

Mere Green Primary School EYFS Curriculum Map

Term and Topic	Book <small><i>Chosen from Booktrusts book finder, RWI suggested texts and compared to schools Reading Spine and lexile range.</i></small>	Key Knowledge	Links to Next Stage of Learning	Link to COEL	Half termly enrichment
Autumn 1 <i>All About Me</i> Reception Week 2	What Makes Me a Me by Ben Faulkes	<ol style="list-style-type: none"> 1. Knows what makes them unique – can talk about facial features 2. To name some of the senses related to facial features 3. Notices some differences between people 4. To know some things that make them unique 5. To draw self portraits with some detail 	KS1 Science Biology – identify, name, draw and label the basic parts of the human body that relate to the senses.	Active Learning: Participate in routines	Visit from local community - people who help us.
Autumn 1 <i>All About Me</i> Reception Week 3	Perfectly Norman by Tom Percival	<ol style="list-style-type: none"> 1. See themselves as a valuable individual – able to talk about something they are good at 2. To name other body parts e.g. head, shoulders, knees etc 3. Recognises others strengths and compare how people are different 4. To be familiar with the name of the school they go to 6. History: To know how they have changed over time, baby, toddler etc. 	KS1 Science Biology – Identify, name, draw and label the basic parts of the human body that relate to the senses. History – changes within living memory	Active Learning: Participate in routines	
Autumn 1 <i>All About Me</i> Reception Week 4	All About Families by Usborne	<ol style="list-style-type: none"> 1. Talk about members of their immediate family and community – know who is in their family, who it is made up of 2. Name and describe people who are familiar to them e.g. mum, grandma 3. Identify some differences between families and to know that families can be made up differently e.g. 2 mums, 2 dads etc 	KS1 History – Changes within living memory	Active learning: Begin to predict sequences because they know the routine.	
Autumn 1 <i>People who help us</i> Reception Week 5	Superheroes like Me Dr Ranj	<ol style="list-style-type: none"> 1. Can identify emergency situations and know who to call and what service to ask for (999) 2. Talk about people that help in the community and how they help 3. To differentiate between different people who help us and why they help us 	History – events within living memory.	Active learning: Begin to predict sequences because they know the routine.	
Autumn 1 <i>People who help us</i> Reception Week 6	Open Wide... What's Inside? by Alex and Helen Rushworth	<ol style="list-style-type: none"> 1. To know what a dentist does 2. To know how we can look after our teeth 3. To have some awareness of what might happen if we don't clean our teeth (experiment items that rot, decay) 	KS1 Biology – name, draw and label different parts of the body that relate to the senses.	Playing and exploring: Make independent choices	

<p>Autumn 1 People who help us</p> <p>Reception Week 7</p>	<p>Emergency! By Margarat Mayo</p>	<ol style="list-style-type: none"> 1. To know the house number and name of street they live at and be able to share this in an emergency situation 2. To know what road the school is located on and to name some local landmarks e.g. Sainsbury's, church 3. To be able talk about what makes family members special. To link these with people who help in the community. 	<p>KS1 Geography Locational/Place Knowledge – preparing children for a small area study of the UK and comparing the local context of Mere Green to another part of the UK e.g Giants Causeway</p>	<p>Playing and exploring: Make independent choices</p>	
<p>Autumn 2 Celebrations</p> <p>Reception Week 1</p>	<p>Binny's Diwali By Shweta Chopra and Schuchi Mehta</p>	<ol style="list-style-type: none"> 1. RE: Know that Diwali is a 5-day celebration of light that is celebrated by Hindus and Sikhs across the world. 2. To know that Diwali is celebrated in the Autumn and coincides with other festivals such as Halloween, Bonfire Night and Remembrance Day 3. To name and be aware of places of worship locally that is important to and Hindus 4. EAD: To create Rangoli patterns in the style of the artist Kandinsky . Sculpture – To manipulate clay to create a diva lamp focusing on skills such rolling, cutting, squashes, pinches and twists. 	<p>KS1 Year 1 RE – cultivating inclusion, identity and belonging.</p> <p>To understand the festival Diwali</p>	<p>Playing and exploring: Make independent choices</p>	<p>Visit to a religious place of worship.</p>
<p>Autumn 2 Celebrations</p> <p>Reception Week 2</p>	<p>Bonfire Night Sparks in the Sky Twinkl e-book</p>	<ol style="list-style-type: none"> 1. History: To know that Guy Fawkes was a historical figure from the past. 2. To be aware of braveness, difficult decisions, consequences and difference of opinion and talk about children's experiences with these themes. 3. To reflect on their own experiences of bonfire night and link to the 5 senses 4. To explore what happens when you mix primary colours 	<p>Year 1 History Life of significant individual - Explore the lives of significant individual in the past who have contributed to national and international history.</p>	<p>Playing and exploring: Make independent choices Active Learning: Keep on trying when things are difficult</p>	
<p>Autumn 2 Celebrations</p> <p>Reception Week 3</p>	<p>The Scarecrows Wedding By Julia Donaldson</p>	<ol style="list-style-type: none"> 1. RE: To compare and talk about different wedding venues and why these are special. What other celebrations do we hold at these venues? 2. Comment on their own celebrations from the past (wedding, birthday etc) 3. History: Compare photographs and videos of royal weddings from the past and present. Focus on Katie Middleton's and Queen Victoria's wedding. Put this onto a timeline alongside Guy Fawkes from last week to show chronology of events 4. EAD: To watch and learn a 'first dance' routine which is performed at a wedding. 	<p>KS1 History – Events within living memory</p> <p>KS1 History - To explore the life of individuals in the past who have contributed to national and international history</p> <p>KS1 Year 1 RE – cultivating inclusion, identity and belonging</p>	<p>Playing and exploring: Realise that their actions have an effect on the world, so they keep repeating them</p>	

