



St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>All about me!</u>	<u>Who lives in the woods?</u>	<u>Food and Materials</u>	<u>Transport and Journeys</u>	<u>Plants and Animals</u>	<u>Space (To Infinity and Beyond)</u>
Class focus books linked to the half terms focus theme	Funnybones Once there were giants and The family book	After the Storm The Squirrel's Squabble One Snowy Day Snow Bears and Bear Snores On Pumpkin Soup	Oliver's Vegetables Farmyard Hullabaloo Mrs Noah's Garden Iceberg Oliver's Smoothie	Explorers William Bee Things that go! The Queen's Hat Martha Maps it Out Emma Jane's Aeroplane, I am Amelia Earhart,	The Story Orchestra – Carnival of Animals Tad Dear Zoo The Tiny Seed The Extraordinary Gardiner	The Dark The Skies Above My Eyes Look Up Luna Loves Art
Reading Curriculum Books (The Literacy Tree)	Where the Wild Things Are! Bringing the Rain to Kapiti Plain Anansi the Spider	Look Up I am Henry Finch Halibut Jackson	The Magic Paintbrush Super Milly Ning and the Night Spirits	I will not ever eat a tomato The Night Pirates Weirdo	The Tiny Seed Hairy McClairy The Extraordinary Gardiner	So Much Oi Frog! Izzy Gizmo
Enrichment activities, Visitors or trips	Visit from Grandparents and baby	Forest walk/autumn Visit to Stocks Wood STEAM session organised by Sellafeld	Visit to Strudda Bank Farm Visit from local dentist to teach oral health.	Visit to local library Family members and members of local community in to read Trip on Ratty to look at steam trains	Visit to Lake District Wildlife Park Visit to local Nursery to look at plant growth	STEAM session organised by Sellafeld Planetarium Visit
Christian Values	Courage	Kindness	Love	Forgiveness	Respect	Friendship
Focus themes Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination	Similarities and differences, The Senses Human Life Cycle Family make up	Seasonal Change Effects of the season on woodland animals - hibernation Weather	Healthy eating Different kinds of food Where our food comes from Changes in materials Using Tools	Transport types and how they move Maps Forces – how things work Historical figure linked to transport –Amelia Earheart	Looking at similarities and differences in the environment Plants and growth Animals and growth Animal habitats	What it's like in space Famous astronaut – Tim Peake and Mae Jamison Forces Planets Looking after the planet – visit harbour commission to look at beach cleaning



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	All About Me!	Who lives in the woods?	Food and Materials	Transport and journeys	Plants and Animals	Space
EYFS Understanding the World						
Science	<p>Themes: Animals including humans</p>	<p>Themes: Animals Seasonal Change</p>	<p>Topic: Everyday Materials Animals, including humans <i>(revisit knowledge covered in autumn 1)</i></p>	<p>Theme: Forces and how things work Working scientifically</p>	<p>Theme: Plants Animals, including humans - <i>revisit habitats</i> Working Scientifically Seasonal Changes - Spring and Summer <i>(revisit learning from autumn 1)</i></p>	<p>Themes: Forces Working Scientifically</p>
	<p>ELG Understanding the World (The Natural World)</p> <p>Children to explore their senses and describe what they see, hear and feel</p> <p>Use the vocabulary same, different, similar and differences when comparing families</p> <p>Celebrate similarities and differences; talking about them.</p> <p>To learn about different bodily functions</p> <p>To learn about the human life cycle</p>	<p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them.</p> <p>Children to explore their senses and describe what they see, hear and feel whilst outside.</p> <p>Learn about the different types of weather</p> <p>Learn about the different clothes we wear for different weathers</p>	<p>ELG Understanding the World (The Natural World)</p> <p>Children to explore their senses and describe what they see, hear and feel</p> <p>To know the difference between hot and cold.</p> <p>Modelling noticing similarities and differences between materials e.g. the jelly is red and soft. The potato is brown and hard.</p> <p>Sort using simple criteria</p> <p>To make simple predictions</p>	<p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them.</p> <p>To describe the forces of pushing and pulling.</p> <p>To learn the differences between school, their home and other places</p> <p>Using different construction kits to demonstrate how things move</p>	<p>ELG Understanding the World (The Natural World)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Children should grow and look after different plants and observe how they change as they grow.</p> <p>Teach children about contrasting environments and the different plants that grow there.</p> <p>To name plants and trees in the local environment</p> <p>Learn about the life cycle of a plant</p> <p>Learn ho to care for plants and animals</p> <p>Develop observation skills by narrating what is happening using correct vocabulary</p>	<p>Understanding the World (The Natural World)</p> <p>Explore the natural world around them</p> <p>Understand some important processes in the natural world around them. <i>(revise seasonal changes from A2 and S1)</i></p> <p>Children to observe and interact with natural processes, such as a magnet attracting an object and a boat floating on water</p> <p>Learn the difference between day and night and why this change happens</p> <p>To learn how humans are harming the world and how they can help – beach litter pick</p> <p>Ask questions such as when, why, how etc.</p> <p>Encourage children to make own decisions e.g. I am going</p>



