

EYFS PKC Knowledge Mapping

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/Pre-School	<p style="text-align: center;"><u>All About Me</u></p> <p>Children begin to identify key body parts. (They will build on this throughout the EYFS, KS1 and KS2 curriculum)</p> <p>Children recognize that parts of our bodies are different and have different purposes.</p> <p>Children identify parts of our faces.</p> <p>Children describe their own facial features.</p> <p>Children recognize we all look different.</p> <p>Children develop their fine motor skills whilst creating a face they can describe.</p> <p>Children begin to recognize the past and present.</p> <p>Children identify different stages of growth in humans.</p>	<p style="text-align: center;"><u>Journeys</u></p> <p>Children understand that a journey takes you from one place to another.</p> <p>Children understand that sometimes we use transport to go on a journey.</p> <p>Children experience going on a 'journey'.</p> <p>Children understand that transport was different in the past.</p> <p>Children know that a long time ago, trains were powered by steam.</p> <p>Children can name and describe different modes of transport.</p> <p>Children can talk about ways we can travel across water.</p> <p>Children look closely at wheeled vehicles and can describe them.</p> <p>Children know where their school is located and begin to think about their local area.</p>	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>Children will know that many things happened in the past, or 'a long time ago'.</p> <p>Children will develop a sense of chronology, adding to their understanding as they work through the unit.</p> <p>Children will know that a long time ago, dinosaurs lived, but they are no longer alive.</p> <p>Children may be able to explain that dinosaurs lived on land.</p> <p>Children will recognise Tyrannosaurus as a dinosaur, they may be able to describe it.</p> <p>Some children are beginning to use adventurous vocabulary to describe dinosaurs.</p> <p>Children will recognise Stegosaurus as a dinosaur, they may be able to describe it.</p>	<p style="text-align: center;"><u>Growing and Changing</u></p> <p><i>This unit focuses more on The Natural World (Science) and People, Culture and Communities (Geography) elements of Understanding the World</i></p> <p>Children will recognise there are different seasons and will be able to describe things we do in the different seasons.</p> <p>Children will explore the natural world looking closely at living things.</p> <p>Children will explore bulbs and will know that in springtime bulbs can begin to grow into plants.</p> <p>Children will compare and contrast different leaves looking for similarities and differences.</p> <p>Children understand that plants need water and light to grow.</p> <p>Children will have experience planting seeds.</p>	<p style="text-align: center;"><u>Animals and their Babies</u></p> <p><i>This unit focuses more on The Natural World (Science) and People, Culture and Communities (Geography) elements of Understanding the World</i></p> <p>Children are developing vocabulary to name and describe common animals.</p> <p>Children know animals reproduce (have babies) and can name some.</p> <p>Children know some baby animals look similar to their parents e.g. Cat and Kitten.</p> <p>Children know some baby animals don't look like their parents e.g. caterpillar and butterfly.</p> <p>Children are developing vocabulary to recognise, name and describe farm animals.</p> <p>Children know some animals live on farms and are cared for by farmers.</p>	<p style="text-align: center;"><u>Heroes and Adventurers</u></p> <p>Children will know that people travel into space to explore and find out new things.</p> <p>Children will learn new vocabulary that they will build on in Reception (Spring Term: Space)</p> <p>Children will know Valentina Tereshkova went into space.</p> <p>Children will know that some things in space go around (orbit) the earth. (They will build on this idea in Reception Space, Year 2 Astronomy and Year 5 Astronomy)</p> <p>Children recognise that the North and South Pole are very cold.</p> <p>Children can talk about some of the challenges of exploring in very cold places.</p> <p>Children know Ernest Shackleton was an explorer and had adventures in very cold places.</p>

	<p>Children understand they have changed since they were born.</p> <p>Children recognise that families are people who are connected.</p> <p>Children know that families grow together over time.</p> <p>Children can talk about their family.</p> <p>Children know the name of their school or nursery setting.</p> <p>Children know the name of the place they live.</p> <p>Children know where they live.</p> <p>Children can describe where they live using words such as near and far to describe the local area.</p> <p>Children think about how places are represented on a map.</p> <p>Children begin to identify people within our community who help us.</p>	<p>Children can describe their local area from first hand observation.</p> <p>Children begin to think about autumn and the changes it brings in the natural world.</p> <p>Children understand that there are warm parts and cold parts of the earth.</p> <p>Children know that travelling in the coldest parts of the world can be difficult.</p> <p>Children think about what they'd need to travel to a cold place.</p>	<p>Some children will be able to explain that stegosaurus lived a long time before T-Rex.