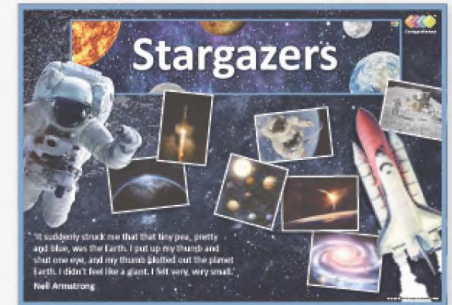
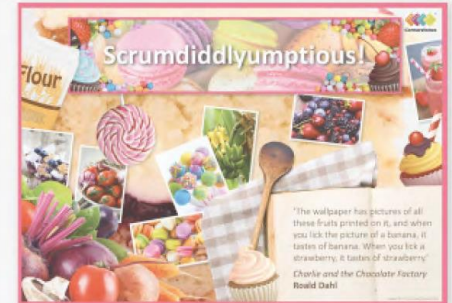
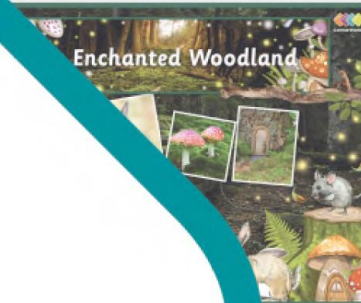
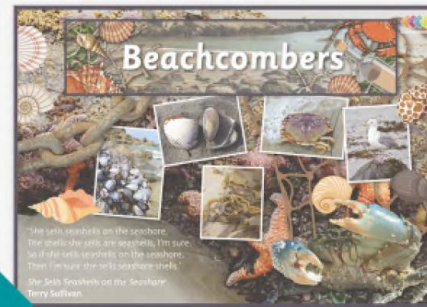




# Cornerstones

Creative learning with backbone



# What is it?

## A creative curriculum

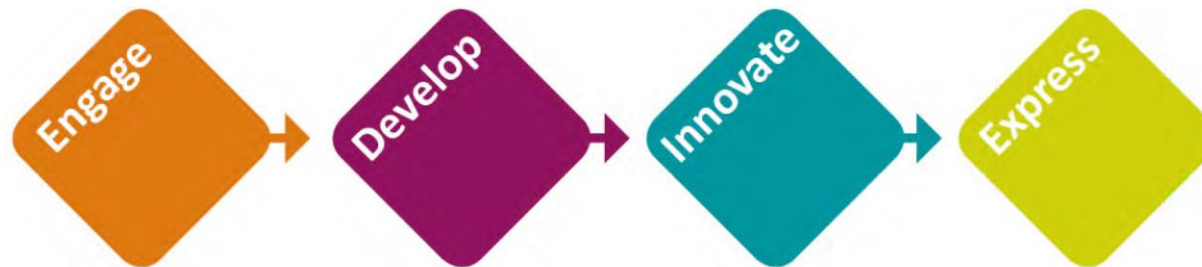
- ◆ knowledge and skills based
- ◆ literacy at the heart
- ◆ comprehensive coverage
- ◆ purposeful cross-curricular links
- ◆ science and foundation subjects included
- ◆ online, flexible and responsive
- ◆ supported by quality resources



# How is it structured?

## Pedagogy

### The Four Cornerstones



Supporting children to be...


◆ adventurous	◆ industrious	◆ imaginative	◆ confident
◆ curious	◆ purposeful	◆ inventive	◆ articulate
◆ excited	◆ resilient	◆ resourceful	◆ reflective



# Engage

## Engage

- ◆ hook learners in with a memorable experience
- ◆ set the scene and provide the context
- ◆ ask questions to provoke thought and interest
- ◆ provoke curiosity using interesting starting points

A photograph of two young boys in a dimly lit room, reaching their hands up towards a large shadow on a wall. The shadow appears to be of a person with arms raised, possibly a superhero or a person in a dynamic pose. The boys are seen from behind, their hands reaching towards the shadow. The lighting is dramatic, with the shadow being the brightest element on the wall.


