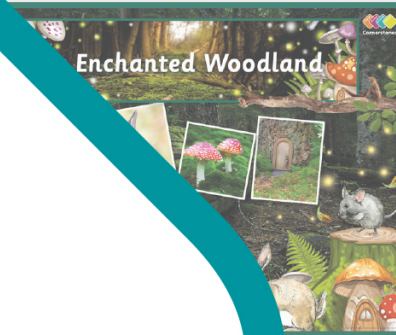
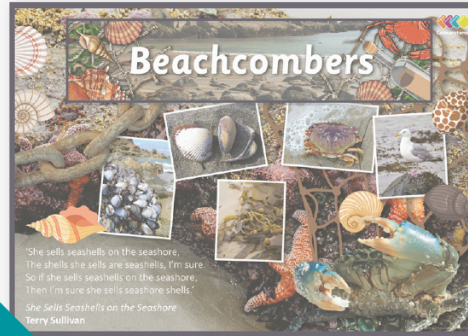




Cornerstones

Creative learning with backbone



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

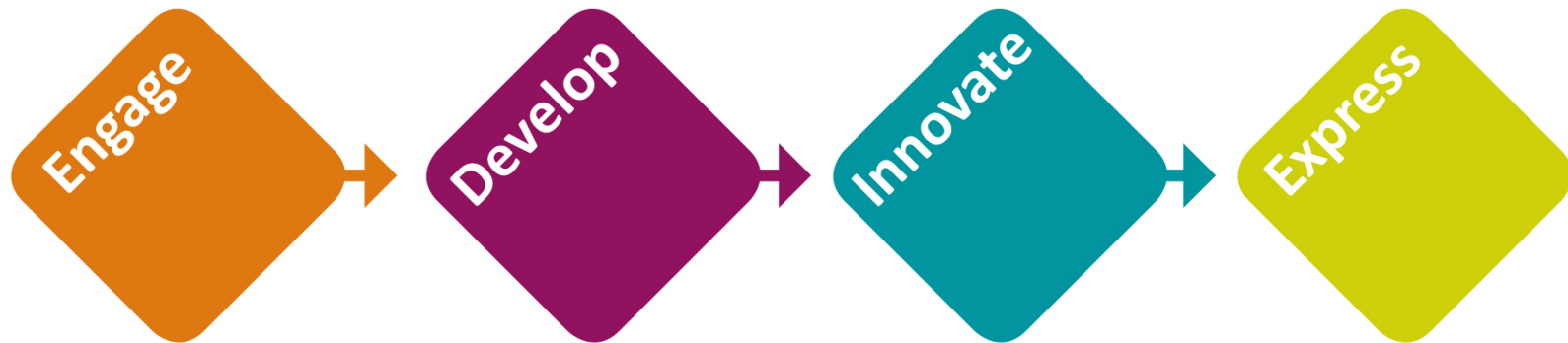
The image displays a collection of educational resource pages from the 'Cornerstones' curriculum. The pages are overlapping and feature various subjects and projects. Key elements include:

- Blue Abyss:** Imaginative Learning Project for Year 4, featuring a diver and text about underwater exploration.
- Potions:** Imaginative Learning Project for Year 4 children, featuring images of colorful bottles and text about magical concoctions.
- Superheroes:** Imaginative Learning Project for Year 1 children, featuring comic book characters and text about superhero powers.
- War:** Imaginative Learning Project for Year 6 children, featuring historical figures and text about war.

Each page includes a 'Cornerstones' logo and a navigation bar with icons for different subjects. The pages are layered, showing different levels of detail and content.

Pedagogy

The Four Cornerstones



Supporting children to be...

