

KS1 CYCLE 2 (Y1 content) Mixed Age Sequencing

2024 – 2025

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading –</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> – Edward Lear Block 5</li> <li>• <b>Aesop's Fables</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake</b> – Michael Rosen Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There's a Rangan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme A (Y1)</li> <li>• Setting descriptions A (Y1)</li> <li>• Stories with familiar settings A (Y1)</li> <li>• Instructional writing A (Y1)</li> <li>• Shape poems and calligrams A (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Shape poems and calligrams B (Enrichment)</li> <li>• Recount from personal experience A</li> <li>• Informal letters A</li> <li>• Poetry on a theme A</li> <li>• Stories with a familiar setting B</li> <li>• Recount from personal experience B</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme B</li> <li>• Informal letters B</li> <li>• Setting descriptions B</li> <li>• Poetry on a theme (nature) B (Enrichment)</li> <li>• Instructional writing B</li> </ul>
<b>Mathematics Y2</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and Division</li> <li>• Length and Height</li> <li>• Mass, capacity and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Time</li> <li>• Statistics</li> <li>• Position and direction</li> </ul>
<b>CUSP Science (Y1)</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather (Y1)</li> <li>• Introduce Plants – (trees) (Y1)</li> <li>• Animals, including humans (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday materials (Y1)</li> <li>• Revisit 1: Animals, including humans (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Plants (Y1)</li> <li>• Revisit 2: Plants, Animals including humans (Y1)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A (Y1)</li> <li>• Painting Block B (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C (Y1)</li> <li>• Textiles Block D (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E (Y1)</li> <li>• Collage Block F (Y1)</li> </ul>
<b>Computing</b> <b>Digital Citizenship</b> <ul style="list-style-type: none"> <li>• Purple Mash: Online Safety and Exploring Purple Mash (Unit 1.1)</li> <li>• Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Lego Builders (Unit 1.4)</li> <li>• Purple Mash: Maze Explorers (Unit 1.5)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners:</li> <li>• Photo- Light &amp; Shadow</li> <li>• Project: Use light and shadow in a photo</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Coding (Unit 1.7)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners:</li> <li>• Video- Introduce Yourself</li> <li>• Project: Make a Selfie</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Tech Outside of School (Unit 1.9)</li> <li>• Apple Everyone Can Code Early Learners: Commands</li> <li>• Project: Create an App in Keynote (as a class)</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms Block A (Y1) <i>Instructional writing A</i></li> <li>• Structure Block B (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block C (Y1) <i>Animals including humans</i></li> <li>• Materials Block D (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles Block E (Y1) <i>Hot and cold places</i></li> <li>• Food and Nutrition Block F (Y1) <i>Instructional writing B</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Continents (Y1)</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• Seas around UK</li> <li>• Hot and cold places (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places (Y1)</li> <li>• Mapping and fieldwork (Y1)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• NEW – Events beyond living memory – Festivals (Written 2024)</li> <li>• Or ...More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music Block A</li> <li>• Control the voice – nursery rhymes Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse Block B</li> <li>• Representing sounds pictorially Block B</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch Block C</li> <li>• Identify changes in sounds (high/low) Block C</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing tempo and dynamic Block D</li> <li>• Identify changes in sounds (fast/slow, loud/soft) Block D</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music Block E</li> <li>• Responding to music Block E</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block F</li> <li>• Control and describe tempo and dynamic Block F</li> </ul>

<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Team Building</li> <li>• Ball Skills</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Sending and Receiving</li> <li>• Gymnastics</li> <li>• Invasion</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Target Games</li> <li>• Striking and Fielding</li> <li>• Net and Wall</li> </ul>
<b>Personal Social Health Education</b> <b>Being me in my world</b> <ul style="list-style-type: none"> <li>• Feeling special and safe, Being part of a class, Rights and responsibilities, consequences, owning the learning charter.</li> </ul> <b>Celebrating differences</b> <ul style="list-style-type: none"> <li>• Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone.</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Setting goals, identifying successes and achievements, learning styles, working well and celebrating achievements with a partner, tackling new challenges, identifying and overcoming obstacles, feelings of success.</li> </ul> <b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Keeping myself healthy, Healthier lifestyle choices, Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety/safety with household items, road safety, linking health and happiness.</li> <li>• Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Belonging to a family,</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself celebrating special relationships.</li> </ul> <b>Changing me</b> <ul style="list-style-type: none"> <li>• Life cycle – animals and human</li> <li>• Changes in me, changes since being a baby, differences between female and male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition.</li> </ul>
<b>Religious Education – Questful RE</b> <ul style="list-style-type: none"> <li>• Harvest. How can we help those who do not have a good harvest?</li> <li>• Christmas. Why do we give and receive gifts?</li> <li>• UC 1.3 Why does Christmas matter to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2 God and Creation</li> <li>• UC 1.2 Who made the world?</li> <li>• 1.5 Easter celebrating new life and new beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• 1.4 Jesus was special</li> <li>• 1.7 Why is Baptism Special?</li> </ul>
<b>Enrichment Opportunities</b> <ul style="list-style-type: none"> <li>• Palaeontologist Workshop</li> <li>• Explore significant places in the locality</li> <li>• Local Church visit</li> </ul>	<ul style="list-style-type: none"> <li>• Beatrix Potter Museum or Sea Life Centre</li> <li>• Visits a Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to Fork – Kenyon Hall Farm or other farm visit</li> <li>• Children grow plants/vegetables from a seed</li> </ul>
Raise money for charity Be an entrepreneur Visit a place of beauty Take part in a performance Learn with an author Perform a dance Play in a competitive sport event Showcase Learning Celebration		
<b>Christian Values</b>  Throughout the year children have opportunities to reflect, discuss and learn about all Christian Values through Collective Worship, Religious Education and the wider curriculum: Creativity, Respect, Perseverance, Forgiveness, Peace, Trust, Compassion, Generosity, Justice, Friendship, Responsibility, Thankfulness, Service, Truthfulness, Forgiveness, Wisdom, Hope, Koinonia		
<b>Global Dimension Themes</b> Famine, Community links and roles, Human rights and fairness, Lent appeal Fairtrade, Change for the better, Clean Air, Poverty, Human rights and justice Sustainability for the future, Homelessness, Fairness in the world, Change for the better, Clean water		