

Programmes of study

English					
<p>En R C 1a Y1</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>En R C 1b Y1</p> <p>Link what they read or hear to their own experiences.</p>	<p>En R C 1c Y1</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>En R C 1d Y1</p> <p>Recognise and join in with predictable phrases.</p>	<p>En R C 1e Y1</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>En R C 1f Y1</p> <p>Discuss word meanings, linking new meanings to those already known.</p>
<p>En R C 2a Y1</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>En R C 2b Y1</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>En R C 2c Y1</p> <p>Discuss the significance of the title and events.</p>	<p>En R C 2d Y1</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>En R C 2e Y1</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>En R C 3 Y1</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>En R C 4 Y1</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>En SL 10</p> <p>Gain, maintain and monitor the interest of the listener(s).</p>	<p>En SL 12</p> <p>Select and use appropriate registers for effective communication.</p>	<p>En W C 1a Y1</p> <p>Say out loud what they are going to write about.</p>	<p>En W C 1b Y1</p> <p>Compose a sentence orally before writing it.</p>	<p>En W C 1c Y1</p> <p>Sequence sentences to form short narratives.</p>
<p>En W C 1d Y1</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>En W C 2 Y1</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>En W C 3 Y1</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>En W H 1 Y1</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p>	<p>En W H 2 Y1</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>En W H 3 Y1</p> <p>Form capital letters.</p>
<p>En W H 4 Y1</p> <p>Form digits 0-9.</p>	<p>En W H 5 Y1</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>En W Sp 1b Y1</p> <p>Spell common exception words.</p>	<p>En W VGP 1b Y1</p> <p>Join words and join clauses using and.</p>	<p>En R C 1a Y2</p> <p>Listen to, discuss and express 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.</p>	<p>En R C 2b Y2</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>

Mathematics

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 M 1 Y1 Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half]; mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later).	Ma M 2 Y1 Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).	Ma M 3 Y1 Recognise and know the value of different denominations of coins and notes.	Ma M 4 Y1 Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
Ma M 5 Y1 Recognise and use language relating to dates, including days of the week, weeks, months and years.	Ma N NPV 2 Y1 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Ma G PS 4 Y2 Compare and sort common 2-D and 3-D shapes and everyday objects.	Ma M 6 Y2 Compare and sequence intervals of time.	Ma N MD 1 Y2 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Ma S 1 Y2 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Ma S 3 Y2 Ask and answer questions about totalling and comparing categorical data.					

Science

Sc A 1 Y1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Sc A 2 Y1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Sc A 3 Y1 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Sc A 4 Y1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Sc EM 1 Y1 Distinguish between an object and the material from which it is made.	Sc EM 2 Y1 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Sc EM 3 Y1 Describe the simple physical properties of a variety of everyday materials.	Sc EM 4 Y1 Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Sc P 1 Y1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Sc P 2 Y1 Identify and describe the basic structure of a variety of common flowering plants, including trees.	Sc SC 1 Y1 Observe changes across the four seasons.	Sc SC 2 Y1 Observe and describe weather associated with the seasons and how day length varies.

Science

Sc A 3 Y2

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Sc P 1 Y2

Observe and describe how seeds and bulbs grow into mature plants.

Sc P 2 Y2

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Art & design

All programmes of study are covered in this subject.

Computing

Co 6 KS1

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.

D&T

All programmes of study are covered in this subject.

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 LK 1 KS1

Name and locate the world's seven continents and five oceans.

Ge PK 1 KS1

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

History

Hi 1 KS1

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

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

Mu 3 KS1

Listen with concentration and understanding to a range of high-quality live and recorded music.

Mu 4 KS1

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

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 1b KS1 Share their opinions on things that matter to them and explain their views.	PSHE 1c KS1 Recognise, name and deal with their feelings in a positive way.	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 2e KS1 Realise that people and other living things have needs, and that they have responsibilities to meet them.	PSHE 2f KS1 Recognise that they belong to various groups and communities, such as family and school.	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 3a KS1 Know how to make simple choices that improve their health and wellbeing.	PSHE 3b KS1 Maintain personal hygiene.	PSHE 3c KS1 Know how some diseases spread and can be controlled.	PSHE 3d KS1 Know about the process of growing from young to old and how people's needs change.	PSHE 3e KS1 Know the names of the main parts of the body.
PSHE 4a KS1 Recognise how their behaviour affects other people.	PSHE 4b KS1 Listen to other people, and play and work cooperatively.	PSHE 4c KS1 Identify and respect the differences and similarities between people.	PSHE 4d KS1 Know that family and friends should care for each other.	PSHE 4e KS1 Learn that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	PSHE 5a KS1 Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well).
PSHE 5c KS1 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').	PSHE 5d KS1 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).	PSHE 5e KS1 Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).	PSHE 5f KS1 Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task).	PSHE 5h KS1 Ask for help (for example, from family and friends, midday supervisors, older pupils, the police).	