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

SMSC and FBV

- ◆ SMSC and FBV at the heart of all learning
- ◆ meets and exceeds Ofsted expectations

How the Cornerstones SMSC skills help promote Fundamental British Values

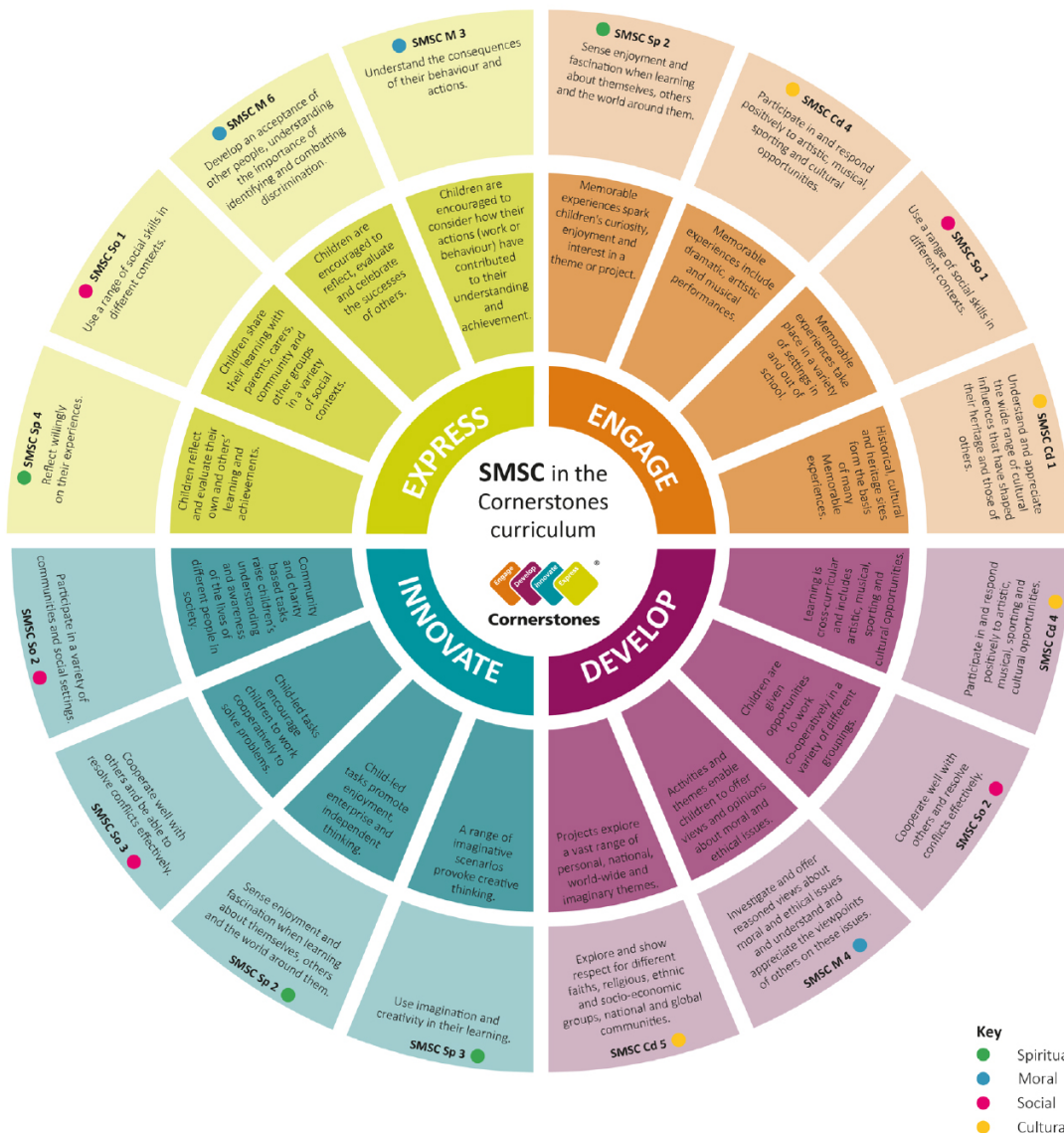
SMSC aspect	SMSC skill	Democracy	Rule of law	Individual liberty	Human rights
Spiritual	SMSC Sp 1	✓	✓	✓	✓
	SMSC Sp 2	✓	✓	✓	✓
	SMSC Sp 3	✓	✓	✓	✓
	SMSC Sp 4	✓	✓	✓	✓
Moral	SMSC M 1	✓	✓	✓	✓
	SMSC M 2	✓	✓	✓	✓
	SMSC M 3	✓	✓	✓	✓
	SMSC M 4	✓	✓	✓	✓
	SMSC M 5	✓	✓	✓	✓
	SMSC M 6	✓	✓	✓	✓
Cultural	SMSC Cd 1	✓	✓	✓	✓
	SMSC Cd 2	✓	✓	✓	✓
	SMSC Cd 3	✓	✓	✓	✓
	SMSC Cd 4	✓	✓	✓	✓
	SMSC Cd 5	✓	✓	✓	✓