<p>Autumn 2 Celebrations</p> <p>Reception Week 4</p>	<p>Stick Man By Julia Donaldson</p>	<ol style="list-style-type: none"> 1. Science: to talk about typical weather that we see in Winter. identify what clothes they need to wear and why? Check daily temperature and weather and record this 2. Science: Explore materials and their properties. What materials would keep us warm? Test out theories. 3. EAD: To explore the art of Andy Goldsworthy and make natural artwork using his technique. To go on a hunt in the forest, looking at the colours and textures. Children to discuss which materials would be best to put stickman back together? 	<p>KS1 Geography – Humans and physical knowledge seasonal/daily weather patterns and name seasons</p> <p>KS1 Science/Physics - Seasonal changes.</p> <p>KS1 Science/chemistry- describe the simple physical properties of everyday materials.</p>	<p>Creating and thinking critically: Take part in simple pretend play</p>
<p>Autumn 2 Celebrations</p> <p>Reception Week 5</p>	<p>The Gingerbread Man</p>	<ol style="list-style-type: none"> 1. Science: materials – To know how we keep things cold such as food and name some materials that would do this 2. To name 5 sense and what they can smell, feel, taste, and hear when cooking and eating new foods including gingerbread. 3. Science: To know what healthy eating is. Know about the other factors that make a healthy lifestyle- exercise 4. EAD: To explore a different artist and his different style of creating portraits using fruit (Giuseppe Arcimboldo fruit faces) 	<p>KS1 Science Biology – Parts of the human body and 5 senses</p> <p>KS1 Science Chemistry – materials</p>	<p>Creating and thinking critically: Take part in simple pretend play</p>
<p>Autumn 2 Celebrations</p> <p>Reception Week 6</p>	<p>One Snowy Night By Nick Butterworth</p>	<ol style="list-style-type: none"> 1. Science: To know some of the effects, the weather and temperature has on animals and the natural world (how leaves have fallen off trees, animals go into hibernation). 2. To identify and compare solids and liquids By talking about what they look/feel like 3. DT: junk modelling – join materials together and insulate with warm materials 	<p>KS1 Science/Physics - Seasonal changes</p> <p>KS1 Science/chemistry- describe the simple physical properties of everyday materials</p> <p>KS1 Geography – Human and physical knowledge seasonal/daily weather patterns and name seasons</p>	<p>Playing and Exploring Make choices and explore different resources and materials</p>
<p>Autumn 2 Celebrations</p> <p>Reception Week 7</p>	<p>Babushka: A Christmas Tale By Dawn Casey</p>	<ol style="list-style-type: none"> 1. RE: What is the meaning of Christmas? Who celebrates it? 2. To understand and recall some of the Christmas story 3. To compare Christmas celebrations in the UK compared to another country (India). 	<p>KS1 Year 1 RE – cultivating inclusion, identity and belonging</p>	<p>Playing and Exploring Make choices and explore different resources and materials</p>

