

KS1 (Year 1 and Year 2)

Curriculum Overview- 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading <ul style="list-style-type: none"> Bridging unit: Structured Storytime Grandad's Island 1 Block Aesop's Fables - The Goose that laid the Golden Eggs 1 Block Paddington 2 Blocks The Christmas Pine 1 Block or The Last Tree 1 Block 	<ul style="list-style-type: none"> The Quangle Wangle's Hat 1 Block or Somebody Crunched Colin 1 Block Coming to England 1 Block The Street Beneath My Feet 1 Block or A Planet Full of Plastic 1 Block Rhythm of the Rain 2 Blocks Aesop's Fables – The Sun and The Wind 1 Block 	<ul style="list-style-type: none"> Little People Big Dreams (DA) 1 Block Fantastically Great Women Who Changed the World 2 Blocks Mrs Noah's Pockets 1 Block Fantastic Mr Fox 3 Blocks or The Enormous Crocodile 3 Blocks
CUSP Writing <p>Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> Bridging unit: Sentence composition Character descriptions A Simple retelling of a narrative A Formal invitations A Poems developing vocabulary A Stories from other cultures A 	<ul style="list-style-type: none"> Poetry on a theme (humorous) A Non-chronological reports A Formal invitations B Character description B Recount from personal experience A Poems developing vocabulary B (Enrichment) 	<ul style="list-style-type: none"> Non-chronological reports B Recount from personal experience B Stories from other cultures B Simple retelling of a narrative B Poetry on a theme (change) B (Enrichment)
Maths <ul style="list-style-type: none"> Place Value Addition and Subtraction Shape 	<ul style="list-style-type: none"> Money Multiplication and Division Length and Height Mass, Capacity and Temperature 	<ul style="list-style-type: none"> Fractions Time Statistics Position and Direction
CUSP Science <ul style="list-style-type: none"> Living things and their habitats Animals, including humans 	<ul style="list-style-type: none"> Uses of everyday materials Revisit Living things and their habitats / materials (<i>or alternative focus for insecure knowledge</i>) 	<ul style="list-style-type: none"> Plants Revisit Living things and their habitats / Animals, including humans (<i>or alternative focus for insecure knowledge</i>)
CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting Block B 	<ul style="list-style-type: none"> Creative Response Block 2026 Printmaking Block C 	<ul style="list-style-type: none"> Textiles and collage Block D 3D Block E
Unity iPad Computing <ul style="list-style-type: none"> Everyone Can Create: Drawing People and Places Everyone Can Code Early Learners: Variables and App Design 	<ul style="list-style-type: none"> Online Safety: Smartie the Penguin Scratch: Musical Actions and Sequences 	<ul style="list-style-type: none"> Technology All Around Us Everyone Can Create: Photo Collages
CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B <i>Sci Living things</i> 	<ul style="list-style-type: none"> Mechanisms Block C Materials Block D <i>Sci Use of Everyday materials</i> 	<ul style="list-style-type: none"> Food and Nutrition Block E Structures Block F
CUSP Geography <ul style="list-style-type: none"> Human and Physical features Compare a small part of the UK to a non-European location – London and Nairobi 	<ul style="list-style-type: none"> Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills 	<ul style="list-style-type: none"> Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
CUSP History <ul style="list-style-type: none"> Events beyond living memory 	<ul style="list-style-type: none"> Significant historical events, people, places in our locality 	<ul style="list-style-type: none"> Significant historical events, people, places in our locality Revisit – Events beyond living memory (<i>or alternative focus for insecure knowledge</i>)
CUSP Music - Tuned and untuned percussion <p>Untuned percussion</p> <ul style="list-style-type: none"> Untuned focus: Experimenting with sounds 2 Block A Representing sounds pictorially Block A <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Being together in music 2 Block B Control the voice – sing as a choir Block B 	<p>Music</p> <p>Untuned percussion</p> <ul style="list-style-type: none"> Untuned focus: Introducing rhythm and pulse 2 Block C Compose short patterns Block C <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Introducing pitch 2 Block D Control and describe pitch Block D 	<p>Music</p> <p>Untuned percussion</p> <ul style="list-style-type: none"> Tuned focus: Introducing tempo and dynamic 2 Block E Control and describe tempo and dynamic Block E <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Exploring emotions through music 2 Block F Choose sounds to create an effect Block F
PE <p>OUTDOOR</p> <p>Multi-skills: throwing and catching</p> <p>Games 2 – Basic Skills</p> <p>INDOOR</p> <p>Gymnastics: 'Landscapes and Cities'</p>	<p>PE</p> <p>OUTDOOR</p> <p>Attacking and Defending</p> <p>Multi-skills: bat and ball</p> <p>INDOOR</p> <p>Circuit Training</p>	<p>PE</p> <p>OUTDOOR</p> <p>Multi-skills: target games</p> <p>Athletics 'Animal Olympics'</p> <p>INDOOR Swimming</p> <p>Gymnastics: 'Under the Sea'</p>

Dance: 'Gunpowder Plot'	Dance 'Plants'	Dance: 'Toys'
PSHE Being Me in My World Who am I and how do I fit? Celebrating Difference Respect for similarity and difference-Antibullying and being unique	PSHE Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this Healthy Me Being and keeping safe and healthy	PSHE Relationships Building positive healthy relationships Changing me Coping positively with change.
RE <ul style="list-style-type: none"> • Is it possible to be kind to everyone all of the time? • Why do Christians believe God gave Jesus to the world? 	<ul style="list-style-type: none"> • Does visiting the synagogue help Jewish children feel closer to God? • How important is it to Christians that Jesus came back to life after His crucifixion? 	<ul style="list-style-type: none"> • How important is the prophet Muhammad to Muslims? • What is the best way for a Jew to lead a good life? • How important is the Qur'an to Muslims?