Children should:

Category	SMSC Skill	Description
Social	SMSC So 1	Use a range of social skills in different contexts.
	SMSC So 2	Participate in a variety of communities and social settings.
	SMSC So 3	Cooperate well with others and be able to resolve conflicts effectively.
	SMSC So 4	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.
Cultural	SMSC Cd 1	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.
	SMSC Cd 2	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.
	SMSC Cd 3	Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in contributing to develop Britain.
	SMSC Cd 4	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.
	SMSC Cd 5	Explore and show respect for different faiths, religions, ethnic and socio-economic groups, national and global communities.

Cornerstones pedagogy

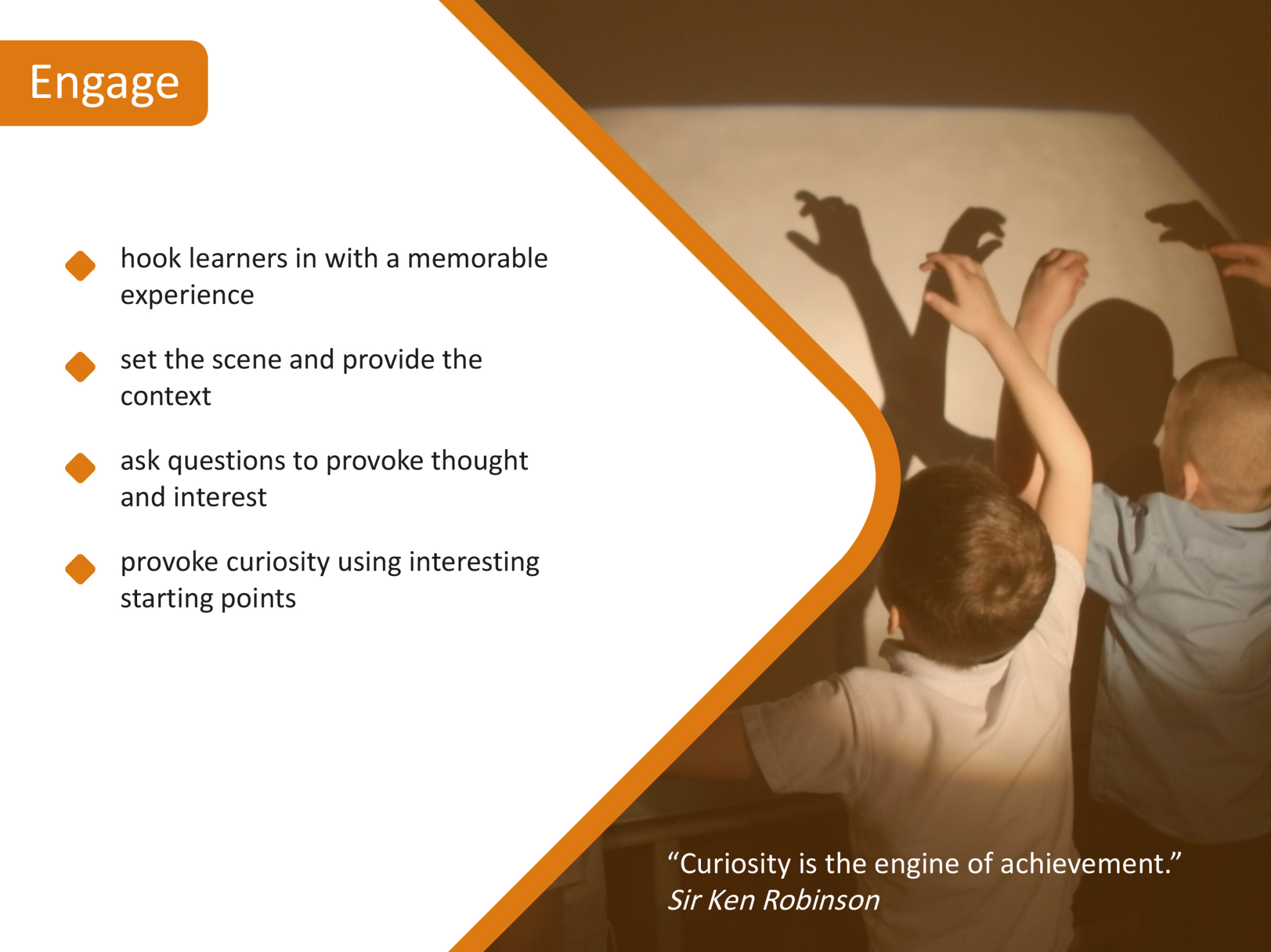
How the Cornerstones pedagogy and curriculum puts spiritual, moral, social and cultural (SMSC) education at the heart of your school.