			Year 1 Geographical skills and fieldwork – use maps, atlas and globes to identify the Uk and its countries.		
Spring 1 Once Upon a Time Reception Week 1	Little Red Riding Hood	<ol style="list-style-type: none"> 1. Geography: To know that a map is used to locate things and to find your way on a journey. 2. To identify key features on a simple map to granny's house, stick man and gingerbread map. 3. To use relative vocabulary to talk about our local environments and name key human features e.g. shops, postbox, church, restaurants 	KS1 Geography – Human and physical knowledge. Use some geographical words relating to human and physical features. Use compass directions to describe the location of features and routes on a map.	Playing and exploring: Realise that their actions have an effect on the world, so they keep repeating them	Visit to Sutton Park
Spring 1 Once Upon a Time Reception Week 2	Mr Wolf's Pancakes By Jan Fearnley	<ol style="list-style-type: none"> 1. Geography: To know some physical features of our local environment e.g. Sutton park 2. Science: To talk about some materials that the houses in the story are made of 3. To Talk about the properties of some of these materials e.g. soft, hard 	KS1 Geography – Human and physical knowledge. KS1 Science/ Chemistry- describe the simple physical properties of everyday materials. Can I drift and name a variety of everyday materials.	Playing and exploring: Realise that their actions have an effect on the world, so they keep repeating them	
Spring 1 Once Upon a Time Reception Week 3	The Princess and the Pea By Rachel Isadora	<ol style="list-style-type: none"> 1. History: to know what a royal figure is. To name some members of the royal family and to know where they live (in a palace) 2. Compare some royal figures from the past and present 3. To know that the Queen lives in London and name some key features of landmarks in London e.g. London eye, Buckingham palace . 	KS1 Geography – Locational knowledge, UK and capital cities. Geographical skills and fieldwork – use simple field work and observational skills to study the geography of London and the key human and physical features. KS1 History - To explore the life of	Playing and exploring: respond to new experiences that you bring to their attention	

			individuals in the past who have contributed to national and international history		
Spring 1 Once Upon a Time Reception Week 4	The Three Billy Goats Gruff	<ol style="list-style-type: none"> To know that there is a famous bridge in London, called London Bridge and be able to talk about what this looks like. To compare this bridge to the one in the story e.g. size, materials, colour To compare some human and physical features of London to Mere Green 	KS1 History – Events beyond living memory – local study KS1 Geography – Human and physical knowledge. Geographical skills and fieldwork – use simple field work and observational skills to study the geography of London and the key human and physical features.	Playing and exploring: respond to new experiences that you bring to their attention	
Spring 1 Once Upon a Time Reception Week 5	Winnie and Wilbur at Chinese New Year By Valerie Thomas	<ol style="list-style-type: none"> RE: comments on pictures of their new year celebrations To explain what Chinese New Year is and articulate how others celebrate this. Discuss the differences between Chinese New Year celebrations and their own 	KS1 Year 1 RE – cultivating inclusion, identity and belonging	Active Learning: Show goal directed behaviour	
Spring 1 Once Upon a Time Reception Week 6	Rapunzel (Once Upon a World) By Chloe Perkins	<ol style="list-style-type: none"> History: compare and contrast the Rapunzel character from the traditional tale and the new book. Identify some similarities and differences between homes in our country and in other countries. Use maps to identify India and the United Kingdom on a map. 	KS1 History – Events beyond living memory – local study	Active Learning: Show goal directed behaviour	
Spring 1 Once Upon a Time Reception Week 7	Last Stop on Market Street By Matt De la Pena	<ol style="list-style-type: none"> History: to compare and contrast how people are different Geography: Recall what a map is used for? Identify key humans and physical features on the map To have an awareness of how you can get to different places using a map (bus, car, walk) To know that some people are different and they live in different places. 	KS1 History – Events beyond living memory – local study and transport changes	Active learning: Begin to correct their mistakes themselves	
Spring 2 Nature/ Growth Reception Week 1	Jack and the Beanstalk	<ol style="list-style-type: none"> Science: To know that a beanstalk is a type of plant To name parts of a beanstalk and be able to draw these To know what the bean plant needs to survive (water, sunlight) Understand the needs to respect and care for the natural environment and seedlings. To know some parts of a bean life cycle. 	KS1 Science Biology – Plants: they identify and name wild and garden plants. They look at the basic	Active learning: Begin to correct their mistakes themselves	Experience caring for an animals and watching chicks hatch.