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Reception Knowledge Map 2025

	<p><u>End Points</u></p> <p>Talk about some similarities and differences in humans.</p> <p>Name all basic parts of the human body that they can see and the brain and heart.</p> <p>Begin to talk about what their body needs, e.g. food, water exercise and sleep.</p>	<p><u>End Points</u></p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter.</p>	<p><u>End Points</u></p> <p>Know about similarities and differences in materials</p> <p>Develop their own ideas through experimentation with a diverse range of materials.</p> <p>Increasingly choose more appropriate materials for the job,</p> <p>Look at how materials change, e.g. when cooking.</p>	<p><u>End Points</u></p> <p>Know how to use a variety of different tools and equipment and how they work.</p> <p>Know the effect of simple push and pull force.</p>	<p><u>End Points</u></p> <p>Talk about some similarities and differences in animals</p> <p>Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs.</p> <p>Name some habitats, e.g. homes of birds (garden, forest, wood and water).</p>	<p>to try this out to see if it works... <u>End Points</u></p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Know some ways in which humans are harming the world and how to help.</p>
<p>Ongoing Science themes and exploration throughout the year</p>	<p>ELG Understanding the World (The Natural World)</p> <ul style="list-style-type: none"> 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. <p>Over the year we will also look at the following areas in a range of subjects.</p> <p><u>Plants</u></p> <p>Name some common plants / vegetation, e.g. grass, tree, bush, daisy, dandelion (and other plants and tree names local to their environment, e.g. reeds / lily pads in a school pond).</p> <p>Examine change over time, for example, life cycle of different plants / fruit / vegetables, growing plants from seeds, plants which go to seed (collect seeds).</p> <p>Talk about simple plant parts and what happens to them.</p> <p>Use language, e.g. leaves, roots, stem, petal.</p> <p>Talk about simple similarities and differences in plants.</p> <p><u>Working Scientifically</u></p> <p>Question why things happen, having their own ideas.</p> <p>Carry out observations on changes, e.g. growing plants, floating and sinking, ice melting, magnets, sponges in water.</p>					



St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

Look closely at similarities, differences, patterns and change.

Make observations and explain observations.

Explore the natural world around them.

Make predictions about what might happen .

Make decisions about what to do.

Describe what they see, hear and feel whilst outside

These are applied every half term and it is expected that they will be achieved by the summer term, but reinforced in each area of learning

EYFS – Past and Present (Understanding of the World)

