

# Curriculum Maestro

by Cornerstones Education



A smarter curriculum platform for  
forward-thinking primary schools

# Who we are and what we do

Cornerstones Education is a team of experienced, specialist primary educators leading forward-thinking primary schools to a smarter, more versatile online curriculum. You can see our full team by visiting our website [www.cornerstoneseducation.co.uk](http://www.cornerstoneseducation.co.uk).

**Our revolutionary platform Curriculum Maestro offers primary schools the content, tools and resources they need to design, develop, implement, adapt and assess an ambitious primary curriculum.**

## Leading change

Working in partnership with schools of all sizes and configurations, we help you to develop a more dynamic approach to your curriculum that makes a big difference to teachers, leaders and learners.

The logo for Curriculum Maestro, featuring the word 'Curriculum' in a small, grey, sans-serif font above the word 'maestro' in a larger, bold, multi-colored font. The 'maestro' text is composed of several colors: purple, blue, green, and yellow. A small trademark symbol (TM) is located to the upper right of the 'o' in 'maestro'. The logo is set against a white background that is part of a larger graphic element consisting of several overlapping, semi-transparent white diamonds on a light blue background.

Curriculum  
**maestro**<sup>TM</sup>



## Trusted expert advisers

Our experienced and trusted curriculum advisers work closely with schools to develop supportive partnerships. Having a dedicated adviser on hand enables us to offer bespoke support to meet the needs of your school. Our advisers are here to answer your questions by LiveChat, email or phone five days a week between the hours of 8am and 5pm or face-to-face if needed.



## Imagine better

If you are ready to imagine your curriculum with better planning, more accurate assessment and greater dynamic leadership, then please contact our team on **03333 208000** to book a personalised, online walk-through of Maestro.

*You'll also find a five-minute curriculum questionnaire at the back of this brochure to help you think about your next steps to a smarter curriculum.*





# Your platform, tools and resources

**Curriculum Maestro houses a fully sequenced curriculum framework from Nursery to Year 6 and progression maps for all subjects of the national curriculum.**

## Projects, lesson plans and resources

We also provide expertly written, subject-specific schemes with detailed primary curriculum projects, including lesson plans and thousands of resources made by our experienced writers and designers. These cover science, history, geography, art and design, design and technology and a full EYFS curriculum. English packs are available for many genres, and there are termly KS1 book and KS2 novel studies.

Curriculum Maestro also provides lesson plans and resources for:

- Mathematics (through the White Rose Maths scheme)
- Religious education (through the Love to Celebrate scheme)
- Computing (through the Barefoot Computing scheme)



# Create your bespoke curriculum

If you are looking for something more bespoke, the curriculum framework provides a fantastic structure on which you can build your own ambitious curriculum. Cultural capital and localisation opportunities are embedded throughout the framework to support the inclusion of children's lived experiences in your curriculum.

## Retrieval and testing

Curriculum tests and low-stakes quizzes on Maestro help teachers to assess children's learning, as does the easy-to-use live assessment system integrated with the curriculum framework. With the dynamic assessment of classes, groups and individuals, teachers have immediate data on gaps in children's learning and progress and can make any necessary adaptations or revisions to ensure that all children have a deep understanding of key concepts.

**Question 4a**

Match the parts of blood to their functions.

plasma	It carries oxygen from the lungs to other parts of the body. It also carries waste carbon dioxide to the lungs to be excreted.
red blood cell	It protects the body from infection.
white blood cell	It helps blood clot.
platelet	It carries blood cells around the body.

**Question 4b**

How does blood aid nutrition?

**Question 5a**

Use the useful words to label the three types of blood vessels.

**Useful words**

- artery
- capillary
- vein

**Circulatory System**

Downloaded by Maestro at Dorset Curriculum Team on 05/05/2020  
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What is the function of the heart in the circulatory system?

Order these sentences from 1-6 to describe the path blood takes through the heart. The first one has been done for you.

It is pumped along the pulmonary artery to the lungs, where it absorbs oxygen.

It travels through a valve to the left ventricle.

It travels through a valve to the right ventricle.

Oxygenated blood from the lungs travels through the pulmonary vein and enters the left atrium.

It is pumped through the aorta to the rest of the body.

Deoxygenated blood enters the right atrium from the body.