*"Curiosity is the engine of achievement."  
Sir Ken Robinson*



# Develop

## Develop

- ◆ teach knowledge to provide depth of understanding
- ◆ demonstrate new skills and allow time for consolidation
- ◆ provide creative opportunities for making and doing
- ◆ deliver reading, writing and talk across the curriculum



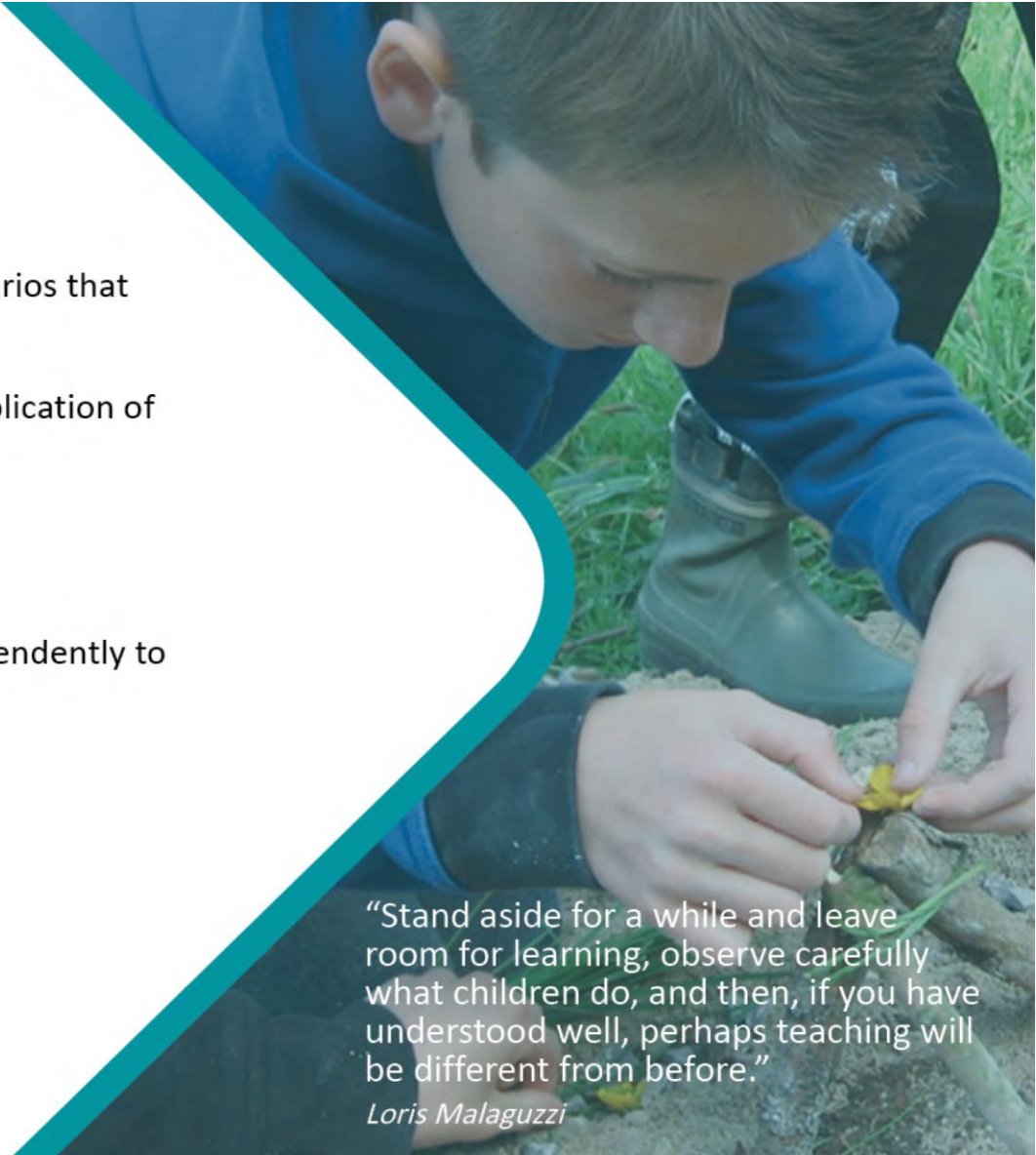
“Many of the things we find interesting are not so by nature, but because we took the trouble of paying attention to them.”

