

2023 – 2024

Year 1 2023 – 2024 curriculum sequence on a page

| Autumn 2022 | Spring 2023 | Summer 2023 |
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| CUSP Reading <ul style="list-style-type: none"> • Beegu • Where the Wild Things Are • The Storm Whale • The Owl and the Pussycat – Edward Lear • Aesop's Fables – The Boy Who Cried Wolf | <ul style="list-style-type: none"> • The Tale of Peter Rabbit • Look Up! • Here We Are • Chocolate Cake – Michael Rosen | <ul style="list-style-type: none"> • There's a Rangan in my bedroom • And Tango Makes Three • The Lion Within • Aesop's Fables – The Hare and the Tortoise • The Proudest Blue |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) (3 weeks of sentence composition) 1.5 days teaching slides coming soon on CUSP. <ul style="list-style-type: none"> • Poetry: pattern and rhyme • Setting descriptions • Instructional writing • Shape poems and calligrams • Stories with familiar settings | <ul style="list-style-type: none"> • Shape poems and calligrams • Informal letters • Recount from personal experience • Poetry on a theme • Stories with a familiar setting • Recount from personal experience | <ul style="list-style-type: none"> • Informal letters • Poetry on a theme • Setting descriptions • Poetry: pattern and rhyme • Instructional writing |
| Maths <ul style="list-style-type: none"> • Numbers to 10 • Addition and subtraction within 10 • Shape and patterns • Numbers to 20 • Addition and subtraction within 20 | <ul style="list-style-type: none"> • Time • Exploring calculation strategies within 20 • Numbers to 50 • Addition and subtraction within 20 • Fractions • Measures: length and mass | <ul style="list-style-type: none"> • Numbers 50 to 100 and beyond • Addition and subtraction • Money • Multiplication and division • Measures: capacity and volume |
| CUSP Science <ul style="list-style-type: none"> • Seasonal changes and daily weather • Introduce Plants – (trees) • Animals, including humans | <ul style="list-style-type: none"> • Everyday materials • Revisit 1: Animals, including humans | <ul style="list-style-type: none"> • Plants • Revisit 2: Plants, Animals including humans |
| CUSP Art and Design <ul style="list-style-type: none"> • Drawing • Painting | <ul style="list-style-type: none"> • Printmaking • Textiles | <ul style="list-style-type: none"> • 3D • Collage |
| Computing <ul style="list-style-type: none"> • Improving Mouse Skills (L1-3) | <ul style="list-style-type: none"> • Algorithms unplugged (L1,2,4 & 5) • Digital imagery (L1-3) | <ul style="list-style-type: none"> • Bee-bot (L1,3,4 & 5) • Online safety (L1 - 4) |
| CUSP Design and Technology <ul style="list-style-type: none"> • Mechanisms • Structures | <ul style="list-style-type: none"> • Food and Nutrition • Understanding Materials | <ul style="list-style-type: none"> • Textiles • Food and Nutrition |
| CUSP Geography <ul style="list-style-type: none"> • Continents and oceans • Countries of UK/ capital cities and seas | <ul style="list-style-type: none"> • Continents and oceans, UK • countries / capital cities and seas | <ul style="list-style-type: none"> • Hot and cold places • Mapping and fieldwork |
| CUSP History <ul style="list-style-type: none"> • Changes within living memory | <ul style="list-style-type: none"> • The lives of significant people (<i>Mary Anning and David Attenborough</i>) | <ul style="list-style-type: none"> • More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>) |
| CUSP Music - Tuned and untuned percussion Singing <ul style="list-style-type: none"> • Block A - Singing focus: Being together in music • Block A - Control the voice – nursery rhymes Untuned percussion <ul style="list-style-type: none"> • Block B - Untuned focus: Introducing rhythm and pulse • Block B - Representing sounds pictorially | Music Singing <ul style="list-style-type: none"> • Block C - Singing focus: Introducing pitch • Block C - Identify changes in sounds (high/low) Untuned percussion <ul style="list-style-type: none"> • Block D - Untuned focus: Introducing tempo and dynamic • Block D - Identify changes in sounds (fast/slow, loud/soft) | Music Singing <ul style="list-style-type: none"> • Block E - Singing focus: Exploring emotions through music • Block E Responding to music Untuned percussion <ul style="list-style-type: none"> • Block F - Tuned focus: Introducing tempo and dynamic 2 • Block F - Control and describe tempo and dynamic |
| PE <ul style="list-style-type: none"> • Gymnastics • Basketball • Dance/gym | PE <ul style="list-style-type: none"> • FUNdamentals (ABC) • Hockey • Football | PE <ul style="list-style-type: none"> • Tennis • FUNdamentals (ABC) • Athletics |

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| <ul style="list-style-type: none"> FUNDamentals (ABC) | <ul style="list-style-type: none"> Cricket | <ul style="list-style-type: none"> FUNDamentals (ABC) |
| PSHE <ul style="list-style-type: none"> Family and relationships – how families can be different, positive friendships, feeling, stereotypes Health and Wellbeing – managing feelings, wellbeing through sleep and relaxation, handwashing and sun protection, people in the community | PSHE <ul style="list-style-type: none"> Safety and the changing body Citizenship – rules and consequences, caring for babies young children and animals, similarities and differences, introducing democracy | PSHE <ul style="list-style-type: none"> Economic wellbeing – what money is and where it comes from, banks, spending and saving, job roles in schools |
| RE <ul style="list-style-type: none"> Christianity – Baptism/church Judaism – mitzvot/tzedakah | <ul style="list-style-type: none"> Christianity – parables/gospel Christianity – prayer/worship | <ul style="list-style-type: none"> Christianity – Emmanuel/ holy spirit Judaism – Creation/blessing |