and design

<p>EAD BI 1 Rec</p> <p>Beginning to use representation to communicate.</p>	<p>EAD BI 2 Rec</p> <p>Beginning to make-believe by pretending.</p>	<p>EAD BI 20 Rec</p> <p>Represent their own ideas, thoughts and feelings through design and technology.</p>	<p>EAD BI 26 Rec</p> <p>Talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>	<p>EAD BI 3 Rec</p> <p>Developing preferences for forms of expression.</p>	<p>EAD BI 6 Rec</p> <p>Sings to self and makes up simple songs.</p>
<p>EAD BI 7 Rec</p> <p>Makes up rhythms.</p>	<p>EAD BI 8 Rec</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>EAD EUMM 1 Rec</p> <p>Joins in singing favourite songs.</p>	<p>EAD EUMM 16 Rec</p> <p>Joins construction pieces together to build and balance.</p>	<p>EAD EUMM 2 Rec</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p>	<p>EAD EUMM 3 Rec</p> <p>Shows an interest in the way musical instruments sound.</p>
<p>EAD EUMM 32 Rec</p> <p>Experiment with ways of changing music.</p>	<p>EAD EUMM 39 Rec</p> <p>Experiments with function.</p>	<p>EAD EUMM 4 Rec</p> <p>Experiments with blocks, colours and marks.</p>	<p>EAD EUMM 5 Rec</p> <p>Enjoys joining in with dancing and ring games.</p>		