

## Year 1 Cycle 1 (Y2 content)

### Mixed Age Teaching Long Term Overview and Curriculum

#### Sequencing

**2025 – 2026**

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Bridging unit: Structured Storytime</li> <li><b>Grandad's Island</b> 1 Block</li> <li><b>Aesop's Fables</b> - The Goose that laid the Golden Eggs 1 Block</li> <li><b>Paddington</b> 2 Blocks</li> <li><b>The Christmas Pine</b> 1 Block <b>or The Last Tree</b> 1 Block</li> </ul>	<ul style="list-style-type: none"> <li><b>The Quangle Wangle's Hat</b> 1 Block <b>or Somebody Crunched Colin</b> 1 Block</li> <li><b>Coming to England</b> 1 Block</li> <li><b>The Street Beneath My Feet</b> 1 Block <b>or A Planet Full of Plastic</b> 1 Block</li> <li><b>Rhythm of the Rain</b> 2 Blocks</li> <li><b>Aesop's Fables</b> – The Sun and The Wind 1 Block</li> </ul>	<ul style="list-style-type: none"> <li><b>Little People Big Dreams (DA)</b> 1 Block</li> <li><b>Fantastically Great Women Who Changed the World</b> 2 Blocks</li> <li><b>Mrs Noah's Pockets</b> 1 Block</li> <li><b>Fantastic Mr Fox</b> 3 Blocks <b>or The Enormous Crocodile</b> 3 Blocks</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Bridging unit: Sentence composition</li> <li>Character descriptions A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Poems developing vocabulary A</li> <li>Stories from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Character description B</li> <li>Recount from personal experience A</li> <li>Poems developing vocabulary B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Recount from personal experience B</li> <li>Stories from other cultures B</li> <li>Simple retelling of a narrative B</li> <li>Poetry on a theme (change) B (Enrichment)</li> </ul>
<b>Mathematics Y1</b> <ul style="list-style-type: none"> <li>Place Value (Within 10)</li> <li>Addition and subtraction (Within 10)</li> <li>Geometry (shape)</li> </ul>	<ul style="list-style-type: none"> <li>Place Value within 20</li> <li>Addition and Subtraction (Within 20)</li> <li>Place Value (within 50)</li> <li>Length and height</li> <li>Mass and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Position and Direction</li> <li>Place Value (within 100)</li> <li>Money</li> <li>Time</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials <i>(or alternative focus for insecure knowledge)</i></li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans <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</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Creative Response Block 2026</li> <li>Printmaking Block C</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block D</li> <li>3D Block E</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</li> <li>Food and Nutrition Block B <i>Sci Living things</i></li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Materials Block D <i>Sci Use of Everyday materials</i></li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory <i>(or alternative focus for insecure knowledge)</i></li> </ul>

<p><b>CUSP Music - Tuned and untuned percussion</b></p> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Untuned focus: Experimenting with sounds 2 Block A</li> <li>• Representing sounds pictorially Block A</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music 2 Block B</li> <li>• Control the voice – sing as a choir Block B</li> </ul>	<p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse 2 Block C</li> <li>• Compose short patterns Block C</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch 2 Block D</li> <li>• Control and describe pitch Block D</li> </ul>	<p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block E</li> <li>• Control and describe tempo and dynamic Block E</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music 2 Block F</li> <li>• Choose sounds to create an effect Block F</li> </ul>
<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Dance</li> <li>• Ball Skills</li> <li>• Invasion</li> </ul>	<ul style="list-style-type: none"> <li>• Net and Wall</li> <li>• Gymnastics</li> <li>• Target Games</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Striking and Fielding</li> <li>• Sending and Receiving</li> <li>• Team Building</li> </ul>
<p><b>PSHE</b> <b>Relationships</b></p> <p><b>Families and friendships</b> Making friends; feeling lonely and getting help</p> <p><b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><b>Living in the Wider World</b></p> <p><b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>Media literacy and digital resilience</b> The internet in everyday life; online content and information</p> <p><b>Money and work</b> What money is; needs and wants; looking after money</p>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Growing and changing</b> Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 2.1 The Bible. Why is it such a special book?</li> <li>• 2.2 Christmas. Why was the birth of Jesus such good news?</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3 Jesus, friend to everyone</li> <li>• 2.4 Easter. How do symbols help us to understand the story?</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5. Why is the Church a special place for Christians?</li> <li>• 2.6. What happened at the Ascension and Pentecost?</li> </ul>
<p><b>Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>• National Archive Workshop - Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• In school 'Trashion' show (recycled materials made in to clothes and accessories)</li> <li>• Wigan Life Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a or Zoo or animal petting zoo in school</li> <li>• Mosque visit/visitor</li> </ul>
<p>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</p>		
<p><b>Christian Values</b></p> <p>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</p>		
<p><b>Global Dimension Themes</b></p> <p>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</p>		

**Autumn Term Suggested Sequence**

<p>MA KS1 Cycle 1 Autumn 2025</p>		<p>Science 1.5 hours</p>
-----------------------------------	--	--------------------------