**Question 2**

Match each feature to its definition.

A physical feature	It is a human feature that links one place to another.
A human feature	It is something natural that has not been made by people.
A cave	It is something that has been made by people.
A road	It is a physical feature caused by erosion or movement of the Earth's crust.

**Question 3**

Use the map to write the four-figure grid references for these features.

museum \_\_\_\_\_

abbey \_\_\_\_\_

bridge \_\_\_\_\_

**One Planet, Our World**

Downloaded by Maestro at Dorset Curriculum Team on 05/05/2020  
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Use the funfair map and key to answer the questions.

Which feature is south-west of the hoopla?

If you travel north-west from the pirate ship, which feature do you reach?

You have travelled north-east to the dodgems. Where did you begin?

Use the useful words to label the diagram of the layers of the Earth.

**Useful words**

- crust
- inner core
- mantle
- outer core

# Support the acquisition of knowledge

The resources available on Maestro present the knowledge children need in a variety of different ways for maximum knowledge acquisition, including verbal and visual. All diagrams and photographs are clear and accurate, and we always use high-quality, ambitious texts. With exceptional videos and engaging podcasts included, children are given every opportunity to develop a secure understanding of new concepts.

Our range of resources is vast. To give you a glimpse, here are a few examples:

- **Models and diagrams** explain tricky concepts of the curriculum and help children to understand how things work.
- **Information sheets** provide the necessary information and core knowledge children need for individual lessons and activities.
- **Videos** help children to visualise and get to grips with difficult concepts of the curriculum, such as circulation, the solar system and gears.
- **Audio resources** bring the curriculum to life through the telling of stories, historical accounts, radio shows and podcasts.
- **Presentations** give children the knowledge they need to understand core concepts, topics and themes of the curriculum.
- **Knowledge organisers** provide the necessary knowledge children need to remember for all curriculum projects.
- **Maps**, including picture and grid maps, help children to understand place, space, position and location.

## Bees, Beetles and Butterflies

### Sketchbooks

Many artists begin their work with a sketch or several small sketches. They often use sketchbooks to draw their observations, select colours, make notes or write down ideas and details they will use to develop into a finished piece of art.

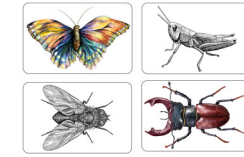


### Lucy Arnold

Lucy Arnold is a contemporary artist. She creates fine art. Her artwork includes illustrations, paintings, digital art and pieces

## Observational drawing

Observational drawing involves drawing what you see. An artist creates a realistic picture of their subject matter when creating an observational drawing and uses line, tone, shape and colour to record the details of the subject. Observational drawing requires accuracy and concentration.



## Mixed media collages

The term 'mixed media' describes artwork that uses more than one medium. Materials used to create mixed media art include paint, paper, fabric, wood and four or decorative objects. Collage is a type of mixed media art. When collage artists select different mediums. They cut or tear the mediums into pieces, arrange them in a method, such as gluing a supporting surface such as sequins and t

## Pop Art

Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. It features images of everyday objects, words or people presented using vibrant colours and bold outlines. This art movement was inspired by popular culture.

The American artist, Andy Warhol, is one of the most recognised and influential Pop Artists of all time. He used images of everyday objects and famous people in his work. Through his work, Andy Warhol aimed to reflect the hope, wealth, materialism and mass production of a post-war society. Iconic artwork by Andy Warhol includes images of Campbell's Soup cans and the

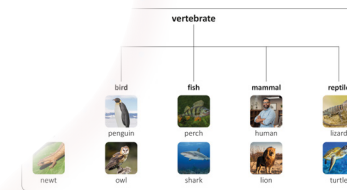


## Whitby



## What is a mammal?

Mammals, which means they have a backbone. The other groups of vertebrates are fish and reptiles.