History

<p>Theme: Human Life Cycles Their Families</p> <p>ELG Past and Present</p> <p>Talk about the people around them and their roles in society</p> <p>Order different events such as the human life cycle</p> <p>Compare what life was like for them compared to grandparents</p> <p>To learn similarities and differences between their family and the family of others</p> <p>To gather information from books about how humans change over time</p>	<p>Theme: Chronology Changes within living memory</p> <p>To learn the days of the week.</p> <p>To learn the months of the year</p> <p>Learn the differences between weather and the seasons</p>	<p>Theme: Enquiry Significant people</p> <p>To find answers to simple questions reading, videos, photos etc</p>	<p>Theme: Significant historical people (Amelia Earhart George Stephenson) Changes within living memory</p> <p>ELG Past and Present Knows some similarities between things in the past and now, drawing on their experiences and what has been read in class</p> <p>To learn about Queen Elizabeth and King Charles – who they are and features of their reign</p> <p>To learn about the lives of one explore and one inventor (Amelia Earhart and Wright Brothers)</p> <p>To empathise with historical figures such as Mae Jamison and Amelia Earhart.</p> <p>To describe objects and scenes from the past using correct vocabulary.</p>	<p>Theme: Significant Events</p> <p>Order simple events such as the life cycle of a plant</p> <p>Learn the differences between adult and baby animals</p> <p>Observe changes in animal and plant life cycles</p>	<p>Theme: Enquiry Significant people</p> <p>(Mae Jemison – link to book Look Up in English Autumn 2)</p> <p>ELG Past and Present Understand the past through settings, characters, events encountered, books read in class and storytelling</p> <p>Compare and contrast characters from the past</p>
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St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

	<p><u>End points</u></p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Linked to their family / people they know, understand that when you grow up you don't go to school, you go to work and name some of the jobs they could do.</p> <p>Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents</p>	<p><u>End Points</u></p> <p>Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly – revisit from A1.</p> <p>Relate the changing seasons to the passing of time.</p>	<p><u>End Points</u></p> <p>Name people who help others in the community and talk about their different roles.</p>	<p>Staff to model stem sentences to encourage children to compare objects from the past and present</p> <p><u>End Points</u></p> <p>Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology.</p> <p>Develop an understanding of how houses, clothes, transport and toys have changed over time</p>	<p><u>End Points</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Give one cause of an event,</p> <p>Name people who help others in the community and talk about their different roles.</p> <p>Know about one significant inventor and one significant explorer through stories.</p>	<p><u>End Points</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Begin to make some accurate comparisons between modern and old objects.</p> <p>Find answers to simple questions from writing or a picture.</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>
<p>Ongoing history themes throughout the year</p>	<p>Over the year we will also look at the following areas in a range of subjects.</p> <p><u>Understanding the past through history</u></p> <p>Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>Chronology</u></p> <p>Know the difference between long ago and now.</p> <p>Order modern and old objects or events using everyday language related to time.</p> <p>Know 'my life' is different from the lives of people in the past.</p> <p>Know the days of the week, months of the year and about New Year.</p>					



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Reception Knowledge Map 2025

Begin to experience measuring time with timers and calendars.

Know that a clock / watch tells us what time it is / when to do things.

These are applied every half term and it is expected that they will be achieved by the summer term, but reinforced in each area of learning.

EYFS – The Natural World/People and Communities (Understanding the World)

Geography

**Theme –
Locational Knowledge**

**ELG The Natural World
People and
Communities**

Understand that some places are special to members of their community.

Learn about key country and some physical and human features – Bringing the Rain to Kapiti Plain (In English)

To use globes and atlases to find out where they live and other people from stories or animals live

To discuss similarities between their families and other families

To know of special places and places of significance for them

**Theme –
Seasonal Change**

**ELG The Natural World
People and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
[\(Link to work on Kapiti Plain book in Literacy\)](#)

Describe what they see, hear and feel whilst outside.

Encourage focused observation of the natural world.

To describe and comment on things they have seen whilst outside, including plants and animals.

To communicate their understanding of their own environment and contrasting environments through conversation and in play.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

**Theme:
Place Knowledge**

**ELG The Natural World
People and Communities**

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.

Recognise some environments that are different from the one in which they live.
[\(Link to work on Kapiti Plain book in Literacy\)](#)

To learn about a range of contrasting environments within both their local and national region.

To learn key vocabulary needed to name specific features of the world, both natural and made by people.

To read non-fiction texts that offer an insight into contrasting environments.

To know the difference between hot and cold.

**Theme:
Geographical skills and fieldwork**

**ELG The Natural World
People and Communities**

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.

Draw information from a simple map.