*Codes are Cornerstones SMSC skills based on Ofsted's School Inspection handbook 2016.

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 children in a classroom, seen from behind, with their hands raised in the air. The scene is dimly lit, with strong shadows cast on the wall behind them, suggesting a dramatic or focused learning environment. The children are wearing light-colored shirts.

*“Curiosity is the engine of achievement.”
Sir Ken Robinson*

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


- ◆ 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

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

A young boy with short hair, wearing a grey sweater over a white collared shirt, is looking thoughtfully to the right. He is holding several yellow and green plastic blocks. The background is a blurred indoor setting, possibly a classroom or play area.

“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

Impact

“Topics ignite pupils’ imaginations and the content ensures that their literacy and numeracy skills are continually reinforced. The curriculum offers pupils a wide range of subjects in addition to English and mathematics, including history, geography, science, technology and art.”

“Pupils’ work in books is of a very high standard and demonstrates the rapid progress pupils make over time in all subjects.”

Stanton-in-Peak C of E Primary School



Impact

“The pupils love learning because teachers and other adults make it interesting and enjoyable. Every pupil in every class experiences very high-quality teaching and learning every day.”

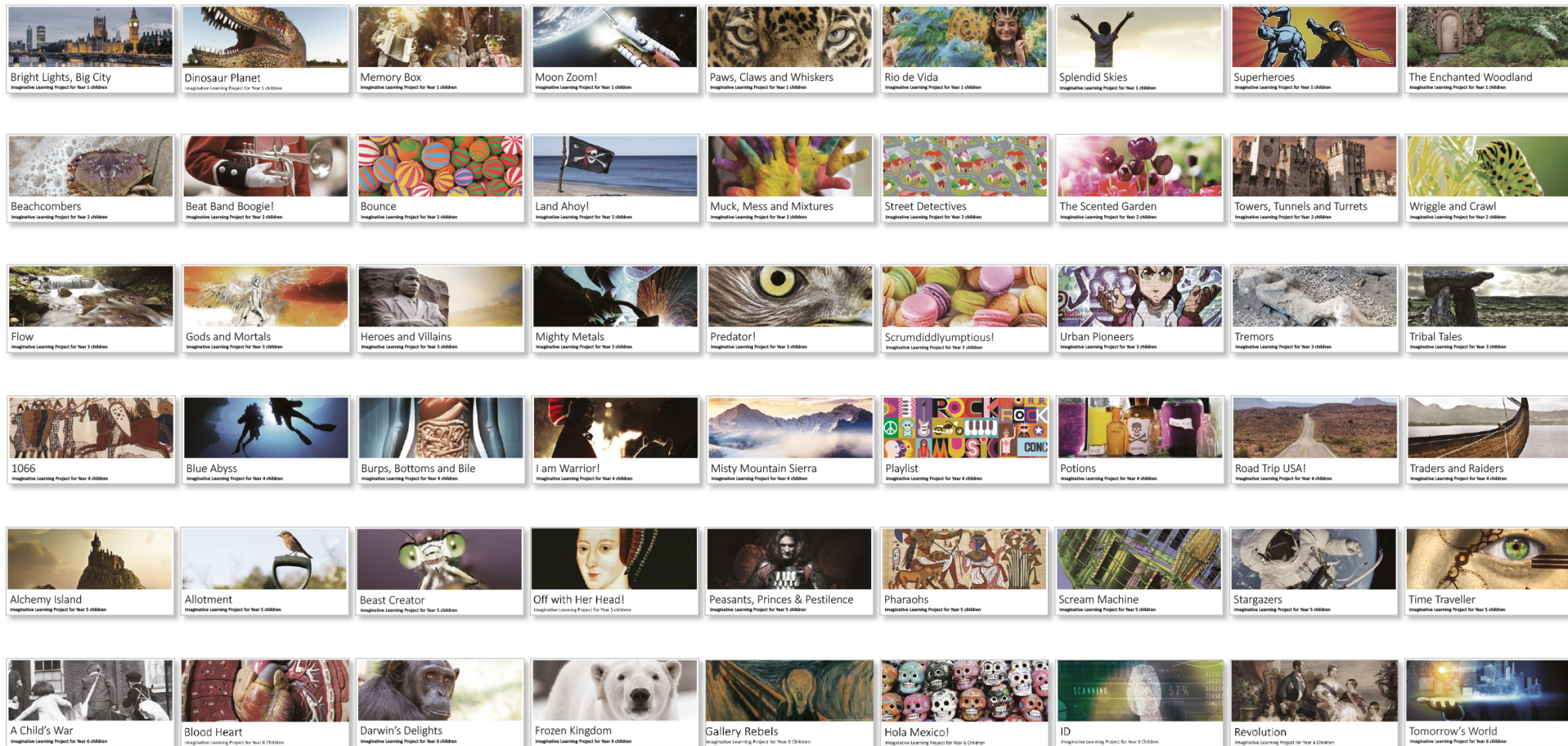
“Throughout the school, the proportion of pupils reaching and exceeding expected standards is high and rising. Pupils throughout the whole school make consistently rapid progress.”