## Features of mammals

Mammals have several characteristics that make them different from other vertebrates. These include:

- producing milk to feed their young
- being warm blooded
- giving birth to live young (part from a few exceptions)
- having fur or hair
- breathing air with lungs



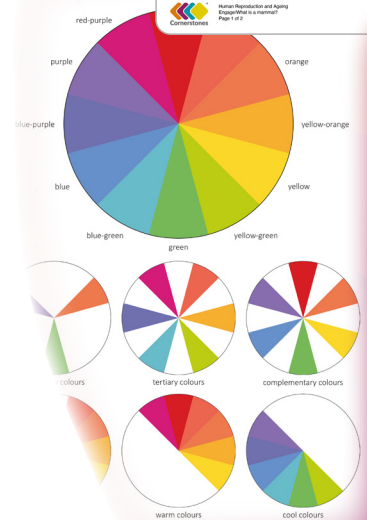
## Producing milk to feed their young

Female mammals make milk for their young in their mammary glands. Young mammals are born with the ability to suckle from their mother. The milk provides all the nutrients necessary for the young animal to begin to grow and develop.

Different mammals feed their young for different amounts of time. Seals only feed their pups for a few days. In contrast, young orangutans drink milk from their mothers for about three and a half years.



## Colour theory



## Ancient Greek artefacts timeline

- Key**
- Neolithic c6000–c3000 BC
  - Bronze Age c3000–c1100 BC
  - Dark Age c1100–c800 BC
  - Archaic period c800–c500 BC
  - Classical period c500–c323 BC
  - Hellenistic period 323–30 BC
  - Period when artefact was made







# Choose smarter ways to work

## Reduce costs and save time

With Curriculum Maestro, you can quickly overcome typical curriculum challenges, such as sequencing knowledge, timetabling, monitoring, triangulating planning, teaching and assessment. Plus, you'll be able to cut costs by eliminating expensive assessment and tracking packages, as Maestro's assessment system is included and fully integrated.

Objectives progression by Subject									
new may 2022 (133 projects, 3667 lessons)									
Subject		Science		Knowledge & Skills		Instructions			
Summary		Projects		Coverage		Planning		Progression	
Objectives by Subject		Objectives by Big idea							
Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Processes	Pattern seeking	<b>AOL: World</b> The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold. <small>covered x 1 optional</small>	<b>AOL: World</b> The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter. <small>covered x 2 optional</small>	There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Observe changes across the four seasons. <small>covered x 2 optional x 2</small>	The UK has typical weather in each of the seasons. For example, winter is cold and sometimes frosty, whereas summer is warm and sometimes sunny. Describe typical UK seasonal weather patterns. <small>covered optional</small>	Shadows change shape and size when the light source moves. For example, when the light source is high above the object, the shadow is short and when the light source is low down, the object's shadow is long. Find patterns in the way shadows change during the day. <small>covered optional</small>	Pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high pitched sounds. Parts of an instrument that are longer, looser or fatter produce low pitched sounds. Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments. <small>covered</small>	As Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east so if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky. <small>covered x 2 optional</small>	A shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source. Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed. <small>covered</small>
	Changes	<b>AOL: World</b> In winter, the evenings get darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length. <small>covered optional x 2</small>	<b>AOL: World</b> The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons. <small>covered x 2 optional x 2</small>	Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months. Observe and describe how day length changes across the year. <small>covered</small>	Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. <small>covered</small>	Fossils form over millions of years and are the remains of a once-living organism, preserved as rock. Scientists can use fossils to find out what life on Earth was like in prehistoric times. Fossils form when a living thing dies in a watery environment. The body gets covered by mud and sand and the soft tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeleton or shell remains turned to rock. Describe simply how fossils are formed, using words, pictures or a model. <small>covered</small>	Heating or cooling materials can bring about a change of state. This change of state can be reversible or irreversible. The temperature at which materials change state varies depending on the material. Water changes state from solid (ice) to liquid (water) at 0°C and from liquid (water) to gas (water vapour) at 100°C. The process of changing from a solid to liquid is called melting. The reverse process of changing from a liquid to a solid is called freezing. The process of changing from a liquid to a gas is called evaporation. The reverse process of changing from a gas to a liquid is called condensation. Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. <small>covered x 2</small>	Reversible changes include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions. Identify, demonstrate and compare reversible and irreversible changes. <small>covered x 2</small>	Describe some significant changes that have happened on Earth and the evidence, such as fossils, that support this. <small>covered</small>
	Earth	<b>AOL: World</b> Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer and colder in the winter. Say what the daily weather is like. <small>covered</small>	<b>AOL: World</b> Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change. <small>covered x 2 optional x 2</small>	Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. Observe and describe different types of weather. <small>covered x 2</small>	The Earth is spherical and is covered in water and land. When it is daytime in one location, it is night time on the other side of the world. Describe features of Earth using words and pictures. <small>covered</small>	Soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. Investigate soils from the local environment, making comparisons and identifying features. <small>covered</small>	The water cycle has four stages: evaporation, condensation, precipitation and collection. Water in lakes, rivers and streams is warmed by the Sun, causing the water to evaporate and rise into the air as water vapour. As the water vapour rises, it cools and condenses to form water droplets in clouds. The clouds become full of water until the water falls back to the ground as rain. <small>covered x 2</small>	The Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365.25 days) is the length of time it takes for Earth to complete a full orbit. Describe or model the movement of the planets in our Solar System, including Earth. <small>covered optional x 2</small>	Light travels in straight lines. Identify that light travels in straight lines. <small>covered optional x 2</small>
Aspect	Nursery	Reception	Year 1	Year 2					
Pattern seeking	<b>AOL: World</b> The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold. <small>optional</small>	<b>AOL: World</b> The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter. <small>covered x 2 optional</small>	There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Observe changes across the four seasons. <small>covered x 6 optional x 2</small>	The UK has typical weather in each of the seasons. For example, winter is cold and sometimes frosty, whereas summer is warm and sometimes sunny. Describe typical UK seasonal weather patterns. <small>covered optional</small>					