Draw their own simple map

[\(Link to work on Kapiti Plain book in Literacy – finding Africa, Kenya and Ghana on maps\)](#)

To learn about features in immediate environment, introducing and learn new vocabulary where appropriate.

To learn the name of the road, and or village/town/city the school is located in.

Name key locations in the local community.

Learn about a key city and some physical/human features – link to Queens Hat

**Themes:
Geographical skills and
fieldwork**

**ELG The Natural World
People and Communities**

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.

Recognise some similarities and differences between life in this country and life in other countries.

Teach children about places in the world that contrast with locations they know well.

Use relevant, specific vocabulary to describe contrasting locations.
[\(revisit learning on where fruit comes from in spring 1\)](#)

To use a range of resources to find out about the world - images, video clips, shared texts and other resources to bring the wider world into the classroom.

**Theme:
Seasonal Change
Place Knowledge**

**ELG The Natural World
People and
Communities**

Know some similarities and differences between the natural world around them

Use photographs of the Earth from Space and aerial photos and footage of where they live.

Learn that land is often green and water blue when looking at simple globes and maps



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Reception Knowledge Map 2025

	<p>Learn about the different types of weather</p> <p>Learn about the different clothes we wear for different weathers</p> <p>Learn about what happens in each season linked to weather, trees, animals and clothing</p> <p><u>End Points</u></p> <p>Name and locate areas in the school community.</p> <p>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</p> <p>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.</p> <p>Name, locate and talk about one other country, linked to what they have read, e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana).</p> <p>Place Knowledge – Know what type of house they live in.</p>	<p>Learn about the different types of weather</p> <p>Learn about the different clothes we wear for different weathers</p> <p>Learn about what happens in each season linked to weather, trees, animals and clothing</p> <p><u>End Points</u></p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter</p>	<p><u>End points</u></p> <p>Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live.</p> <p>Name the city / town / village / country in which they live and the street where their home and school are.</p> <p>Talk about and name the physical and human features of their local environment and how environments might vary from one another.</p> <p>Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.</p>	<p>Learn about key country and some physical and human features – Amelia Jane's Aeroplane</p> <p>To use globes and atlases to find out where they live and other people from stories or animals live</p> <p>Revisit our addresses from Autumn 1</p> <p><u>End points</u></p> <p>Draw information from a simple map.</p> <p>Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.</p>	<p>To learn to describe what they see using appropriate vocabulary.</p> <p>To draw simple maps of their immediate environment, or maps from imaginary stories</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p> <p><u>End Points</u></p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>(revisit from autumn)</p>	<p><u>End points</u></p> <p>Name the city / town / village / country in which they live and the street where their home and school are – Revisit from Spring term</p>
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Ongoing geography themes throughout the year

Over the year we will also look at the following areas in a range of subjects.

People and Communities

Talk about their immediate family and community and some of their routines, culture and celebrations.
 Recognise that people have different beliefs and celebrate special times in different ways.
 Understand that some places are special to members of their community.
 Name people who help others in the community and talk about their different roles.
 Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

These are applied every half term and it is expected that they will be achieved by the summer term, but reinforced in each area of learning.

PSED/Technology

Computing

Theme: iPads

To be able to complete a simple game on the iPad with limited support

Theme: Data Handling

To be able to count groups of objects.
 To be able to say which group is 'more' and which is 'less'.

Theme: Online Safety taught through Heart Smart – Too much selfie isn't healthy!

To know that I can say '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.

Theme: Bee - bots and early algorithms

Introduction of Beebots – understanding arrows and directions

Theme: Programming

To predict the outcome of a command on a device. • To be able to run a command on a device.

Theme: Online Safety taught through Kidssafe

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.

