



# Overview Grid for Key Stage One Topics



CYCLE 1	English	Maths <i>P2/P3 / very early EYFS stages)</i> Developing skills for early mathematical learning	PSHCE	Science	History	R.E	Geography	DT	Art	Physical Education
Autumn Term  Ourselves	<b>Non Fiction:</b> All about me books Recounts  <b>Fiction :</b> Winter & Christmas stories	<i>Appreciating quantity Noticing, itemising, identifying matching</i> <b>Number:</b> Individual <hr/> <i>Appreciating and manipulating, measure</i> <b>Measurement:</b> Length and height <hr/> <i>Appreciating and manipulating shapes and patterns</i> <b>Geometry &amp; Statistics:</b> 2D and 3D shape time	Developing an awareness of self as an individual Learning about own cultural background <b>SRE:</b> to examine key life events  <b>Life Skills:</b> Developing awareness of own body; personal hygiene routines  <b>SRE:</b> To explore our feelings around some of the experiences we have had in our lives	Animals Including Humans	Daily sequencing	Celebrating Diwali Celebrating Eid	Pets	Exploring food – pizza, cake, biscuit decorating sensory food exploration Making photo frames	Picasso – exploring faces / printing  Firework Painting  Making Christmas decorations	Games  Dance (using music from festivals)
Spring Term  Travelling & Journeys	<b>Non Fiction:</b> Role play Recipes, menus and shopping lists  <b>Fiction:</b> Personal stories; all about me and my family Stories from around the world	<i>Appreciating and anticipating change that creates increases / decreases.</i> <i>Collecting and separating Precursors to calculations</i> <b>Number:</b> Individual <hr/> <i>Appreciating and manipulating, measure</i> <b>Measurement:</b> weight <hr/> <i>Appreciating and manipulating spaces and patterns</i> <b>Geometry &amp; Statistics:</b> Capacity Statistics (From P8)	<b>Life skills:</b> To prepare a cold snack/meal (routine/hygiene) <b>SRE:</b> To be able to sit/stand/move around generally sharing a space with other people  Looking after the environment; respecting each other  <b>SRE:</b> To be able to work collaboratively with '1 other student/as part of a group activity	Materials	Personal History	Belonging Special occasions Easter	Classroom and garden environment	Electrical objects	Junk modelling  -making 2D and 3D dough models.  • Easter bonnets • Paper mache easter eggs	Games Gymnastics
Summer Term  Change	<b>Non Fiction:</b> Recipes, Menus, Shopping Lists  <b>Fiction:</b> Traditional Stories, roleplay and recounts	<i>Solving problems. Comparing and remembering Precursors to recording</i> <b>Number:</b> Individual <hr/> <i>Appreciating and manipulating patterns</i> <b>Measurement:</b> Pattern Money <hr/> <i>Appreciating and manipulating shapes spaces, time and patterns</i> <b>Geometry &amp; Statistics:</b> Shape. Position , Statistics (From P8)	To take responsibility in caring for animals <b>SRE:</b> To be able to communicate to others how I am feeling  <b>Life skills:</b> To develop an understanding of staying safe when out in the community (walking along the street/identifying g where to cross) <b>SRE:</b> to understand how I'm and others are feeling	Plants	The Monarch	Celebrations	Seaside Playing with boats - making boats and kites.  Go on a treasure hunt around school	Playing and exploring vehicles- pushes and pulls	Junk modelling  Clay  Seaside Collage using sensory objects.	Dance Gymnastics



# Overview Grid for Key Stage One Topics



Cycle 2	English	Maths <small>P2/P3 / very early EYFS stages) Developing skills for early mathematical learning</small>	PSHCE/PSED	Science	History	R.E	Geography	DT	Art	Physical Education
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<p>Autumn Term</p> <p><b>Colour, light and sound</b></p>	<p><b>Non Fiction:</b> All about me books Recounts</p> <p><b>Fiction :</b>Winter &amp; Christmas stories</p>	<p><i>Appreciating quantity Noticing, itemising, identifying matching</i> Number: Individual</p> <p><i>Appreciating and manipulating, measure</i> Measurement: Length and height</p> <p><i>Appreciating and manipulating shapes and patterns</i> Geometry &amp; Statistics:2D and 3D shape time</p>	<p>To examine and identify the different roles of people in our community and people who help us</p> <p><b>SRE:</b> To develop an understanding of what I do and do not like and ways to communicate this</p> <p><b>Life skills:</b> To prepare a warm healthy meal/snack (healthy schools) SRE: To be aware of myself and others around me</p>	<p>Animals Including Humans Seasonal changes</p>	<p>Daily sequencing</p>	<p>Sikhism / Hinduism -Guru Nanak</p>	<p>At the farm</p>	<p>Elmer – blocks and playdough Construction toys</p>	<p>Mondrian- primary colours</p>	<p>Dance Gymnastics</p>
<p>Spring Term</p> <p><b>Homes &amp; Habitats</b></p>	<p><b>Non Fiction:</b> Recipes, Menus, Shopping Lists</p> <p><b>Fiction:</b> Traditional Stories, roleplay and recounts</p>	<p><i>Appreciating and anticipating change that creates increases / decreases. Collecting and separating Precursors to calculations</i> Number: Individual</p> <p><i>Appreciating and manipulating, measure</i> Measurement: weight</p> <p><i>Appreciating and manipulating spaces and patterns</i> Geometry &amp; Statistics: Capacity Statistics (From P8)</p>	<p>To explore &amp; experience sensory activities (massage) and communicate choices to others</p> <p><b>SRE:</b> To develop an understanding and awareness of the people I know</p> <p><b>Life skills:</b> To begin to develop an understanding &amp; awareness of the various skills needed when out and about in the community (shopping)</p> <p><b>SRE:</b> To develop an understanding and share with others about someone who is special to me</p>	<p>Materials Seasonal changes</p>	<p>Personal History</p>	<p>Belonging – Special occasions Easter</p>		<p>Easter eggs Gingerbread man</p>	<p>Play dough – animals</p>	<p>Dance (working on understanding start &amp; stop) Games</p>
<p>Summer Term</p> <p><b>Where In the world?</b></p>	<p><b>Non Fiction:</b> Postcards, reports, recounts.</p> <p><b>Fiction:</b> Poetry &amp; Personal Stories</p>	<p><i>Solving problems. Comparing and remembering Precursors to recording</i> Number: Individual</p> <p><i>Appreciating and manipulating patterns</i> Measurement: Pattern Money</p> <p><i>Appreciating and manipulating shapes spaces, time and patterns</i> Geometry &amp; Statistics: Shape. Position , Statistics (From P8)</p>	<p><b>Life skills:</b> To develop self help and personal hygiene skills SRE: To develop a greater understanding of how I and others are feeling</p> <p>PSED: To experience different environments beyond school and develop appropriate skills and behaviours SRE: How do we know when people feel (happy, sad etc)/The range of emotional responses</p>	<p>Plants Seasonal changes</p>	<p>Now and Then- Trains</p>	<p>Noah’s Ark</p>	<p>Park – local area Oak farm</p>	<p>Collage of Noah’s Ark Junk modelling of trains</p>	<p>Drawing pictures and painting</p>	<p>Games Gymnastics</p>