example section of the curriculum framework



# Support for subject leaders

The curriculum content and clever functionality of Maestro provide outstanding support for curriculum leaders, along with ongoing support from our curriculum advisers. Subject-specific frameworks, subject-driven projects and teaching resources such as knowledge organisers boost expertise and empower subject leaders to know more about the content and disciplinary characteristics of their subject.

# Tools for deep dives

Maestro's innovative functionality also enables subject leaders to monitor and track their subject across your whole school and share the progression and sequencing of their subject. This is especially useful for deep dives during your school inspection and provides subject leaders with all the tools they need to lead their subject well.

### Dynamic Dynasties

A dynasty is a system of rule where the throne passes from one member of a ruling family to another. Dynasties have ruled China for 4000 years, from 2070 BC until 1912. During that time, around 15 different dynasties have held power. Each dynasty made important changes to the country, but many aspects of life in China started during the first few dynasties.

#### Shang Dynasty

The Shang Dynasty is the earliest ruling dynasty in the recorded history of China. The Xia Dynasty is thought to have gone before, however there is no recorded evidence to support this. The Shang Dynasty began around 1600 BC and lasted until 1046 BC. They were known for their advances in bronze-working, silk, mathematics, jade, writing and military technology.

**Writing**  
Scholar Wang Yirong discovered evidence of the Shang Dynasty in 1899, when he found ancient Chinese writing on bones that he had been given to read. He realised the bones were from the modern day city of Anyang. The Shang Dynasty capital of Yin was discovered in Anyang in 1928. Excavations at the site, known as 'Yin', or 'Yin Ruins', uncovered the remains of palaces, temples and tombs. Archaeologists also found many bronze and jade objects, as well as thousands of oracle bones. These finds provided a wealth of information about how people lived and worshipped.

**Oracle bones**  
Oracle bones are pieces of sheep or cow bone, or turtle shell. Shamans or kings wrote questions on these bones to ask for guidance from the deities. Lines in the bones were then heated until they fractured. The patterns of fractures were interpreted as the answers to the questions. In this way, Shang Dynasty kings consulted the deities about the outcome of battles, droughts, health issues and military strategies.

**Religion**  
People in the Shang Dynasty worshipped the king of the gods, Shangti. They also prayed to lesser gods who controlled aspects of the world, such as the sun, wind, rain and moon. People made offerings and sacrifices to please their deified ancestors. They believed that the soul lived after death, so they buried objects, including ritual vessels containing food and drink, for the dead to use in the afterlife.

**Jade**  
Jade is a hard and rare stone, made from the mineral nephrite, which is difficult to shape and carve. Jade was used for jewellery, ornaments, weapons, tools and ritual objects. It was precious and a symbol of purity and virtue.

**Silk**  
Silk was a popular and highly desirable fabric. It was made from threads reeled from silkworms. Exquisite fabric was made for clothes and luxury goods, which were worn by the nobility and traded.

