Broughton-in-Amounderness Primary School
Reception Knowledge Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Me and My feelings	Trains, Planes and Automobiles	Healthy Me!	Beautiful World	Mysterious Monsters	Under the Sea
Personal, Social and Emotional Development (PSED)	**All About Me!** How do you feel today? My feelings and emotions.	**My Happy Mind – Meet Your Brain** What does your brain look like? What does it help us with? How to look after our brain. How to grow our brains.	**My Happy Mind – Celebrate** What are character strengths? Character strengths – love, kindness, bravery, honesty, teamwork and friendship, exploring and learning, love of life and our world.	**My Happy Mind – Appreciate** How can we be grateful for other people? How does being grateful make you feel? Being grateful for activities and times we feel happy about. How to be grateful for ourselves. **BRITISH VALUE – Mutual Respect**	**My Happy Mind – Relate** How can I be a good friend? Why is getting along with others so important? Active learning – why is listening so important? How does it feel when we don't get along with others? **BRITISH VALUE - Respect**	**My Happy Mind – Engage** What are goals? Setting goals. What are big dream goals? What can we do when goals are tricky? **BRITISH VALUE - Liberty**
Physical Development (PD)	**ABC – Agility, balance and coordination** • To improve their co-ordination and agility skills. • To travel at different speeds and move in different directions. • To develop stepping, hopping and jumping skills. • To use speed whilst completing a course. • To develop their balancing skills. • To develop their teamwork skills • To develop their spatial awareness, balance and landing skills. • To develop ball control and skills. • To improve their technique of throwing and start to aim and throw accurately.	**Gymnastics** • Relate fruit to different gymnastic shapes. • Watch and repeat shapes and actions shown by the teacher • To move confidently and safely in their own and general space, using changes of speed and direction. • To recognise how their body feel whilst still and when exercising. • To learn gymnastic shapes.	**Awareness – Spatial awareness** • To increase speed and agility and awareness of different equipment. • To increase spatial awareness and improve speed whilst running through/over/around the different challenges that are set. • To travel around finding different spaces. • To improve co-ordination to keep a ball under control. • To move both fast and slow. • To develop their balancing skills. • To develop coordination using different equipment. • To improve teamwork and leadership.	**Send and Receive** • To develop ball control and accuracy whilst throwing/rolling the ball. • Develop their teamwork skills. • Children will learn to keep a ball under control when dribbling the ball in different directions. • To develop their throwing and catching skills and co-ordination skills. • To improve hand eye co-ordination and ball skills by practicing throwing, catching and bouncing the ball. • To continue to develop their spatial awareness skills. • To develop their aiming and accuracy skills.	**Parachute** • Improve effective teamwork and communication. • Activities to develop body mechanics and good body motion. • To quickly react to commands within parachute activities. • Improve spatial awareness in small areas. • Experience different roles and responsibilities within Physical Education. • Travel using different body parts.	**Athletics – sports day activities** • Children develop an awareness of speed and distance. • Children learn to run at different speeds and durations. • Children learn to run with coordination and control. • Children select an appropriate force when throwing at a target from different distances. • Children learn to throw in a coordinated way. • Children learn to throw a range of different equipment. • Children develop an awareness of distance and height. • Children learn to take off, land whilst demonstrating control and coordination.

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Science (Understanding the World)	**Topics:** • Materials and changes of state • Humans – senses **ELG** **Understanding the World (The Natural World)** • Explore the natural world around them • Understand some important processes and changes in the natural world around them, including changing states of matter. Children to observe and interact with natural processes, such as ice or other materials melting/freezing, light travelling through transparent materials, an object casting a shadow. Children to explore their senses and describe what they see, hear and feel whilst outside. Children to have access to a range of materials to explore and describe, including natural materials.	**Topic:** • Forces – pushing and pulling, exploring magnets **ELG** **Understanding the World (The Natural World)** • Explore the natural world around them • Understand some important processes in the natural world around them. Children to observe and interact with natural processes, such as a magnet attracting an object and a boat floating on water. Have a variety of toy transport for the children to experience and describe the forces of pushing and pulling.	**Topic:** • Humans – body parts and taking care of themselves **ELG** **PSED (Managing Self)** • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Children to talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian Children to develop their knowledge and vocabulary of the different body parts.	**Topic:** • Plants – growing and naming plants, observing changes **ELG** **Understanding the World (The Natural World)** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Children should have the opportunities to grow and look after different plants and observing how they change as they grow. Children are to observe different plants in the school and church grounds and make drawings of them. Teach children about contrasting environments and the different plants that grow there.	**Topic:** • Electricity – identifying electrical devices, electrical safety **ELG** **Understanding the World (The Natural World)** • Understand some important processes in the natural world around them. Children should identify different electrical devices and they should discuss and understand how to be safe around plug sockets and electrical devices. They should have the opportunity to use battery-powered devices.	**Topics:** • Animals – life cycles • Living things and their habitats **ELG** **Understanding the World (The Natural World)** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children to learn about life cycles of humans and different animals and observe life cycles in action in world around them. Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Science cont.	**Ongoing topics throughout year:** • Seasonal changes and observing the natural world **ELG** **Understanding the World (The Natural World)** • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Explore the natural world around them, making observations and drawing pictures of animals and plants. Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play. Children should observe and make drawings of animals and plants throughout the year.					