*Mihaly Csikszentmihalyi*

# Innovate

## Innovate

- ◆ provide imaginative scenarios that provoke creative thinking
- ◆ enable and assess the application of previously learned skills
- ◆ encourage enterprise and independent thinking
- ◆ work in groups and independently to solve problems




“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”

*Loris Malaguzzi*

# Express

## Express

- ◆ encourage reflective talk by asking questions
- ◆ provide opportunities for shared evaluation
- ◆ celebrate success
- ◆ identify next steps for learning

A photograph of a young child with dark skin and short hair, wearing a dark sweater over a white collared shirt. The child is holding yellow building blocks and looking off to the side with a thoughtful expression. A thick yellow diagonal line runs from the top left towards the bottom right, partially obscuring the child's face and the text on the right.

"In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words."

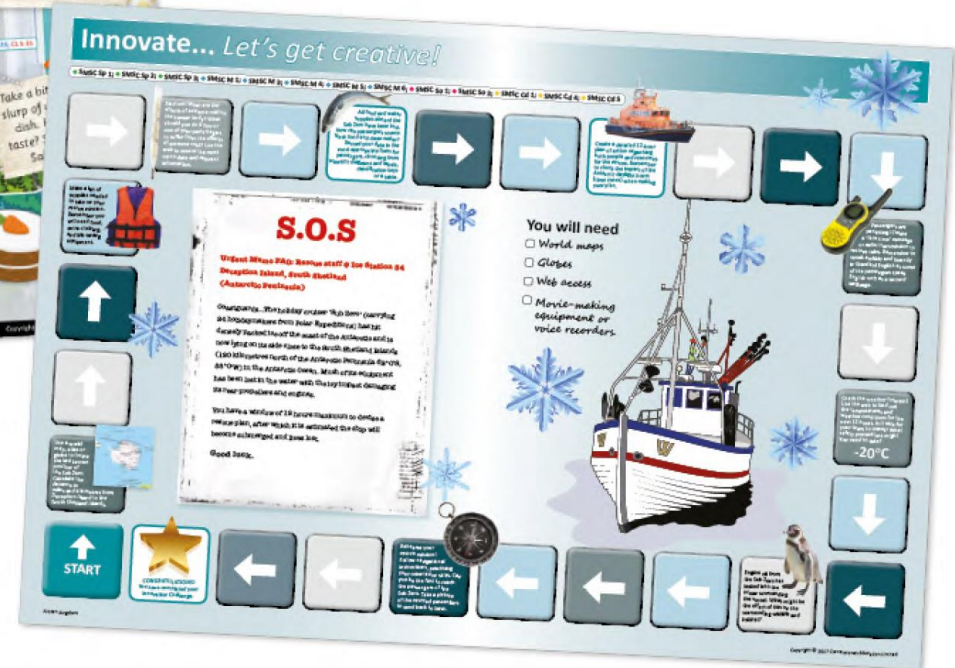
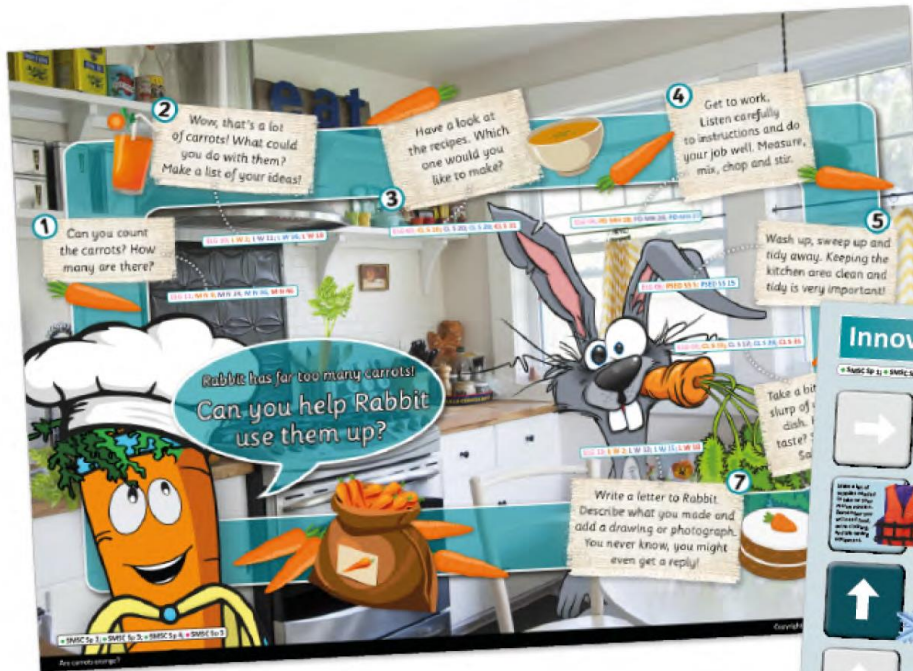
Lev Vygotsky