			structure of flowering plants and trees.		To take part in setting up a school allotment and growing plants/vegetables.
Spring 2 Nature/ Growth Reception Week 2	Farmer Duck By Martin Waddell	<ol style="list-style-type: none"> 1. Science: To name and describe some animals you will see on a farm. 2. To know what a farm is 3. To know what farm animals need to survive (food, water) 4. Understand the needs to respects and care for farm animals. 	KS1 Science Biology – Animals. Identify, describe, name and group some common animals.	Active learning: Bring their own interests and fascinations into the setting.	
Spring 2 Nature/Growth Reception Week 3	Henny Penny By Paul Galdone	<ol style="list-style-type: none"> 1. Science: To know all the stages in the chicken life cycle in order 2. To know how to care for a chick at different points of it's life cycle (provide warmth in egg, food once it's hatched) 3. To know that chickens can live on farm 4. To describe what a farm looks like in the UK 	KS1 Science Biology – Animals: Identify, describe, name and group some common animals.	Active learning: Bring their own interests and fascinations into the setting.	
Spring 2 Nature/Growth Reception Week 4	Oliver's Vegetables By Alison Bartlett	<ol style="list-style-type: none"> 1. Science/Geog: To know that vegetables/crops can be grown on a farm 2. To name some common vegetables that we grow on farms in the UK 3. To use senses to talk about what vegetables taste, look, smell and feel like 4. To name and order some vegetables which grow during different seasons link this back to celebrations (e.g pumpkins in autumn) 5. Understand the need to respect and care for the natural environment by using their knowledge of what plants need to survive. 6. To plant a vegetable/seed 	KS1 Science Biology – Plants. Identity the basic structure of flowering plants and trees.	Play and exploring: Guide their own thinking by referring to visual aids or by talking to themselves whilst playing	
Spring 2 Nature/ Growth Reception Week 5	Handa's Surprise By Eileen Browne	<ol style="list-style-type: none"> 1. Science: To know what vegetables are grown in Africa 2. To name some differences between farms in the UK and Africa (focus on the dry season and what different types of fruits they grow). 3. To know why these things are grown in each country (climate, temperature etc) 	KS1 Science Biology – Plants. Year 2 Geography – Place Knowledge: Discuss features of a non European country.	Play and exploring: Guide their own thinking by referring to visual aids or by talking to themselves whilst playing	
Spring 2 Nature/ Growth Reception Week 6	The Runaway Pea By Kuantan Poskitt	<ol style="list-style-type: none"> 1. Science: Show and explain the concepts of growth change and decay with natural materials. 2. Observe an apple core going mouldy over time 3. Discussing when and how things grow (focus on the end of the life cycle for a pea, what happens when we recycle fruit or vegetables) 	KS1 Science Biology – Plants. Working scientifically: talk about my observations and ideas and beginning to sue these to suggest answers to my questions.	Creating and thinking critically: Know more, so feel confident coming up with their own ideas.	

			Observe changes over time.		
Summer 1 Amazing Animals Reception Week 1	Superworm By Julia Donaldson	<ol style="list-style-type: none"> 1. Science: to know what mini beasts are and to name them 2. To be able to discuss some similarities and differences between mini beasts. 3. Categorise/sort the different mini beasts based on different criteria (amount of legs) 4. To know where some mini-beasts live. To know how we can look after them in our garden/environment. 	KS1 Science Biology – Animals: Identify, describe, name and group some common animals.	Creating and thinking critically: Know more, so feel confident coming up with their own ideas.	Visit to a farm.
Summer 1 Amazing Animals Reception Week 2	Bird Builds a Nest By Martin Jenkins	<ol style="list-style-type: none"> 1. Science: To know the features of a bird 2. To know what a bird needs to survive and stay warm, compare and contrast to knowledge of chicks 3. To know some differences between where a bird lives to a mini-beast 	KS1 Science Biology – Animals: Identify, describe, name and group some common animals.	Creating and thinking critically: Concentrate on achieving something that's important to them	
Summer 1 Amazing Animals Reception Week 3	The Lion who wanted to Love By Giles Andreae	<ol style="list-style-type: none"> 1. Science: To know that some animals have hair and to name some of these 2. To know that some animals give birth to babies like humans. 3. Geography: Look at pictures of the African plain name some animals that live here and why. 	KS1 Science Biology – Animals: Identify, describe, name and group some common animals. KS1 Year 2 Geography – Place Knowledge: Discuss features of a non European country	Creating and thinking critically: Concentrate on achieving something that's important to them	
Summer 1 Amazing animals Reception Week 4	Sharing a Shell By Julia Donaldson	<ol style="list-style-type: none"> 1. Science: To be able to name some types of fish/sea animals and know what animals live in water. 2. To draw pictures of animals in the natural world 3. To sort land and sea animals and to know which live where. 4. Geography: To name some features of a beach (sand, water, rockpool) 	KS1 Science Biology – Animals: Identify, describe, name and group some common animals KS1 Geography – Human and physical knowledge. Use some geographical words relating to human and physical features.	Playing and exploring: Plan and think ahead about how they will explore or play with objects.	
Summer 1 Amazing Animals Reception	My Green Day Melanie Walsh	<ol style="list-style-type: none"> 1. Science: To name some things I can do to have a 'green day' 2. To know why we need to look after our planet 3. To know what recycling means and to name some items that can be recycled. 	Big Issue Days – Climate Change.	Playing and exploring: Plan and think ahead about how they will explore or play with objects.	