Geography (Understand the World)	**Understand that some places are special to members of their community.** • Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their experiences where possible. • Take children to places of worship and places of local	**Describe what they see, hear and feel whilst outside.** • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and	**Describe what they see, hear and feel whilst outside.** • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the	**Draw information from a simple map.** • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Look at aerial views of the school setting, encouraging	**Discuss how we care for the natural world around us.** • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the	**Recognise some similarities and differences between life in this country and life in other countries.** • Teach children about places the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

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	importance to the community. • Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. After close observation, draw pictures of the natural world, including animals and plants. Describe where items/objects/areas are in the classroom	the environment within which they are in. Story map Human features – link to transport – airports, train stations, roads, bridges. Name some countries. Walk in the local environment	environment within which they are in. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Understand the effect of changing seasons on the natural world around them Weather – diary Seasons – relate to months	children to comment on what they notice, recognising buildings, open space, roads and other simple features. Looking at maps – linking to where food comes from Globes for children to look at Small world – animals from different parts of the world – hot and cold climates Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. How we care for the natural world around us Climate change – environmental impacts e.g. recycling	• Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific features of the world, both natural and made by people. • Share non-fiction texts that offer an insight into contrasting environments. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Observe and interact with natural processes - an object casting a shadow, a magnet attracting an object and a boat floating on water Physical features – land, sea How we care for the natural world around us Climate change – environmental impacts e.g. recycling
Geography cont.	**Ongoing learning throughout the year:** *UTW – The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.* ***Explore the natural world around them.*** • *Provide children with frequent opportunities for outdoor play and exploration.* • *Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.* • *Create opportunities to discuss how we care for the natural world around us.* • *Offer opportunities to sing songs and join in with rhymes and poems about the natural world.* • *After close observation, draw pictures of the natural world, including animals and plants.* • *Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.* *UTW – The Natural World ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* ***Understand the effect of changing seasons on the natural world around them.*** • *Guide children's understanding by drawing children's attention to the weather and seasonal changes.* • *Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.* • *Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.* • *Look for children incorporating their understanding of the seasons and weather in their play.*					
History (Understanding the World)	<u>Themselves, their family and significant people</u> **Talk about members of their immediate family and community.** • Bring to school and talk about photographs of themselves and people they know, past and present. Begin to use a wider range of words for	<u>Transport past and present</u> <u>Black History</u> **Compare and contrast characters from stories, including figures from the past.** **Recognise some similarities and differences between life in this country and life in other countries.**	<u>Healthy Me!</u> **Compare and contrast characters from stories, including figures from the past.** **Name and describe people who are familiar to them.** **Comment on images of familiar situations.** • Who helps me? Focus on nurses. Learn about Florence Nightingale.	<u>Beautiful World</u> **Understand the effect of changing seasons on the natural world around them.** **Compare and contrast characters from stories, including figures from the past.** • Observe and sequence the changes to the environment	<u>Mysterious Monsters</u> **Compare and contrast characters from stories, including figures from the past.** **Talk about members of their immediate family and community.** Memories of school; times we were happy and sad. Invite ex-	<u>Under the Sea</u> **Comment on images of familiar situations in the past.** • Homes and holidays- • Comparison of past and present. • Contrast home with the cottage. Spend time in the cottage, make observations and comparisons. • Compare holidays past and present (focus on local seaside resorts)

