



## COVERAGE MAPS

**CUSP COVERAGE MAPS TO BE READ with Y1-Y6 CUSP using six week cycle with weekly science**

Weekly teaching

- English (RWI)
- Maths
- Science
- Handwriting
- Music
- PE
- PSHE
- RE

Six week modular teaching through a repeated cycle

- History
- Geography
- Art and Design
- Design Technology
- Computing

SCIENCE National Curriculum Expectations KS1	Year 1		
	Autumn	Spring	Summer
<b>Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	Introduce trees		Introduce parts of a plant
<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	Introduce	Revisit	Revisit
<b>Everyday materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		Introduce	Revisit
<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	Introduce		Revisit

SCIENCE National Curriculum Expectations KS1	Year 2		
	Autumn	Spring	Summer
<p>1. Living things and their habitats</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro- habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	Introduce	Revisit	Revisit
<p>Plants</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>			Introduce
<p>Animals, including humans</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	Introduce	Revisit	Revisit
<p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		Introduce and revisit	

Geography National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Locational knowledge</b> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Introduce	Continue				
<b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country				Introduce	Continue	Extend
<b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles			Introduce			
use basic geographical vocabulary to refer to: <u>key physical features</u> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>key human features</u> , including: city, town, village, factory, farm, house, office, port, harbour and shop				Introduce		
<b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			Introduce		Introduce	Continue

Colours indicate	Main content	Connected skill or vocabulary
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History National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Introduce					
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]				Introduce		Revisit
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		Introduce	Continue			
Significant historical events, people and places in their own locality.					Introduce	Continue

Art National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
To use a range of materials creatively to design and make products						
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Drawing	Printmaking	Collage	Drawing	Printmaking	3D
	Painting	Textiles	3D	Painting	Textiles and collage	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.						

Colours indicate	<b>Main content</b>	Connected skill or vocabulary
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## CUSP Art – Core Content

Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 1	<p><b>Block A</b> Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p><b>Block B</b> Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of primary colours Be able to make thick and thin marks and identify shades of primary colours</p>	<p><b>Block C</b> Explore resist and relief block printing, negative stencils and clay slabs.</p>	<p><b>Block D</b> Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.</p>	<p><b>Block E</b> Use natural and man made materials. Create plaster casts from clay impressions.</p>	<p><b>Block F</b> Explore the visual and tactile qualities of natural and man made objects.</p>
Year 2	<p><b>Block A</b> Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p><b>Block B</b> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood and movement Be able to select colours and painting tools and make marks to express feelings</p>	<p><b>Block C</b> Create repeated patterns with positive and negative space. Use natural objects as stimulus.</p>	<p><b>Block D*</b> Explore dip dye technique. Use relief and block printing techniques on fabric.</p>	<p><b>Block E</b> Explore aboriginal art. Combine different colours of clay.</p>	<p><b>Block D*</b> Create large scale work focusing on line, colour and shape.</p>

Computing National Curriculum Expectations KS1						
National Curriculum Statement	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		Programming A – Moving a robot	Programming B – Introduction to animation		Programming A – Robot algorithms	Programming B – An introduction to quizzes
create and debug simple programs		Programming A – Moving a robot	Programming B – Introduction to animation		Programming A – Robot algorithms	Programming B – An introduction to quizzes
use logical reasoning to predict the behaviour of simple programs		Programming A – Moving a robot	Programming B – Introduction to animation		Programming A – Robot algorithms	Programming B – An introduction to quizzes
use technology purposefully to create, organise, store, manipulate and retrieve digital content	Computing systems and networks – Technology around us Creating media – Digital painting	Data and information – Grouping data	Creating media – Digital writing Programming B – Introduction to animation	Computing systems and networks – IT around us Creating media – Digital photography	Programming A – Robot algorithms Data and information – Pictograms	Creating media – Making music
recognise common uses of information technology beyond school	Computing systems and networks – Technology around us	Programming A – Moving a robot		Computing systems and networks – IT around us Creating media – Digital photography		



use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing systems and networks – Technology around us	Data and information – Grouping data	Creating media – Digital writing	Computing systems and networks – IT around us Creating media – Digital photography	Data and information – Pictograms	
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### Design Technology National Curriculum Expectations KS1

	D&T Strands		
Pupils should be taught to:		Year 1	Year 2
Design purposeful, functional, appealing products for themselves and other users based on design criteria	<b>Design</b>	Moving Story Books Windmills Puppets Wheels and Axles	Moving Monsters Baby Bear's Chair Pouches Ferris Wheels
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<b>Design</b>	Moving Story Books Windmills, Puppets Wheels and Axles	Moving Monsters Baby Bear's Chair Pouches Ferris Wheels
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<b>Make</b>	Moving Story Books Windmills Puppets Wheels and Axles	Moving Monsters Baby Bear's Chair Pouches Ferris Wheels

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<b>Make</b>	Moving Books Windmills Puppets Wheels and Axles Smoothies	Moving Monsters Baby Bear's Chair Pouches Ferris Wheels A Balanced Diet
Explore and evaluate a range of existing products	<b>Evaluate</b>	Moving Story Books Windmills Wheels and Axles Smoothies	Moving Monsters Pouches Ferris Wheels A Balanced Diet
Evaluate their ideas and products against design criteria	<b>Evaluate</b>	Moving Story Books Windmills Puppets Wheels and Axles	Moving Monsters Baby Bear's Chair Pouches Ferris Wheels