**Bronze**  
Bronze-working skills were a major advance during the Shang Dynasty. People learned to smelt copper, tin and lead to make bronze. Shaped and decorated vessels that were used for rituals and offerings were made. Bronze weapons, such as daggers and spears, also gave the Shang Dynasty warriors an advantage over their enemies.

### Investigating Our World

#### Ordnance Survey maps

Ordnance Survey are Britain's national mapping agency. People use map symbols, six figure grid references and compass directions to navigate and compare places and features on Ordnance Survey maps.

#### Map scales

The scale on a map gives the relationship between the size of an object on the map and its size in real life. For example, a scale of 1:25,000 means that 1 cm on a map is equal to 25,000 cm, or 250 m, in real life. So 1 cm on the map is equal to 250 m in real life. On Ordnance Survey Explorer maps, the scale is 1:25,000, and the grid lines are 1 km apart, making each square 1 km<sup>2</sup> in size.

#### Contour lines

Hills, slopes and mountains are represented on a map using contour lines. By studying the contour lines on a map, you can work out the topography of an area. Contour lines are brown lines on an Ordnance Survey map. They are a two-dimensional representation of the landscape. Contour lines are close together on the map, the land is steep. If they are far apart, the land is flat or gradually sloping. They form a circle at the peak of a hill or mountain.

#### Comparing human geography

Geography is the study of the Earth, including the population, population density, literacy levels, wealth, life expectancy and religion. It is used to compare the human geography of the continents. For example, the continent of Africa has a larger population than Australia. Africa's population is 1.4 billion. The population of Australia is 25 million.

#### Capital cities of the world

Capital cities are usually the seat of a country's government. They are large settlements with a wide range of human features and transport links and are usually a centre for business and trade. For example, Vienna is the capital city of Austria, on the continent of Europe. It is the country's centre for industry, trade and culture. There is a range of transport links in the city, including a train and underground network, a tram system, and a road system for buses, taxis and cars.

#### Time zones

The time is different in different countries around the world. The world is split into 24 time zones. These are lines of longitude that run from the North Pole to the South Pole. The Prime Meridian is the starting point for all the other meridians. Its position is 0°. It runs through Greenwich, in England. All times around the world are calculated from the Prime Meridian. The time at the Prime, or Greenwich, Meridian is known as Greenwich Mean Time, abbreviated to GMT. If meridians are to the east of Greenwich on a map, hours are added to GMT. If they are to the west of Greenwich, hours are taken away from GMT. Time zones are marked to show how many hours they are ahead of, or behind, the Prime Meridian. For example GMT+1 or GMT-1.

### Earth and Space

#### The Solar System

The Solar System consists of eight planets that orbit around the Sun.

#### The Sun

The Sun is a 4.6 billion year old star. It is a huge ball of gas that releases so much heat and light that it can melt anything on its surface. The Sun is the only source of light and heat in the Solar System. Without it, life as we know it would not exist on Earth.

#### The planets

There are eight planets in the Solar System. The planets closest to the Sun (Mercury, Venus, Earth and Mars) are terrestrial planets because they are made of rock. They are hotter and have a shorter orbit and a shorter year than the planets further away. Planets that are further from the Sun (Jupiter, Saturn, Uranus and Neptune) are made of gas and are called gas giants. They are colder and have a larger orbit and a longer year than the closer planets.

#### The Earth

The Earth is the third planet from the Sun in the Solar System and is the only one to support life. The Earth rotates on an axis at an angle of 23.5°. One rotation takes 24 hours, which is one day. The Earth orbits the Sun once every 365.25 days, which is a year.

#### Models of the Solar System

In the past, many philosophers and scientists believed the Solar System was geocentric, meaning that the Earth was at the centre, orbited by the Sun and the other planets. The observations and common sense of Aristotle, the mathematician of Ptolemy and the scientific methods of Aristotle supported this theory. The geocentric model was accepted for 1500 years.

**Geocentric model**  
In the 16th century, Nicolaus Copernicus suggested the heliocentric model, with the Sun at the centre of the Solar System and the Earth and other planets orbiting around it. Even though this was an unpopular view at the time, the observations of Galileo Galilei and the scientific laws of Sir Isaac Newton proved that the heliocentric model was correct.