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	talking about the past, including past tense verbs. Listen to what other people have to say and comment or question. • Talk about how people are similar and different. • Children develop an awareness of their personal life. Sequences, memories and experiences. <u>Black History Week</u> • *The Spots and the Dots* by Helen Baugh • *All Are Welcome* by Alexandra Penfold	**Comment on images of familiar situations.** *Last Stop on Market Street* by Matt de la Pena. • Focus on the child's experience as he rides the bus. *Coming to England: An Inspiring True Story Celebrating the Windrush Generation* by Baroness Floella Benjamin. • Focus on the child's experience as she travels on a ship to the UK from the Caribbean. • Discuss the difference in home life and the changes Floella experienced when she moved to England.	• Visit from a nurse to talk about nursing today. • Listen to children's experiences with people who are familiar to them.	including weather and seasons. • Stories about courage (Christian Value). • Ask family members, when were you brave? Retelling stories, family stories, war medals.	pupils into school to share memories	
Computing (Understanding the World)	**Online Safety** • To know that I can so 'no' or 'please stop' when someone asks me to do something that makes me feel sad. • To understand that being unkind online can make you feel angry, upset and sad. • To be able to name at least one trusted adult who can help them stay safe online.	**Data Handling** • To be able to count groups of objects. • To be able to say which group is 'more' and which is 'less'.	**Networks** • To be able to name the main parts of a computer and what they are used for. • To be able to switch on a computer and log into a computer.	**Online Safety** • To understand what 'online' means. • To understand that I can put information online for others to see. • To understand that you can use the internet to find things out. • To identify and name examples of their own personal information. • To recognise that objects and work can belong to them..	**Programming** • To predict the outcome of a command on a device. • To be able to run a command on a device. • To be able to give directions/commands. • To be able to start to sequence from the same place. • To be able to compare left and right turns.	**Text and Images** • To be able to use a mouse to click and drag objects on a screen. • To be able to type my name on a computer. • To be able to delete letters. • To be able to use arrow keys to move a cursor.
Art (Expressive Arts and Design)	**<u>ELG</u>** Expressive Arts and Design (Creating with Materials) Expressive Arts and Design (Being Imaginative) **<u>Formal elements</u>** Pattern **<u>Discipline</u>** Textiles/Digital **<u>Artist</u>** Frida Kahlo Discuss what patterns are and ask chn if they can identify any on a walk around school e.g. fencing, brickwork, leaves, tree bark, spider webs, teachers clothes etc. Chn could create rubbings as they go. Have a range of textile materials available for the chn to play with e.g. strips of felt, string, wool, ribbon etc. Encourage chn to describe how they feel and what they may be used for. Use the fencing mesh on the school	**<u>ELG</u>** Physical Development (Fine Motor Skills) Expressive Arts and Design (Being Imaginative) **<u>Formal elements</u>** Line/Shape **<u>Discipline</u>** Collage Provide chn with a variety of different simple 2D shapes (squares, circles, rectangles and triangles). Can they arrange them to show a train? A plane? A car? Ask chn to collect objects all of the same colour and make a pile. Repeat for different shapes. Repeat for different textures e.g. find me soft things or find me bumpy things etc. Model drawing simple shapes and using scissors carefully to cut them out along the drawn lines. Model overlapping and arranging these shapes to make a picture. Ask the chn	**<u>ELG</u>** Expressive Arts and Design (Exploring and Using Media and Materials) Expressive Arts and Design (Being Imaginative) **<u>Formal element</u>** Texture **<u>Discipline</u>** Printing Discuss the word texture and ask chn to describe how different fruits and vegetables feel. Chn to print using these fruit and/or vegetables e.g. a pomegranate cut in half, orange segments, tomato slices, corn on the cob, pineapple etc. (try and choose ones with varying textures). To print, ask chn to press fruit/vegetables into a small piece of plasticine. Remove object and then press plasticine mould into ink pad. The plasticine can then be printed onto paper or whichever material you wish. Chn could print a variety of	**<u>ELG</u>** Physical Development (Fine Motor Skills), Understanding the World (The Natural World) **<u>Formal element</u>** Line/Shape **<u>Discipline</u>** Drawing **<u>Artist</u>** Georgia O'Keeffe Explore Georgia O'Keeffe's work, her flowers in particular. Encourage chn to look at the details – shape of the petals, individual lines etc. Model a simple drawn flower and ask chn to identify the differences. Reinforce how to hold a pencil/drawing implement effectively (tripod grip). Chn to go out into their natural environment, creating observational drawings of plants (maybe vegetables in the school garden if late enough).	**<u>ELG</u>** Expressive Arts and Design (Creating with Materials) Expressive Arts and Design (Being Imaginative) **<u>Formal element</u>** Form **<u>Discipline</u>** 3D sculpture Chn to create their own imagined monsters based on learning/ stimulus. Chn to draw monsters first (using detail explored during Spring 2) before using cutting, forming and joining everyday packaging cartons, boxes etc. Chn should share their creations, explaining the processes they have used.	**<u>ELG</u>** Physical Development (Fine Motor Skills) Expressive Arts and Design (Exploring and Using Media and Materials) Expressive Arts and Design (Being Imaginative) **<u>Formal elements</u>** Colour, Tone **<u>Discipline</u>** Painting **<u>Artist</u>** Wassily Kandinsky Begin by mark making using a variety of painting tools e.g. sponges, tissue, fabric, string etc. Move on to talk about how holding a paintbrush is very similar to holding a pencil. Demonstrate how to achieve better control (holding in a tripod grid close to the brush part of the paintbrush). Chn to identify primary colours by name and explore what happens when they are mixed on trays or palettes. Chn to explore the work of Kandinsky and create their own circles