</p> <p>Children will know that some people look really closely at dinosaur bones.</p> <p>Some children will be able to explain that scientists, called palaeontologists, study dinosaurs.</p> <p>Children will experience using a magnifying glass to look closely at things from the natural world.</p> <p>Children will know that fossils tell us about life a long time ago.</p> <p>Children will know that the living things that created fossils (plants or animals) are not alive anymore.</p> <p>Children know that at the time of dinosaurs, some creatures flew in the air.</p> <p>Some children might know that flying creatures who lived at the time of the dinosaurs are called pterosaurs.</p>	<p>Seeds can grow into plants. If plants don't have enough water they won't grow. If they have too much they won't grow well either.</p> <p>Children observe changes over time.</p> <p>Children recognise the adult and child stages of various animals and their corresponding names e.g. cow (calf) etc.</p> <p>Children understand that animals are living things that grow and change over time.</p> <p>Children recognise that a caterpillar changes into a butterfly.</p> <p>Children may be able to explain that a caterpillar transforms completely as it grows but humans do not.</p> <p>Children know that some of our food grows as plants.</p> <p>Children experience trying some different fruit and vegetables.</p> <p>Children know farmers grow food for us to eat.</p> <p>Children will know fruit and vegetables grow in different ways and in different places.</p>	<p>Children can name farm animals and their offspring.</p> <p>Children know some farm animals e.g. lambs are born in spring.</p> <p>Children can identify a woodland habitat.</p> <p>Children can name and describe some of the animals who live in a woodland habitat.</p> <p>Children understand that people can harm woodland habitats.</p> <p>Children know that woodland habitats must be protected.</p> <p>Children will have a further opportunity to think about and discuss woodland habitats.</p> <p>Children are building a wide vocabulary to name and describe wild animals around the world.</p> <p>Children look at maps and understand that many different animals live around the world.</p> <p>Children know that some animals are endangered,</p>	<p>Children will know there are mountains around the world and Mount Everest is Earth's highest mountain.</p> <p>Children will know that Edmund and Tenzing were the first people to climb to the top of Mount Everest.</p> <p>Children think about the shape of mountains and use some of the new vocabulary to describe them.</p> <p>Children will begin to understand that being brave can mean doing difficult things.</p> <p>Children will understand that Malala had to be brave so she could go to school and learn.</p> <p>Children will have the opportunity to think about how we help others.</p> <p>Children will have the opportunity to help their friends.</p> <p>Children begin to understand that there are people who do brave and challenging things in our own community.</p> <p>Children can talk about someone in their own community (perhaps in school) who is a hero.</p>
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	<p>Children can explain how people within our community help us.</p> <p>Children know an emergency is when someone needs help very quickly.</p> <p>Children can discuss who might help them in an emergency.</p> <p>Children begin to recognise our seasons change throughout the year.</p> <p>Children begin to identify specific things that happen and activities we do in each season.</p> <p>Children know that some trees lose their leaves in autumn.</p> <p>Children can describe autumn leaves.</p>		<p>Children know that at the time of dinosaurs, some creatures swam in the sea</p> <p>Some children might know that swimming creatures who lived at the time of the dinosaurs are called plesiosaurs.</p> <p>Children know where they can learn more about dinosaurs, e.g. books, tv, websites, museums.</p> <p>Children know there is so much to learn about dinosaurs.</p> <p>Children can talk about what they have learned.</p> <p>Children can tell their peers or others something interesting about dinosaurs.</p>	<p>Children will experience following a recipe and cooking/preparing something to eat.</p> <p>Children can describe some of the phases of the human life cycle.</p> <p>Children know they have changed since they were born and can describe some of the things they can do now that they couldn't before.</p> <p>Children will think about things they'd like to do in the future; travel, talents, interests, jobs, etc</p>	<p>meaning there are few left in the world.</p> <p>Children know that some people are working to protect wild animals.</p> <p>Children are beginning to build a vocabulary to describe animals that live in very cold places.</p> <p>Children know there are cold places on earth at the North and South Poles.</p> <p>Children are beginning to understand that habitats around the world are under threat and must be protected.</p> <p>Children may understand that when habitats are damaged, animals can become endangered.</p> <p>Children will have the opportunity to talk about polar bears and think about their habitats.</p>	<p>Children understand that heroes can be ordinary people.</p> <p>Children think about how they can thank local community heroes.</p>