#### Beliefs about the shape of the Earth

Many ancient civilisations believed the Earth was flat and shaped like a floating disc, a cylinder or even a square. In ancient Greece, around 500 BC, the philosopher Pythagoras, thought a sphere was the perfect shape, so the Earth must be a sphere. Aristotle proved the Earth was a sphere when he observed a ship sailing away to sea. He noticed that the bottom of the ship disappeared first and the sail last. If the Earth were flat, the whole ship would have looked gradually smaller as it sailed away.

**Modern technology**  
Modern technology has provided further evidence that the Earth is spherical. For example, the famous Earthrise photograph was taken from the spacecraft Apollo 8 during the crew's first orbit around the Moon.

### Architecture

#### Architecture over time

#### Prehistoric

c.1500-1000 BC  
Earth huts were constructed for worship and burial. Stone circles, called henges, were made using natural materials.

#### Ancient Egyptian

c.3300-300 BC  
Enormous pyramids and temples were built from stone. A wide pyramid base supported the heavy, sloping walls.

#### Classical

c.450 BC-AD 470  
Decorated stone temples supported with columns were built in ancient Greece. The Romans further developed these designs, and invented concrete to add arches and domes.

#### Gothic

1100-1500  
Buildings were taller, with pointed arches and larger windows. Arches of stone called flying buttresses supported thinner walls.

#### Renaissance

1400-1600  
Inspired by classical architecture, private villas were built with columns, arches and domes.

#### Baroque

1600-1800  
Using the domes and colonnades from the Renaissance, buildings were larger and grander with golden details and twisted columns.

#### Early Industrial

1700-1850  
The industrial revolution led to the mass production of iron and steel. These materials gave structures added strength.

#### Modernist

1900-1950  
Buildings were designed for their use rather than their appearance. Glass, metal and concrete structures were more functional and plain.

#### Postmodern

1960-1980  
Some traditional designs were given a surprising or amusing twist. Buildings were designed to make a statement or entertain.

#### Sustainable

1980-present day  
Buildings are designed to reduce their environmental impact by using solar panels, environmentally friendly building materials and plants, such as grass and trees.

#### Greek architecture

The ancient Greeks developed the Classical style of architecture. Their temples were made from limestone or marble, and columns supported the roof.

#### Columns

The order of a building was determined by the style and design of the columns. Three types of columns were used in ancient Greece: Doric, Ionic and Corinthian.

#### Doric columns

were plain and simple, with no decoration on a base with scrolls, or acanthus leaves, or carved around the capital at the top.

#### Ionic columns

were taller than Doric columns and had a base with scrolls, or acanthus leaves, or carved around the capital at the top.

#### Corinthian columns

were the most decorative, with acanthus leaves, or scrolls and leaves of the acanthus plant, carved around the capital at the top.

images show knowledge organisers for Year 5

## Support for teachers

Curriculum Maestro ensures your teachers can focus on what matters most: providing the best quality of education for your children.

### Planning

Teachers can store and share their planning and timetable online, making lesson sequencing and management efficient and effective. The lesson plans provided can be annotated and adapted to suit each class' needs.

### Professional judgement

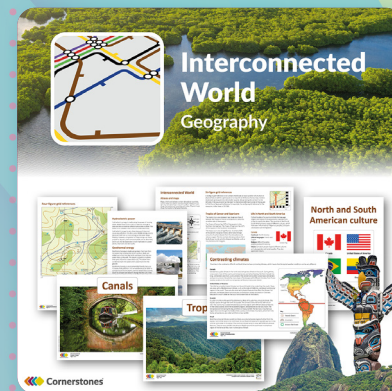
Teachers' creativity, knowledge and professional judgement are maintained and valued, with teachers able to make the important decisions about what to teach and how using Maestro's clever planning tools. Teachers can even build their own curriculum projects to add a more localised dimension to your curriculum.