# The structure





# Innovate board



# Resources

**Cornerstones**



## Do cows drink milk?

Imaginative Learning Project for Foundation 2 (Reception) children

Do cows drink milk? What are baby pigs called? Explore these questions and more in this project about life on the farm and the animals that live there.

Possible lines of enquiry include:

- where food comes from
- animals that live on the farm
- growing plants and crops
- animal body parts
- farm machinery

Areas of learning	Aspects
Communication and language	Listening and attention, Understanding, Speaking
Physical development	Moving and handling
Personal, social and emotional development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
Literacy	Reading, Writing
Mathematics	Numbers, Shape, space and measures
Understanding the world	The world, Technology
Expressive arts and design	Exploring and using media and materials; Being imaginative

**Key**

- Enhanced provision
- ELL
- 30-50 months
- 40-60 months
- ELL skills
- Extending ELL
- Communication and oral work
- Creative
- Investigation
- Literacy
- Mathematics
- Outdoor
- Role play
- Sand and water
- Technology

Do cows drink milk?

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**My favourite farmyard animal card**



My favourite farmyard animal is \_\_\_\_\_

My question is \_\_\_\_\_

Things I have found out \_\_\_\_\_

**Pig Gets Lost**

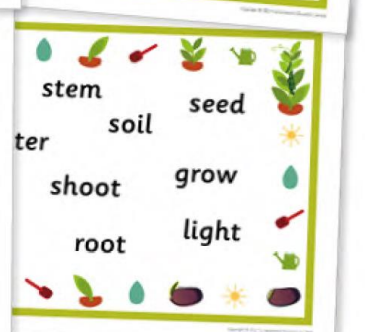
It was morning on the farm.

The children were going to feed the pigs.

'Oh no!' said the child.