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Reception	<u>All About Me</u>	<u>Transport Past and Present</u>	<u>Space</u>	<u>Growing and Changing</u>	<u>Kings and Queens</u>	<u>Stories from the Past</u>
	<p>Children identify main body parts.</p> <p>Children begin to identify additional body parts and their functions e.g. wrists, knuckles etc.</p> <p>Children can talk about all the different things our bodies can do e.g. different ways we can move.</p> <p>Children know we have bones inside our bodies that help us to move.</p> <p>Children can show different ways our bodies can move.</p> <p>Children are beginning to recognize different growth stages within the life cycle of a human.</p> <p>Children are beginning to imagine what they might do when they are an adult.</p> <p>Children are beginning to recognize the past, present and the future.</p> <p>Children can talk about their families and the</p>	<p>Children can name and describe common types of transport.</p> <p>Children know we must be aware of our safety when we travel around.</p> <p>Children know there are different kinds of land transport around the world.</p> <p>Children will know there are different kinds of water transport around the world.</p> <p>Children recognise that transport in the past was very different from transport today</p> <p>Children know that trains ran by steam in the past.</p> <p>Children know transport has changed over time.</p> <p>Children begin to think about the future.</p> <p>Children know an explorer (Ernest Shackleton) travelled to Antarctica.</p> <p>Children know that travelling in cold places can be challenging.</p>	<p>Children know we live on planet Earth.</p> <p>Some children may be able to explain that planet Earth has air for us to breathe, land to live on and oceans.</p> <p>Children will begin to understand that gravity keep us standing on the ground.</p> <p>Children will know that some people study space, looking into space and asking questions about what they notice.</p> <p>Some children will be able to explain astronomers are people who study space.</p> <p>Children will know that gravity is a force we can't see that keeps us on Earth.</p> <p>Children will know that astronauts work very hard to learn how to travel into space.</p> <p>Children will understand that astronauts need special clothing when they are in space.</p>	<p>Children will recognise there are different seasons, name them and will be able to describe things we do in the different seasons.</p> <p>When asked, children will be able to describe how the seasons change over a year.</p> <p>Children will be able to describe how they have changed over time (linking back to previous units and how children have considered chronology).</p> <p>Children will know that some scientists look closely at plants.</p> <p>Children will experience growing a plant from seed.</p> <p>Children will be able to talk about how plants change.</p> <p>Children will know some trees keep their leaves whilst others lose them during autumn.</p> <p>Children think about the order of events in a story and what a seed needs to grow.</p> <p>Children recognise the adult and child stages of various</p>	<p>Children know that in England, we have a King called King Charles III.</p> <p>Children will recognise the Union Jack.</p> <p>Children understand that the crown is passed down through the Royal Family.</p> <p>Children will know that the King is part of the Royal Family.</p> <p>Children recognise Buckingham Palace as a special place.</p> <p>Children know when the King is visiting a palace, the Royal Standard (flag) flies.</p> <p>Children know that the King's Guard wear special uniform and protect the King. Children may be able to talk about a local building with Royal links or historical significance.</p> <p>Children will know that there is a coronation ceremony for a new king or queen.</p>	<p>Children know that fairytales are stories passed on by people from a long time ago.</p> <p>Children will talk about characters and events in a story.</p> <p>Children will begin to make their own books.</p> <p>Children will be able to retell one or more well-known fairy tales.</p> <p>Children will know that we can tell stories in different ways.</p> <p>Children will know that stories from the past can teach us.</p> <p>Children will know that the story of St George and the Dragon can teach us about bravery.</p> <p>Children will understand that over time, stories can change.</p> <p>Children will create their own books.</p> <p>Children will know that stories have been told around the world for many years.</p>

	<p>people who care for them.</p> <p>Children recognize some people are at different ages and stages in their life.</p> <p>Children are beginning to understand chronology and the passing of time.</p> <p>Children begin to think about the past, present and future.</p> <p>Children will know the name of their school and the name of the place where it is located.</p> <p>Children will become familiar with their school grounds.</p> <p>Children will describe their journey to school.</p> <p>Children will begin to understand that maps show us where places are located.</p> <p>Children begin to understand that locations can be different.</p> <p>Children know that people in our community work together to make it a good place to live.</p>	<p>Children can design a moving toy and think about what they need to make their toy.</p> <p>Children can make a moving toy, joining materials and experimenting with colour and texture.