Remind children of learning covered on Safer Internet Day in Spring 1



St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

Expressive Arts and Design

<p>Art</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>Theme: Drawing and Line</p> <p>Artist: Frida Kahlo</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>Discuss and comment on patterns in the environment</p> <p>To learn that simple rubbings can be made in the local environment</p> <p>Explore tools from the environment that could be used for painting– children use to make abstract and figurative art.</p> <p>Know that different textures can be used for different purposes</p> <p>Begin to name different textures</p> <p>To describe what they have made and the process.</p> <p>To know what an artist is and does</p>	<p>Theme: Painting</p> <p>Artist: Hilma af Klint</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>To explore discipline collage</p> <p>To explore texture and shape when making collages</p> <p>To draw simple shapes and use scissors carefully to cut them out along the drawn lines.</p> <p>To overlap and arrange shapes to make a picture.</p>	<p>Theme: Colour, Pattern, Texture and Shape</p> <p>Artist: Giuseppe Arcimboldo</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>To explore discipline printing</p> <p>To know what the word texture is and describe how objects such as fruit and vegetables feel</p> <p>To know that prints can be made using a range of materials such as fruit and vegetables</p>	<p>Theme: Drawing and Line</p> <p>Artist: Georgia O’Keeffe</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>Explore Georgia O’Keeffe’s work, her flowers in particular.</p> <p>To learn to look at and comment on details in paintings – shape of the petals, individual lines etc.</p> <p>Learn how to create observational drawings of plants and focus on landscapes Artist Megan Coyle</p> <p>To use a range of materials to draw e.g. pencils, chalk, charcoal, oil pastels etc.</p> <p>Use colours for different purposes</p> <p>To draw accurately through observation</p> <p>Learn how to make lines lighter and darker</p> <p>Learn how to draw a range of lines such as wiggly, straight, zig zag etc</p> <p>Explore colour mixing (primary to secondary and shades – black and white)</p> <p>To know what an artist is and does</p>	<p>Theme: Sculpting</p> <p>Artist: Dame Barbara Hepworth</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>To learn how to join a range of materials to create an object e.g. to create their own animals based on learning/ stimulus.</p> <p>To talk about their creations, explaining the processes they have used</p> <p>To learn that construction can be used imaginatively</p> <p>Be able to explain choices of materials and shapes</p> <p>Learn about fixings for different scenarios including types of glue and tape</p> <p>Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Theme: Artists and Wider Concepts Discussion and evaluation</p> <p>Artist: Vincent Van Gogh</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>To know that mark making can be done by using a variety of painting tools e.g. sponges, tissue, fabric, string etc.</p> <p>To hold a paint brush correctly</p> <p>To learn how to achieve better control (holding in a tripod grip close to the brush part of the paintbrush).</p> <p>Explore how colours can be made darker or lighter by adding black/white (tone). (Revisit)</p> <p>To know what an art gallery is</p> <p>Use stem sentences to express opinion</p> <p>To learn how to give advice and feedback to others work Be able to share creations with precise language</p>
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	<p>End points</p> <p>When drawing themselves, represent all of the different face / body parts.</p> <p>Draw with increasing observation</p>	<p>End Points</p> <p>Know that they can mix colours for a purpose</p> <p>Know that there are different types of paint that can be used for different effects.</p> <p>Begin to use different tools for a particular purpose e.g. brushes, sponges, rollers.</p>	<p>End Points</p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.</p> <p>Know how to make colours lighter and darker using black and white.</p> <p>Know the names of some other colours mixed this way e.g. pink and grey.</p>	<p>End Points</p> <p>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .</p> <p>Create different depth of line using the above</p>	<p>End Points</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p>End points</p> <p>Use different tools for a particular purpose e.g. brushes, sponges, rollers.</p> <p>Accurately use a paint brush</p>
<p>Ongoing art themes throughout the year</p>	<p>Throughout all three terms children will also look at</p> <ul style="list-style-type: none"> <p>Artists and wider endpoints</p> <p>Know what an art gallery is</p> <p>Name at least two different artists.</p> <p>Express clear opinions about different paintings / designs / sculptures justifying their opinions.</p> <p>Talk about colours, shapes, patterns and texture in different pieces of art.</p> <p>Discussion and Evaluation</p> <p>Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Say what works well / why they are proud / pleased about their creation and what they might do to make it even better.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>These are applied every half term and it is expected that they will be achieved by the summer term, but reinforced in each area of learning.</p>					
<p>DT</p> <p>ELG Expressive Arts and Design (Creating with Materials)</p> <p>Expressive Arts and Design (Being Imaginative)</p>	<p>To weave, loop, poke and hang different types of materials.</p>	<p>Theme: Sculpting</p> <p>Know that sculptures can be made from a range of materials (dough, clay, Natural resources etc).</p> <p>End Points</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p>		<p>Theme: Tools and Fixing</p> <p>To know that prints can be made onto a range of materials such as dough</p> <p>Learn to use a range of tools such as knives, cutlery, trowels, hammers etc safely</p> <p>End Points</p> <p>Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel.</p> <p>Know how to use an age-appropriate hammer, screws, nails,</p>	<p>Know that sculptures can be made from a range of materials (dough, clay, Natural resources etc).</p> <p>Revisit from autumn term</p>	<p>Theme: Range of Materials</p> <p>End Points</p> <p>Develop their own ideas through experimentation with a diverse range of materials.</p> <p>Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids</p>