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	playground to weave, loop, poke and hang different types of materials. Encourage chn to make patterns (e.g. repeating) of their own on the fencing. Explore the self-portraits of Frida Kahlo – ask chn to compare a photo to her self-portraits. Do they look similar? What details have been included? Could they recognise her from her self-portraits? Express the need for accuracy where possible. Encourage chn to use the camera function on iPads to take photographs of themselves. Give them time to experiment with simple filters. Ask chn to choose their 'best' photograph and use this to create their own self-portrait out of textile materials (felt for skin, buttons for eyes, string or coloured threads for hair, fabric pens for freckles, eyelashes, ribbon, wool etc.). These could be further decorated using simple appliqué techniques e.g. beads, sequins, lace, coloured threads etc.	to create their own travel-related collage or you could make whole-class or small group pieces where everyone contributes to a larger mural for display in the classroom.	objects on top of each other to reinforce the collage concept from Autumn 1. Chn should share their creations, explaining the processes they have used.	Encourage chn to use different drawing implements e.g. pencils, chalk, charcoal, oil pastels etc. Model really 'looking' and being as accurate as possible.		using the primary colours – what happens when they mix? Explore how colours can be made darker or lighter by adding black/white (tone). This could be repeated using Kandinsky-style circles. Ask chn to mix colours to match images from 'Under the Sea' or 'Surprising Sharks' books or linked items around the classroom. Encourage chn to paint as neatly as they can inside lines and shapes before planning and painting their own 'Under the Sea' scene, mixing and using appropriate colours.
D.T. (Expressive Arts and Design)	Use construction kits to build for a purpose. (Construction kits: small and large, junk modelling, deconstruction building, mobilo, duplo, Lego, wooden blocks, stickle bricks, popoids, nuts and bolts, straws and connectors, marble run, wooden blocks, bricks Outdoors: planks of wood, tyres, den building poles, fabric, canes, crates, pegs, ropes, reels, bricks)	Make choices and select own materials and identify the properties of these materials. Think how these materials can be joined together: scissors, hole punches, hammers, nails, glue, sellotape, treasury tags, ribbon, split pins, wool, string, nuts and bolts.	Where does food come from? Grow different vegetables in the allotment. Use tools and techniques for food preparation e.g. Teddy Bear's picnic Discuss the importance of hygiene when preparing food.	Make Easter themed sock puppets. Can you make the easter bunny? How can you add bits to the sock? Make Easter cakes – prepare food safely and hygienically.	Use junk modelling to make simple models. Can you junk model a minibeast? Think about which materials you will use and how you can join the parts together. Add embellishments such as sequins, glitter, buttons, threads, pom poms, wool, ribbon and stickers.	Construct with reclaimed materials and fabrics e.g. mats, blankets, waterproof materials. Can you make a boat that floats and is waterproof?
Music (Expressive Arts and Design)	Learn to sing nursery rhymes and action songs: • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught A Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers Musical Learning Focus: • Listening and responding to different styles of music	Learn to sing nursery rhymes and action songs: • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song Musical learning focus • Listening and responding to different styles of music	Learn to sing nursery rhymes and action songs: • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees and Toes Musical learning focus • Listening and responding to different styles of music	Learn to sing nursery rhymes and action songs: • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey Musical learning focus • Listening and responding to different styles of music	"Big Bear Funk" (a transition unit that prepare children for their music learning in Year 1) Musical learning focus: • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other	"Reflect, Rewind and Replay" (the unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music). Musical learning focus: • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs

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	• Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place	• Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place	• Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	• Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place	• Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place