

# Year 1 and 2 (Robins) Cusp Curriculum Document 2024 – 2026



## KS1 CYCLE 1 – 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 Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables – The Boy Who Cried Wolf</b> 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> </ul>	<ul style="list-style-type: none"> <li>• <b>There's a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Enormous Crocodile</b> Block 22, 23, 24</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)  <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme A</li> <li>• Setting descriptions A</li> <li>• Instructional writing A</li> <li>• Stories with familiar settings A</li> <li>• Poetry: playing with language A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Recount from personal experience A</li> <li>• Informal letters A</li> <li>• Poetry on a theme (nature) A</li> <li>• Stories with a familiar setting B</li> <li>• Recount from personal experience B</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme B (Enrichment)</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> <li>• Poetry: playing with language B (Enrichment)</li> </ul>
<b>Maths – school sequenced</b>		
<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) <i>(or alternative focus for insecure knowledge)</i></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>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>• Everyone Can Create: Light and Shadows in Photography</li> <li>• Everyone Can Code Early Learners: Functions and Loops</li> </ul>	<ul style="list-style-type: none"> <li>• Online Safety: Smartie the Penguin</li> <li>• Scratch Jr: Creating a Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Grouping data</li> <li>• Everyone Can Create: Patterns and Shapes</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>• 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>Music 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>Music 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>
PE	PE	PE
PSHE:		
At Friday Bridge we use the Cambridge Local Authority scheme of work.		

<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity – God / creation</li> <li>Incarnation</li> </ul>	<ul style="list-style-type: none"> <li>Christianity - Incarnation</li> <li>Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Shabbat</li> <li>Judaism - Rosh Hashanah and Yom Kippur</li> </ul>
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## KS1 CYCLE 2 – 2025/2026

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Grandad's Island</b> Block 1</li> <li><b>Aesop's Fables</b> - The Goose that laid the Golden Eggs Block 2</li> <li><b>Mrs Noah's Pockets</b> Block 3</li> <li><b>Paddington</b> Blocks 4, 5</li> <li><b>The Christmas Pine</b> - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Quangle Wangle's Hat</b> - Edward Lear Block 7</li> <li><b>Coming to England</b> Block 8</li> <li><b>The Street Beneath My Feet</b> Block 9</li> <li><b>Rhythm of the Rain</b> Blocks 10, 11</li> <li><b>Little People Big Dreams</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Fantastically Great Women Who Changed the World</b> Blocks 13, 14</li> <li><b>Aesop's Fables</b> – The Sun and The Wind Block 15</li> <li><b>Fantastic Mr Fox</b> Blocks 16, 17, 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>Character descriptions A (Y2)</li> <li>Poems developing vocabulary A (Y2)</li> <li>Simple retelling of a narrative A (Y2)</li> <li>Formal invitations A (Y2)</li> <li>Stories from other cultures A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A (Y2)</li> <li>Non-chronological reports A (Y2)</li> <li>Formal invitations B (Y2)</li> <li>Stories from other cultures B (Y2)</li> <li>Recount from personal experience A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Simple retelling of a narrative B</li> <li>Recount from personal experience B</li> <li>Poems developing vocabulary B (Enrichment)</li> <li>Character description B</li> <li>Poetry on a theme (humorous / poems about change) B (Enrichment)</li> </ul>
Maths – school sequence		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats (Y2)</li> <li>Animals, including humans (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials (Y2)</li> <li>Revisit Living things and their habitats / materials (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Plants (Y2)</li> <li>Revisit Living things and their habitats / Animals, including humans (Y2)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A (Y2)</li> <li>Painting Block B (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking Block C (Y2)</li> <li>Textiles and collage Block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>3D Block E (Y2)</li> <li>Creative Response Block F (Y2)</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Drawing People and Places</li> <li>Everyone Can Code Early Learners: Variables and App Design</li> </ul>	<ul style="list-style-type: none"> <li>Online Safety: Smartie the Penguin</li> <li>Scratch: Musical Actions and Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Technology All Around Us</li> <li>Everyone Can Create: Photo Collages</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A (Y2)</li> <li>Food and Nutrition Block B (Y2)</li> </ul> <small>Sci Living things</small>	<ul style="list-style-type: none"> <li>Mechanisms Block C (Y2)</li> <li>Materials Block D (Y2)</li> </ul> <small>Sci Use of Everyday materials</small>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E (Y2)</li> <li>Structures Block F (Y2)</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features (Y2)</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> <li>Fieldwork and map skills (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills (Y2)</li> <li>Compare a different non-European location to our locality - Amazon Rainforest (Y2)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality (Y2)</li> <li>Revisit – Events beyond living memory (Y2)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Experimenting with sounds 2 Block A</li> <li>Representing sounds pictorially Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Being together in music 2 Block B (Y2)</li> </ul>	Music <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse 2 Block C (Y2)</li> <li>Compose short patterns Block C (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch 2 Block D (Y2)</li> </ul>	Music <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing tempo and dynamic 2 Block E (Y2)</li> <li>Control and describe tempo and dynamic Block E (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music 2 Block F (Y2)</li> </ul>

<ul style="list-style-type: none"> <li>Control the voice – sing as a choir Block B (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Control and describe pitch Block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Choose sounds to create an effect Block F (Y2)</li> </ul>
PE	PE	PE
<ul style="list-style-type: none"> <li></li> </ul>		
PSHE: At Friday Bridge we use the Cambridge Local Authority scheme of work.		
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity - What did Jesus teach?</li> <li>Christianity - Christmas - Jesus as gift from God</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – Passover</li> <li>Islam – Prayer at home</li> <li>Christianity – Easter and the Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – The Covenant / Rites of Passage and good works</li> <li>Islam – Community and belonging / Hajj</li> </ul>