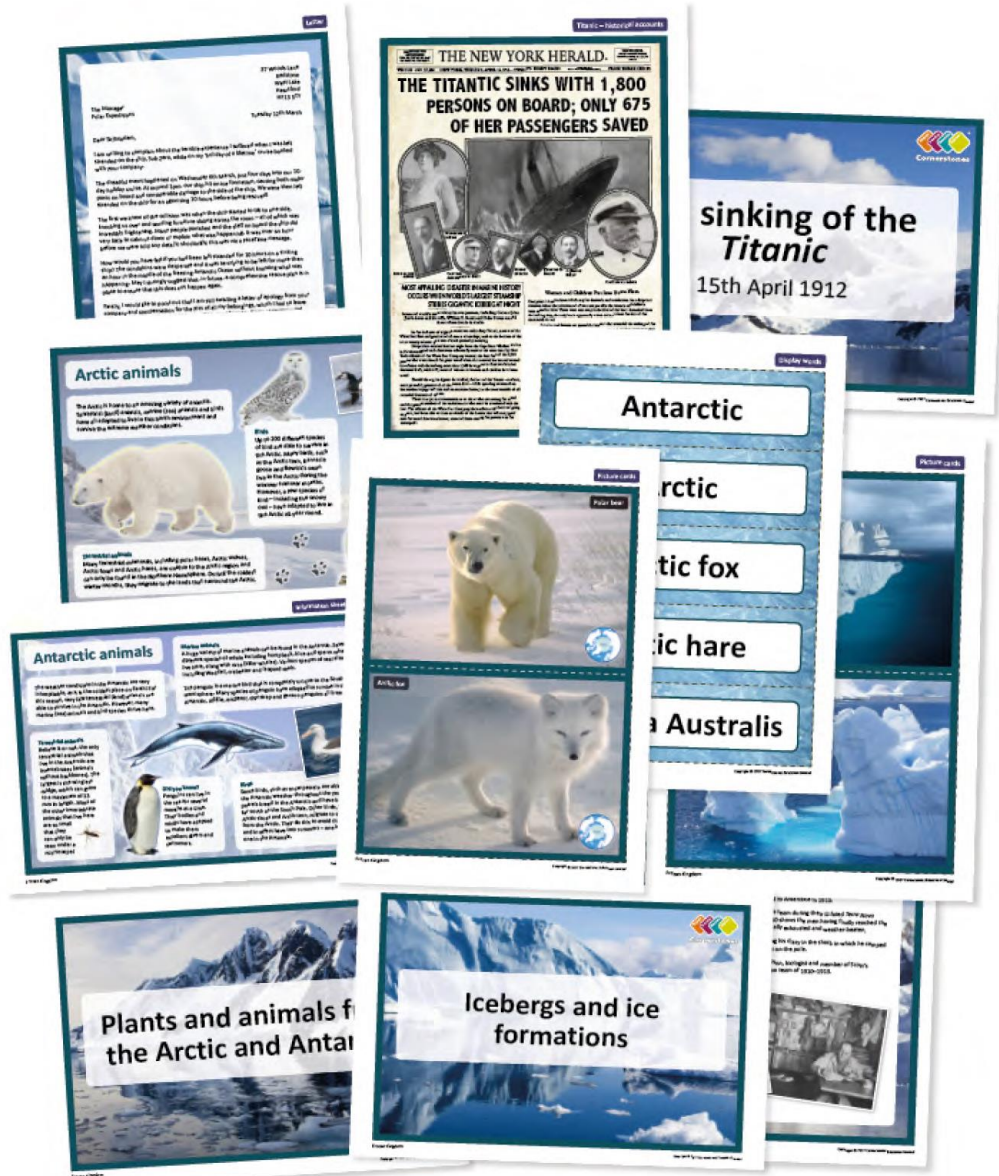
**Animal char cards**

I am pink.  
I have a curly tail.  
I am a p\_ \_.



## Resources



# Essential Skills

## English Essential Skills Y1 to Y6

Area: Reading - Comprehension

Strand: Responding to reading [Sheet 1 of 2]

Aspect	Key Stage 1 - Essential Skills		Lower Key Stage 2 - Essential Skills		Upper Key Stage 2 - Essential Skills	
	End of Year 1 expectations Average age 6 years 6 months	End of Year 2 expectations Average age 7 years 6 months	End of Year 3 expectations Average age 8 years 6 months	End of Year 4 expectations Average age 9 years 6 months	End of Year 5 expectations Average age 10 years 6 months	End of Year 6 expectations Average age 11 years 6 months
Listening	<ul style="list-style-type: none"> <li>Listen with concentration to books and discuss what they have heard.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, discuss and express views about books read aloud to them.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books independently, across all curriculum areas, discussing and beginning to justify their own preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts.</li> <li>Experience a range of books/authors which they may not have chosen themselves.</li> </ul>
Reading aloud	<ul style="list-style-type: none"> <li>Recognise and join in with predictable, familiar phrases in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Read and join in with familiar phrases in stories and poems, using own independent reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist the understanding of others.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and actions to make the meaning clear to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in a positive way to constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Use gesture and movement aptly to improve the quality of their reading.</li> <li>Read/recite in role to reflect a character.</li> </ul>
Retelling	<ul style="list-style-type: none"> <li>Retell a very familiar story with characteristics of the original.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a range of stories they have listened to, using story language.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a wide range of stories, including myths and legends and traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage or from world wide cultures, by listing the main events in a logical sequence and elaborating on them.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a wide range of stories, identifying the main events and present in different forms (e.g. transforming stories into plays or biographies into autobiographies).</li> </ul>
Reciting	<ul style="list-style-type: none"> <li>Recite by heart, in order, a simple poem or rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Recite poems by heart, with appropriate intonation, so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Recite lines from short plays by heart, using appropriate intonation, volume and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems and plays to read aloud and to perform.</li> <li>Show understanding through intonation, tone and volume, making the meaning clear to an audience.</li> <li>Recite a wider range of poetry by heart.</li> </ul>
Personal reading	<ul style="list-style-type: none"> <li>Choose a favourite text to share with an adult and say what they like about it.</li> </ul>	<ul style="list-style-type: none"> <li>Give one reason why they have chosen a particular text.</li> </ul>	<ul style="list-style-type: none"> <li>Express preferences for different types of text, such as choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author.</li> </ul>	<ul style="list-style-type: none"> <li>Read texts by an increasing number of authors and across a wider variety of genres, explaining preferences.</li> <li>Make effective use of libraries and related services with some guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Recommend books they have read to their peers, giving reasons for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers.</li> <li>Make use of libraries effectively and independently.</li> </ul>
Discussing	<ul style="list-style-type: none"> <li>Make relevant comments about what is read to them, including the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Develop, agree, apply and evaluate rules for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly present their own views about books that are read to them and those they can read for themselves, commenting constructively and building upon the contributions of others.</li> </ul>