Design Technology National Curriculum Expectations KS1			
	D&T Strands		
Pupils should be taught to:		Year 1	Year 2
Build structures, exploring how they can be made stronger, stiffer and more stable	<b>Technical Knowledge</b>	Windmills	Baby Bear's Chair Ferris Wheels
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<b>Technical Knowledge</b>	Moving Story Books Wheels and Axles	Moving Monsters Ferris Wheels
<b>Cooking and Nutrition:</b> Use the basic principles of a healthy and varied diet to prepare dishes	<b>Technical Knowledge</b>	Fruit and Vegetable Smoothie	A Balanced Diet
<b>Cooking and Nutrition:</b> Understand where food comes from	<b>Technical Knowledge</b>	Fruit and Vegetable Smoothie	A Balanced Diet

## Music

Each Chranaga unit always covers all 4 below statements from the National curriculum. The music units always include Listening and appraising, musical activities with instruments, composition and performing.

Each unit of work enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

### National Curriculum Expectations KS1

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.

## Year 2

Unit	1	2	3	4	5	6
Title	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music

Physical Education Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Throwing and Catching Fun and Games ABCs	Gymnastics ABCs Passing and Dribbling	Gymnastics Passing and Dribbling Athletics	Gymnastics ABCs	Throwing and Catching Passing and Dribbling	Striking and Fielding Games
participate in team games, developing simple tactics for attacking and defending	Fun and Games	Passing and Dribbling	Passing and Dribbling		Throwing and Catching Passing and Dribbling	Striking and Fielding Games
perform dances using simple movement patterns.		Dance		Dance		

## Religious Education

**Religious Education Expectations KS1 (see Discovery RE which includes all elements of the locally agreed syllabus plan)**

**Discovery RE -The aim is to deepen children’s critical thinking skills through greater subject knowledge and also to allow their own spiritual development.**

Each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a **4-step process**:

**Engagement** (How can I relate to the underpinning concept in my own world?)

**Investigation** (What do I need to learn about the religion in order to answer the big question)

**Evaluation** (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

**Expression** (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

**Christianity is taught in every year group with one other religion each year from: Buddhism, Hinduism, Islam, Judaism and Sikhism.**

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Year 1</u>	<p>Christianity – story of creation</p> <p><b><u>The Christian Family</u></b></p>	<p>Christianity - Incarnation</p> <p><b><u>Celebrations</u></b></p> <p>Focus on the Christmas Story.</p>	<p>Christianity - Incarnation</p> <p><b><u>The Family in Islam</u></b></p> <p>How does being a Muslim make a difference to a family.</p>	<p>Christianity - Salvation</p> <p><b><u>What makes a place special?</u></b></p> <p>What makes places special for Christians and Muslims</p>	<p>Judaism - Shabbat</p> <p><b><u>Books and Stories</u></b></p> <p>Special books to me. Nick Butterworth stories.</p>	<p>Judaism – Rosh Hashanah/ Yom Kippur</p> <p><b><u>Questions about God</u></b></p> <p>Link to Christianity and Islam.</p>
<p><u>Year 2</u></p> <p><b>No previous learning of Judaism</b></p>	<p>Christianity – What did Jesus teach?</p> <p><b><u>Harvest and Thanksgiving</u></b></p> <p>Introduce other religions: Christian (Harvest), Jewish (Sukkot), Hindu (Divali)</p>	<p>Christianity – Christmas – Jesus a gift from God</p> <p><b><u>Christmas</u></b></p> <p>Why are presents given at Christmas time? Introduce advent and the meaning.</p>	<p>Judaism – Passover</p> <p>Islam – prayer at home</p> <p><b><u>Books and Stories</u></b></p> <p>Islamic and Jewish stories. Drama opportunities.</p>	<p>Christianity – Easter and the resurrection</p> <p><b><u>Who is Jesus?</u></b></p> <p>Easter Story (link to Year 5)</p>	<p>Judaism – The Covenant/ Rites of passage/ good works</p> <p><b><u>Places of worship</u></b></p> <p>Visit a church and a mosque. Build a church out of lego with features.</p>	<p>Islam – community and belonging/ Hajj</p> <p><b><u>Special Times</u></b></p> <p>Ramadam (fasting, visitor in) and Eid.</p>

RSE and PSHE School Curriculum Prompts <b>KS1</b> . (See Jigsaw PSHE Programme of Study for additional statements) Below are the broad overview areas for RSE and when they are covered. See additional detailed mapping of Jigsaw units for fully broken coverage of each statement	Year 1			Year 2		
	Aut	Spr	Sum	Aut	Spr	Sum
<b>Relationships Education</b>						
Families and the people who care for me	✓			✓		
Caring friendships	✓		✓		✓	✓
Respectful relationships	✓	✓	✓		✓	✓
Online relationships					✓	
Being safe		✓	✓	✓	✓	✓
<b>Physical Health and Mental Wellbeing</b>	✓	✓	✓	✓	✓	✓
Mental wellbeing						
Internet safety and harms				✓	✓	
Physical health and fitness	✓	✓	✓	✓	✓	✓
Healthy eating	✓		✓			✓
Health and prevention		✓			✓	
Basic first aid						
Changing adolescent body		✓			✓	