Week 5		Science: Investigate what we can do to care for sea creatures. What impact does recycling have on sea animals?			
Summer 2 Journeys Reception Week 1	On the Way Home By Jill Murphy	<ol style="list-style-type: none"> Geography: recap our knowledge about the key features of our homes that we live in. Discuss how our houses differ. To draw a map of your way home and include key features. Geography: Look at journeys home from school for other children in Africa and South Africa, how might their journey be different to ours? 	KS1 Geography – Human and physical knowledge. Uses simple compass directions and locational and directional language to describe the location of features and routes on a map.	Creating and thinking critically: Review their progress as they try to achieve a goal. Check how well they are doing.	Embark on a journey and travel on a mode of public transport
Summer 2 Journeys Reception Week 2	Lost and Found By Oliver Jeffers	<ol style="list-style-type: none"> Geography: Where do penguins come from? Which countries can you find them in? Look at the physical features that make it suitable for a penguin. To compare where penguins, live to where we live. Science: recap knowledge of the seasons. To explore/observe how ice changes to water 	KS1 Science/Physics - Seasonal changes. I can demonstrate knowledge of a range of weather associated with each season.	Creating and thinking critically: Review their progress as they try to achieve a goal. Check how well they are doing.	
Summer 2 Journeys/ Space Reception Week 3	The Runaway Train by Benedict Blathwayt	<ol style="list-style-type: none"> Geography: To name some features of the country side and compare this to where we live and London History: Use pictures to compare and contrast the first steam train to the trains we travel on today. To know that we may travel to London on the train, this is where the Queen lives 	KS1 History – Events within living memory – How transport has changed over time. KS1 Year 1 Geography – study of London.	Creating and thinking critically: Review their progress as they try to achieve a goal. Check how well they are doing.	
Summer 2 Journeys/ Space Reception Week 4	Super Submarines By Tom Mitton	<ol style="list-style-type: none"> To know when/why you may go on a boat/submarine To know the different between floating and sinking and name some objects/materials that float/sink To name some familiar different modes of transport (bus, train, plane) and explain how they are different. To share any experiences children have had of going on a boat. 	KS1 History – Events within living memory – transport changes KS1 Year 1 Science/ Chemistry – describes some properties of everyday materials.	Creating and thinking critically: Review their progress as they try to achieve a goal. Check how well they are doing.	
Summer 2 Journeys/ Space Reception Week 5	How to Catch a Star By Oliver Jeffers	<ol style="list-style-type: none"> To name some features of the beach. To talk about what you might see, hear, feel at the beach When do we normally go to beach? What season, what is the weather like/what do we wear. To know what weather/season is usually associate with going to the beach 	KS1 Science/Physics - Seasonal changes. Demonstrate knowledge of a wide range of weather associated with each season. Observe	Creating and thinking critically: Use pretend play to think beyond here and now and to understand another perspective	

			how the world changes across the seasons.		
Summer 2 Journeys/Space Reception Week 6	Rocket Girl by Didi Dragon OR Astro Girl By Ken Wilson Max	<ol style="list-style-type: none"> 1. To explore the effect magnets have on objects 2. To have an awareness of push/pull 3. To know who uses a rocket and where they go to 	KS1 Science Everyday Materials KS1 Year 1 Science/ Chemistry – compare and group together a variety of materials by simple properties.	Creating and thinking critically: Use pretend play to think beyond here and now and to understand another perspective	
Summer 2 Journeys/Space Reception Week 7	The Journey By Aaron Becker	1.To find out about some famous journeys, explorers and expeditions e.g David Attenborough to prepare children for their topic in year 1.	KS1 History – life of significant individuals (David Attenborough) To explore the life of individuals in the past who have contributed to national and international history.	Creating and thinking critically: Use pretend play to think beyond here and now and to understand another perspective	