Sep 1	Geography	Human and physical features		STRONG START	Living things and their habitats	
	Art	Drawing Block A				
8	History	Events beyond living memory – Great Fire of London				What is alive and what is not?
	Art	Drawing				
15	Computing	Everyone Can Create: Drawing People and Places				What do all living things have in common?
	Art	Drawing				
22	Geography	Human and physical features <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>				Where do plants and animals live?
	DT	Textiles Block A				
29	History	Events beyond living memory - Great Fire of London				What plants and animals live in our local environment?
	DT	Textiles				
Oct 6	Computing	Everyone Can Create: Drawing People and Places				What are food chains? How are they connected?
	DT	Textiles				
13	Geography	Human and physical features				Why do plants and animals need each other?
	Art	Painting Block B				
Oct 20 Oct 27	Half term					
Nov 3	History	Events beyond living memory - Great Fire of London	REMEMBER: what is an animal?			
	Art	Painting				
10	Computing	Everyone Can Code Early Learners: Variables and App Design	How do animals change as they mature?			
	Art	Painting				
17	Geography	Compare a small part of the UK to a non-European location	How do we change as we mature?			
	DT	Food and Nutrition Block B				
24	History	Events beyond living memory - Great Fire of London <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>	What do all animals need to stay alive?			
	DT	Food and Nutrition				
Dec 1	Computing	Everyone Can Code Early Learners: Variables and App Design	Keeping healthy: why do we exercise?			
	DT	Food and Nutrition				
8	Geog	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.	Keeping healthy: why do we eat different types of food?			
	History					
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly <b>Friday 19<sup>th</sup> December 2025</b>				Animals, including humans	

### Spring Term Suggested Sequence

MA KS1 Cycle 1 Spring 2026				Science		
Jan 5	Geography	Compare a small part of the UK to a non-European location		STRONG START	Uses of everyday materials	
	DT	Mechansims Block C				
12	History	Significant historical events, people, places in our locality				What are materials used for? Categorise and compare wood, metal, plastic and glass.
	DT	Mechansims				What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.
19	Computing	Online Safety: Smartie the Penguin				What happens when we squash, bend, twist or stretch a material?
	DT	Mechansims				What's the right material for the job?
26	Geography	Compare a small part of the UK to a non-European location <b>CUSP Art Festival</b>				What's the best absorbent material?
	Art	Creative Response Block 2026				
Feb 2	History	Significant historical events, people, places in our locality.				
	Art	Creative Response				
9	Computing	Online Safety: Smartie the Penguin				
	Art	Creative Response				
16	<b>Half term</b>					
23	Geography	Compare a small part of the UK to a non-European location		Who invented waterproofing?	Revisit Living things and their habitats / materials	
	Art	Printmaking Block C				
Mar 2	History	Significant historical events, people, places in our locality		What is it made from?		
	Art	Printmaking		Compare: what is alive, what is not alive and what has never been alive?		
9	Computing	Scratch: Musical Actions and Sequences		What materials do our pets have or need? Why is that?		
	Art	Printmaking				
16	Geography	Fieldwork and map skills				
	DT	Materials Block D				
23	History	Significant historical events, people, places in our locality				
	DT	Materials				
30	Computing	Scratch: Musical Actions and Sequences		STRONG START	Plants	
	DT	Materials				
<b>Easter – Friday 3<sup>rd</sup> April- Friday 17<sup>th</sup> April</b>						

**Summer Term Suggested Sequence**

YEAR 2 Summer 2026				Science	
--------------------	--	--	--	---------	--

20	Geography	Fieldwork and map skills		How do seeds germinate and what happens?	Plants												
	Art	Textiles and collage Block D															
27	History	Significant historical events, people, places in our locality					What happens when bulbs sprout?										
	Art	Textiles and collage															
May 4	Computing	Technology All Around Us								What do plants need to thrive and be healthy?							
	Art	Textiles and collage															
11	Geography	Fieldwork and map skills											What can happen if plants don't get the things they need?				
	DT	Food and Nutrition Block E															
18	History	Significant historical events, people, places in our locality														What do I notice about plants around the school? How are they healthy? How are they unhealthy?	
	DT	Food and Nutrition															
25	Half Term																
Jun 1	Computing	Technology All Around Us		Show what you know How do seeds and bulbs grow? What do plants need to be healthy?													
	DT	Food and Nutrition															
8	Geography	Compare a different non-European location to ours – Amazon rainforest															
	Art	3D Block E															
15	History	Revisit – Events beyond living memory <b>CUSP Food Festival</b>															
	Art	3D															
22	Computing	Everyone Can Create: Photo Collages											How do seeds and bulbs grow?	Revisit Living things and their habitats / Animals, including humans			
	Art	3D															
29	Geography	Compare a different non-European location to ours – Amazon rainforest														What do I know about animals, including humans?	
	DT	Structures															
Jul 6	History	Revisit – Events beyond living memory		What do plants need to thrive and be healthy?													
	DT	Structures															
13	Computing	Everyone Can Create: Photo Collages															
	DT	Structures															