</p> <p>Children can explain their design and their model, how they made it and how it works.</p>	<p>Some children may understand that gravity is a force that keeps us on the ground when on Earth.</p> <p>Children will find out about the International Space Station and will know astronauts live and work there.</p> <p>They will begin to understand that astronauts have to train and work hard so they know how to survive in space.</p> <p>Children will become familiar with the planets in our solar system, recognizing names and features of the planets.</p> <p>Children will know the sun is a star located at the centre of our solar system.</p> <p>Children will continue to recognise and describe the planets in our solar system.</p> <p>They will be able to explain how the planets are different from each other, e.g. colour, size, rings etc.</p> <p>Children will know that the stars we see in the sky are very far away.</p>	<p>animals and their corresponding names e.g. cow (calf) etc.</p> <p>Children will understand that animals are living things that grow and change over time.</p> <p>Children recognise that a caterpillar changes into a butterfly (link to chick eggs too).</p> <p>Children know that some of our food grows as plants.</p> <p>Children can name and describe a range of fruit and vegetables.</p> <p>Children have experience handling and tasting a range of fruit and vegetables.</p> <p>Children understand that farmers can grow food for us to eat.</p> <p>Children know some crops that grow nearby (if locally relevant).</p> <p>Children can describe some of the phases of the human life cycle.</p> <p>Children know they have changed since they were born and can describe some of the things they can do now that they couldn't before.</p>	<p>Children will be able to talk about what happens during a coronation.</p> <p>Children will be able to recognise Westminster Abbey and locate it on a map.</p> <p>Children can identify St Edward's Crown and the sceptre and orb worn during coronations.</p> <p>Children know that King John taxed people and put people in prison.</p> <p>Children know the Barons asked King John to make promises in the Magna Carta.</p> <p>Children know that the Magna Carta is an important document from history.</p> <p>Children can explain what they know about King John.</p> <p>Children know that the Prime Minister is chosen to make decisions about our country.</p> <p>Children know that adults vote (or choose) who they want to be our Prime Minister.</p>	<p>Children will begin to understand that stories can help to explain things.</p> <p>Children will know that Prometheus was a God from Ancient Greek Myths.</p> <p>Children will know that the Ancient Greeks were people who lived in Greece a long time ago.</p> <p>Children will know the Ancient Greeks told stories.</p> <p>Children will know that Aesop was a storyteller from Ancient Greece.</p> <p>Children will know Aesop's Fables are stories that teach us lessons.</p> <p>Children will know that animals are often important in stories.</p> <p>Children will know Aesop's Fables are stories that teach us lessons.</p> <p>Children will know that stories have been told for many years, all around the world.</p> <p>Children will know that the Anansi stories were first told in West Africa.</p>
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	<p>Children can name some people within our community who help us.</p> <p>Children know that emergency services are there when people need urgent help.</p> <p>Children can identify the emergency services.</p> <p>Children begin to recognise our seasons change throughout the year.</p> <p>Children begin to identify specific things that happen and activities we do in each season.</p> <p>Children know that some trees lose their leaves in autumn.</p> <p>Children can describe autumn leaves.</p>		<p>Children will understand that things that are far away can appear small, but if we were near to them we'd see they are not.</p> <p>Children will know that people have been looking at the stars and telling stories for a long time.</p> <p>Children will respond to a story with movement and music.</p> <p>Children will have experience looking at the formation of constellations.</p> <p>Children will know that astronauts are people who travel into space.</p> <p>Children will know that in the past, astronauts went to the moon.</p> <p>Children will recognise Neil Armstrong as an astronaut that walked on the surface of the moon.</p> <p>Children will know that now scientists can send robots into space.</p> <p>Children will know that the Mars Rover is exploring Mars and taking picture of its surface</p>	<p>Children will think about things they'd like to do in the future; travel, talents, interests, jobs, etc.</p> <p>Children will have the opportunity to think about a wide range of careers they may aspire to do in the future.</p> <p>With support, children have the opportunity to seek patterns, test an idea, measure, compare and contrast and draw conclusions.</p>	<p>Children think about how they could improve their school and/or the local area.</p> <p>Children are beginning to understand that there are people responsible for our school and local area. (This concept will be built upon throughout KS1 and KS2)</p>	<p>Children will know that the Ashanti told lots of different stories about Anansi the Spider.</p>
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