St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

		<p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>		<p>hand drills, hand vice and a saw safely (goggles and gloves).</p> <p>Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape</p>		<p>for wheels, wool / thread for hair.</p> <p>Join different materials explaining why they have chosen a specific fixing.</p> <p>Purposefully choose construction materials for a specific job.</p>
<p>Ongoing DT themes throughout the year</p>	<p>Throughout all three terms children will also look at</p> <ul style="list-style-type: none"> Discussion and Evaluation <p>Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. Create collaboratively, sharing ideas, resources and skills.</p> <p><u>These are applied every half term and it is expected that they will be achieved by the summer term, but reinforced in each area of learning.</u></p>					
<p>Music</p>	<p>Theme: Experimenting with sound</p> <p>To join in with CW Harvest Festival Songs</p> <p>To experiment with different instruments and their sounds</p> <p>Experiment with voices</p>	<p>Theme: Response, discussion and evaluation</p> <p>Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch with the music.</p> <p>Explore lyrics by suggesting appropriate actions</p> <p>Exploring the story behind the lyrics of music.</p> <p>Listening to music and explaining what can be heard</p> <p>Listen to performances and express opinions</p>	<p>Theme: Dance with movement patterns</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Consider whether a piece of music has a fast, moderate or slow tempo</p> <p>Choose instruments for different songs and story sounds</p>	<p>Themes: Using Voices</p> <p>Explore the dynamics of instruments – loud, quiet, soft etc</p> <p>Listen to sounds and match them to an object or instrument.</p> <p>Listen to sounds and identifying high and low pitch</p> <p>Explore the pitch and melodic shape of songs</p> <p>To name a range of instruments</p> <p>Make sounds with different parts of an instrument</p> <p>Understand that different instruments make different sounds and group them accordingly.</p>	<p>Theme: Listening with concentration</p> <p>Listen to and repeat a simple rhythm</p> <p>Listen to and repeat simple lyrics</p> <p>Play simple rhythms and patterns</p> <p>To keep a steady beat when playing an instrument.</p> <p>Create songs of their own to known tunes</p>	<p>Themes: Playing Instruments</p> <p>Use stem sentences to respond to music</p> <p>Express preferences</p> <p>Create movement and action to stories and music</p>



St James' C of E Infant and Nursery School

Reception Knowledge Map 2025

	<p>End Points Choose particular body parts and sounds for their own imaginative purposes.</p> <p>Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds.</p> <p>Tap out simple repeated rhythms.</p>	<p>End Points Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs ...</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>End Points Experiment with different ways of moving to music</p> <p>Represent their own ideas, thoughts and feelings through dance.</p> <p>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p>	<p>End Points Recall an increasing repertoire of familiar songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create songs of their own to match their imaginative play (often sung to a known tune).</p>	<p>End Points Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking.</p> <p>Listen to others, e.g. when singing a short song / sharing opinions about music and performance.</p>	<p>End Points Accompany songs with simple instruments, keeping a steady beat.</p> <p>Name an increasing number of instruments, describing the sounds they make and what they might be used for.</p>
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Several schemes are used in Reception and listed below:

- Read, Write Inc
- Literacy Tree
- White Rose Maths
- CUSP
- Heart Smart
- Kidsafe (summer term)