Queenborough Primary School



Imaginative Learning Projects

Over **80** themed Imaginative Learning Projects and specific resources on **The Hub**





Are eggs alive?
Imaginative Learning Project for Foundation 1 (Nursery) children



Can we explore it?
Imaginative Learning Project for Foundation 1 (Nursery) children



Did dragons exist?
Imaginative Learning Project for Foundation 1 (Nursery) children



How does that building stay up?
Imaginative Learning Project for Foundation 1 (Nursery) children



How high can I jump?
Imaginative Learning Project for Foundation 1 (Nursery) children



How many colours in a rainbow?
Imaginative Learning Project for Foundation 1 (Nursery) children



How many pebbles on the beach?
Imaginative Learning Project for Foundation 1 (Nursery) children



Is it shiny?
Imaginative Learning Project for Foundation 1 (Nursery) children



What is a shadow?
Imaginative Learning Project for Foundation 1 (Nursery) children



Where does snow go?
Imaginative Learning Project for Foundation 1 (Nursery) children



Why can't I have chocolate for breakfast?
Imaginative Learning Project for Foundation 1 (Nursery) children



Why do leaves go crispy?
Imaginative Learning Project for Foundation 1 (Nursery) children



Why do you love me so much?
Imaginative Learning Project for Foundation 1 (Nursery) children



Why is water wet?
Imaginative Learning Project for Foundation 1 (Nursery) children



Are carrots orange?
Imaginative Learning Project for Foundation 2 (Reception) children



Can I switch it on?
Imaginative Learning Project for Foundation 2 (Reception) children



Do cows drink milk?
Imaginative Learning Project for Foundation 2 (Reception) children



Do you want to be friends?
Imaginative Learning Project for Foundation 2 (Reception) children



What can you see in summer?
Imaginative Learning Project for Foundation 2 (Reception) children



Are we there yet?
Imaginative Learning Project for Foundation 2 (Reception) children



What happens when I fall asleep?
Imaginative Learning Project for Foundation 2 (Reception) children



Who lives in a rock pool?
Imaginative Learning Project for Foundation 2 (Reception) children



What is a reflection?
Imaginative Learning Project for Foundation 2 (Reception) children



Will you read me a story?
Imaginative Learning Project for Foundation 2 (Reception) children



Why do ladybirds have spots?
Imaginative Learning Project for Foundation 2 (Reception) children



Why do squirrels hide their nuts?
Imaginative Learning Project for Foundation 2 (Reception) children



Why do zebras have stripes?
Imaginative Learning Project for Foundation 2 (Reception) children



Why don't snakes have legs?
Imaginative Learning Project for Foundation 2 (Reception) children