### Teaching resources

Research-informed teaching resources provide everything teachers need to present important information and knowledge of the curriculum and are specifically matched to individual lessons. These best-quality resources support teachers to confidently teach the concepts, knowledge and skills of the curriculum.







images show curriculum for Year 4

Images from: Wikimedia Commons/Public domain, York Archaeological trust, Shutterstock Editorial/MAVRITSINA IRINA



# Curriculum questionnaire



## Part 1: Your curriculum

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| 1. Does your curriculum require better sequencing in single subjects or across multiple subjects? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does your curriculum require improved consistency across school?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does your curriculum require more work to ensure progression in all subjects?                  | <input type="checkbox"/> | <input type="checkbox"/> |

## Part 2: Subject leaders

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| 1. Do your subject leaders need an efficient way to store, monitor and evaluate their subjects across the curriculum? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would your subject leaders benefit from a more effective way to view and manage their subjects?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would your subject leaders like to be better prepared for inspection?  | <input type="checkbox"/> | <input type="checkbox"/> |

## Part 3: Teachers

- |  | yes                      | no                       |
|--|--------------------------|--------------------------|
| 1. Would your teachers like to spend less time creating and producing curriculum plans and resources?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would your teachers benefit from having a range of adaptable lesson plans?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would your teachers appreciate more guidance and support for sequencing the knowledge and skills of the curriculum? | <input type="checkbox"/> | <input type="checkbox"/> |



### Part 4: Assessment

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| 1. Would your teachers benefit from an integrated planning and assessment system?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would your teachers like to see previous coverage and attainment directly linked to what they are planning and teaching? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would live coverage and attainment information save your subject leaders time?   | <input type="checkbox"/> | <input type="checkbox"/> |

### Part 5: Leadership and management

- |  | yes                      | no                       |
|--|--------------------------|--------------------------|
| 1. Would your senior leadership team benefit from managing your curriculum from one central location?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would you feel more confident in the structure and robustness of your curriculum if it were based on a framework written by subject experts?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would you feel more confident showing how your curriculum is connected using a platform like Maestro rather than disparate paper-based files? | <input type="checkbox"/> | <input type="checkbox"/> |

### Part 6: Resources

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| 1. Do your teachers waste valuable time creating and printing teaching resources?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would it be helpful for your teachers to have knowledge organisers for science, history, geography, art and design and design and technology projects? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would your children benefit from expertly written, high-quality resources?   | <input type="checkbox"/> | <input type="checkbox"/> |

If you answer yes to any of these questions, Maestro can help you.

To book a demo, visit [www.cornerstoneseducation.co.uk](http://www.cornerstoneseducation.co.uk)

# What schools say about Curriculum Maestro



*'Discovering Curriculum Maestro answered my prayers and provided me with a foundation that I could use to work with the other schools in the Trust to create something that was relevant to their context and which fitted in with the overall aims of the Trust.'*

Ian Thomas  
CEO  
TEAM Multi-Academy Trust



*'Curriculum Maestro is a real time saver, particularly for leadership teams and subject leaders. There is a wealth of information and resources which can be used and adapted by creative, skilled teachers. The way the curriculum is mapped is excellent and was commented on in a very recent Ofsted inspection.'*

Charlotte Gibbins  
Headteacher  
Thurlstone Primary School, England



*'Curriculum Maestro allows us confidence in curriculum coverage across the whole school. We have had a massive increase in pupil engagement.'*

David Perkins  
Principal  
Littletown Primary Academy, England





*'Curriculum Maestro has helped us to streamline planning, and the use of the ready-prepared lessons has saved staff time. We simply make adaptations that reflect our locality and the children in each cohort. It has also saved staff time in thinking of the teaching sequence and finding the resources to plan it. The ability to plan supplementary lessons with lesson builder where staff chooses to means our own curriculum design is being supported, not dictated.'*

Moira Cross  
Executive Head  
Dordon Primary School, England



*'A key area of development is our work on long term memory and retrieval practice. The knowledge-rich projects are really helping us with that, with the sequencing and revisiting strategies and practices, including the knowledge organisers, the questioning and the low stakes quizzing.'*

Carrie Kiselis  
Deputy Headteacher  
Canon Sharples C of E Primary School and Nursery



*'I can walk into a classroom, see what they are doing and then go back and, at the click of a button, see that they are where they should be. It also means I can go in and ask the children the right questions.'*

Revd Daniel Norris  
Headteacher  
Saint Jerome Church of England Bilingual School



To find out more and to book your free online demonstration visit

[www.cornerstoneseducation.co.uk](http://www.cornerstoneseducation.co.uk)

or call us on

**03333 20 8000**

Curriculum  
**maestro**



**Barefoot**  
Computing at School



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