# Essential Skills

## Other Subjects Essential Skills Y3



### Art & Design

- Make/use a simple sewn sketch book, selecting a range of papers and fabrics for different purposes.
- Identify interesting aspects of objects as a starting point for work.
- Explain the purpose of a given task and identify the ideal materials and tools for the job.
- Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.
- Copy and create patterns and textures with a range of paints.
- Use a range of modelling materials and tools, choosing the one most appropriate to a given task.
- Make repeat pattern prints for decorative purposes, using various natural materials.
- Use a variety of materials to create a collage on a theme.
- Take photographs and explain their creative vision.
- Create and use a palette of natural colours to paint from outdoor observation.
- Imprint a range of patterns into modelling materials (e.g. clay, dough and papier mâché).
- Use line to add surface detail to a drawing, print or painting.
- Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.
- Make suggestions for ways to adapt/improve own artwork.
- Use a range of artistic vocabulary to compare artworks of a particular genre or movement.

### D&T

#### Planning, Knowledge & Evaluation

- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.
- Use ICT packages to create a labelled design or plan, in detail.
- Make realistic plans, identifying processes, equipment and materials needed.
- Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history.
- Investigate the design features (including identifying components or ingredients) of familiar existing products.
- Suggest improvements to products made and describe how to implement them, taking the views of others into account.
- Explain the impact of a design or designer on design history and how this has helped to shape the world.

### D&T

#### Making, Using & Understanding

- Select the appropriate tools and explain choices.
- Plan which materials will be needed for a task and explain why.
- Follow health and safety rules for cooking and baking activities.
- Try an alternative way of fixing something if a first attempt isn't successful.
- Create a simple pattern for a design.
- Cut slots in card and create nets.
- Measure and mark wood/dowel.
- Join fabrics using a running stitch.
- Create a shell or frame structure, using diagonal struts to strengthen.
- Create and use simple gears, pulleys, cams, levers and linkages.
- Build models, incorporating circuits, with buzzers and bulbs.
- Evaluate their own programme, refine and improve it.
- Combine a variety of ingredients using a range of cooking techniques.
- Describe what a balanced diet is.
- Identify food which comes from the UK and other countries in the world.

### Geography

#### Knowledge & Understanding

- Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.
- Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.
- Make comparisons of the same geographical feature in different countries.
- Identify how people both damage and improve the environment.
- Explain how the physical processes of erosion, transportation and deposition affect the environment.
- Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).
- Sequence and explain the features of a physical weather process, such as the water cycle.
- Compare and contrast areas of vegetation and biomes in two different locations.
- Identify changes in the local and global environment.
- Provide reasons for their observations, views and judgements regarding places and environments.

### Geography

#### Practical

- Draw sketch maps and plans using agreed symbols for a key.
- Locate geographical features on a map or atlas using symbols shown in a key.
- Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.
- Use technical and geological vocabulary to describe geographical processes.
- Locate appropriate information, needed for a task, from a source material.
- Use the eight points of a compass to describe the location of a country or geographical feature.
- Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.
- Analyse data which they have collected from first hand observations and experiences, identifying any patterns.
- Compare and contrast aerial photographs and plan perspectives, explaining their similarities and differences.

# To support Science...



## Love to Investigate

It's science. But not as you know it

- ◆ 126 individual investigations for Years 1 to 6
- ◆ easy to use for both teachers and children
- ◆ develops children's investigative skills
- ◆ includes assessment



# How are we using Cornerstones?

- To cover History/Geography/DT and Art
- To cover Science (linked to Love to Investigate resource).
- To make explicit English, Maths and IT cross curricular links

We are not using it to replace:

- Jigsaw PSHE
- Discovery RE
- Charanga Music
- RWI phonics
- Hampshire Text Drivers
- Maths No Problem
- French- internal scheme of work.