Spiritual, moral, social and cultural (SMSC) development

<p>SMSC Cd 1 KS1</p> <p>Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.</p>	<p>SMSC Cd 2 KS1</p> <p>Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p>	<p>SMSC Cd 3 KS1</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 Cd 4 KS1</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>SMSC Cd 5 KS1</p> <p>Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.</p>	<p>SMSC M 1 KS1</p> <p>Recognise the difference between right and wrong and readily apply this understanding in their lives.</p>
<p>SMSC M 2 KS1</p> <p>Understand legal boundaries and, in so doing, respect the civil and criminal law of England.</p>	<p>SMSC M 3 KS1</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p>	<p>SMSC M 4 KS1</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p>	<p>SMSC M 5 KS1</p> <p>Know about and respect the public institutions and services in England.</p>	<p>SMSC M 6 KS1</p> <p>Develop an acceptance of other people, understanding the importance of identifying and combating discrimination.</p>	<p>SMSC So 1 KS1</p> <p>Use a range of social skills in different contexts.</p>
<p>SMSC So 2 KS1</p> <p>Participate in a variety of communities and social settings.</p>	<p>SMSC So 3 KS1</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p>	<p>SMSC So 4 KS1</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p>	<p>SMSC Sp 1 KS1</p> <p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p>	<p>SMSC Sp 2 KS1</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p>	<p>SMSC Sp 3 KS1</p> <p>Use imagination and creativity in their learning.</p>
<p>SMSC Sp 4 KS1</p> <p>Reflect willingly on their experiences.</p>					

DCF

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

En R C 1e Y2 Recognise simple recurring literary language in stories and poetry.	En R WR 1 Y1 Apply phonic knowledge and skills as the route to decode words.	En R WR 1 Y2 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	En R WR 2 Y1 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	En R WR 2 Y2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	En R WR 3 Y1 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
En R WR 3 Y2 Read accurately words of two or more syllables that contain the same graphemes as above.	En R WR 4 Y1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	En R WR 4 Y2 Read words containing common suffixes.	En R WR 5 Y1 Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	En R WR 5 Y2 Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	En R WR 6 Y1 Read other words of more than one syllable that contain taught GPCs.

English

<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>
<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 Ds or Des 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 un-.</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>

English

En W VGP 2 Y1	En W VGP 2b Y2	En W VGP 2c Y2	En W VGP 2d Y2	En W VGP 2e Y2	En W VGP 2f Y2
Use the grammatical terminology in English Appendix 2 in discussing their writing.	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].	Learn how to use the present and past tenses correctly and consistently including the progressive form.	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	Learn how to use the grammar for year 2 in English Appendix 2.	Learn how to use some features of written Standard English.
En W VGP 3 Y2					
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.					

Mathematics

Ma G PD 1 Y2	Ma G PS 1b Y1	Ma G PS 2 Y2	Ma G PS 3 Y2	Ma M 3 Y2	Ma M 4 Y2
Order and arrange combinations of mathematical objects in patterns and sequences.	Recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).	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].	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	Find different combinations of coins that equal the same amounts of money.
Ma M 6 Y1	Ma M 7 Y2	Ma M 8 Y2	Ma N AS 1 Y1	Ma N AS 1a Y2	Ma N AS 1b Y2
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	Know the number of minutes in an hour and the number of hours in a day.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Solve problems with addition and subtraction by applying their increasing knowledge of mental and written methods.
Ma N AS 2 Y1	Ma N AS 2 Y2	Ma N AS 3 Y1	Ma N AS 3a Y2	Ma N AS 3b Y2	Ma N AS 3c Y2
Represent and use number bonds and related subtraction facts within 20.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	Add and subtract one-digit and two-digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
Ma N AS 3d Y2	Ma N AS 4 Y1	Ma N AS 4 Y2	Ma N AS 5 Y2	Ma N F 1 Y1	Ma N F 1 Y2
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? \div 9$.	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.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	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.

Mathematics

<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, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.</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 (÷) 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>
<p>Ma N NPV 4 Y2</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>Ma N NPV 5 Y1</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>	<p>Ma N NPV 5 Y2</p> <p>Read and write numbers to at least 100 in numerals and in words.</p>	<p>Ma N NPV 6 Y2</p> <p>Use place value and number facts to solve problems.</p>	<p>Ma S 2 Y2</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	

PE

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