

Curriculum Map - Year: Reception 2025/26

Underhill Curriculum Aims

- Broaden the children's understanding of the world. **(Be Caring)**
- Spark their curiosity and imagination **(Be Curious)**
- Teach the children how to work collaboratively **(Be Cooperative)**
- Prepare them for life after Underhill **(Be Confident)**
- Make them lifelong readers
- Increase and improve their oracy skills **(and in EYFS their storytelling skills)**
- Build on their physical and mental fitness

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision. Learning is not limited to or restricted by these topics.	Autumn 1 Topic How do you feel today?	Autumn 2 Topic What happens in Autumn?	Spring 1 Topic How will I get there??	Spring 2 Topic Where does my food come from?	Summer 1 Topic Where do minibeasts like to hide?	Summer 2 Topic Who Lives in a Rockpool?
<u>Intent</u> NB Our topic headings reflect our EYFS Curriculum aims	To explore different feelings and learn their names relating them to the Zones of Regulation. Considering strategies to use to enable us to stay in the green zone To explore children's oracy and storytelling skills by scribing and acting out their own stories.	Exploring questions such as 'why do hedgehogs hibernate?' in this topic about seasonal changes in the natural world in Autumn and Winter. Possible lines of enquiry; -seasonal change in the natural world -hibernation and migration -Autumn foods -woodland animals	Exploring questions such as 'Where in the world would you like to go? How would you like to travel there?' in this topic about transport, travel and places near and far. Possible lines of enquiry; -different types of transport -how things move -holiday destinations -fast and slow	Exploring questions such as 'What do you like to eat? Are you happy to try something new?' in this topic about eating well and being healthy. Possible lines of enquiry; -food -recipes and cooking -healthy eating -the benefits of exercise	Exploring questions such as 'Why do spiders spin webs?' in this topic about minibeasts and their habitats. Possible lines of enquiry; -minibeasts in the local environment -similarities and differences -growth and change -patterns and colours -plants and flowers	Exploring questions such as 'Which creatures live on the seashore? Why do crabs have shells?' in this topic about the seashore and the plants and animals that live there. Possible lines of enquiry; -seashore plants and animals -features of the seashore

Curriculum Map - Year: Reception 2025/26

			-road safety -imaginary and real journeys	-origins of different food		-water safety -properties of natural materials -art using found materials -pollution -
<u>Wow Starter</u>	Self Portraits	Autumn Walk	Transport Survey	Bread tasting day	Minibeast hunt	'Beach' day
Educational Programme: Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Educational Programme: Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<u>C & L/Literacy</u>	Children in Reception will be learning to; Communication and Language: • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences.					

Curriculum Map - Year: Reception 2025/26

- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy:

Reading;

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing;

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELGs:

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Curriculum Map - Year: Reception 2025/26

ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.						
<u>Literacy</u> <u>At Underhill, we learn this by:</u> Half term plan: Week 1 Wow starter/Observational writing/Helico	T4W- The Three Billy Goats Gruff <u>Quality Texts to support the topic</u> Owl Babies Ruby's Worry The Blue Penguin Ravi's Roar The Colour Monster Little Rabbit FooFoo The Lonely Firefly	T4W - The Little Red Hen <u>Quality Texts to support the topic</u> Stanley's Stick The Gruffalo Stickman	T4W Non-fiction Transport- Did you know that? Innovate by adding imaginary features to the vehicles eg a unicorn bus <u>Quality Texts to support the topic</u> Naughty bus Lost and Found	T4W Handa's Surprise <u>Quality Texts to support the topic</u> The Extra-ordinary Gardener Handa's Surprise The Enormous Potato Farmer Duck The Wolf's Pancakes The Gigantic Turnip	T4W The Very Busy Spider <u>Quality Texts to support the topic</u> Superworm What the Ladybird Heard The Very Hungry Caterpillar The Big Book of Bugs Bees	T4W Shark in the Park <u>Quality Texts to support the topic</u> Tiddler The Treasure of Pirate Frank Billy's Bucket Surprising Sharks Sharing a Shell

Curriculum Map - Year: Reception 2025/26

pter stories/Story telling Weeks 2,3,4 T4W text Weeks 6 and 7 Quality text Story telling/ Story pots/Colourful Semantics /Michael Rosen/Pie Corbett	<u>Key Vocab</u> Feelings Zones of Regulation happy sad lonely excited worried angry silly tired frightened scared	<u>Key Vocab</u> https://docs.google.com/document/d/1N1u_XDmezIXg3vFQcH8yJcTgW8YaicBq/edit	The Way back home Mrs Armitage on Wheels Mr Gumpy's Outing Whatever Next <u>Key Vocab</u> https://docs.google.com/document/d/1EVXiJSMBDWNuCj7gkN070uk-3Fg-IJF/edit	The Tiger who came to tea Avocado Baby <u>Key Vocab</u> https://docs.google.com/document/d/1f8-vFrXqwS7MdouPn4Ygz2XfVZZg7j0A/edit	Aagh Spider Yucky Worms The Bad Tempered Ladybird <u>Key Vocab</u> minibeasts snails butterflies spider ladybird habitat environment bees hive web fact true false pattern life cycle same different	The snail and the Whale The Storm Whale Sharing a shell Rainbow fish <u>Key Vocab</u> seashore ocean beach waves shark whale starfish seahorse stingray dolphin crabs fact true false shell seaweed rockpool
<u>Educational Programme:</u> <u>Maths</u>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					

Curriculum Map - Year: Reception 2025/26

<u>Maths</u>	Children in Reception will be learning to (I can); ● Count objects, actions and sounds. ● Subitise ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0–5 and some to 10. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. ELGs: ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
<u>Maths</u> <u>At Underhill,</u> <u>we learn this</u> <u>by:</u>	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds	Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the ‘staircase’ pattern	Focus on the ‘staircase’ pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – ‘5 and a bit’	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10

Curriculum Map - Year: Reception 2025/26

	Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Measures Shape and Sorting	See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Calendar and Time	Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes -odd and even numbers Shape and pattern	Composition - of 10 Comparison – linked to ordinality Play track games Money	Comparison Number patterns Counting Measures
<u>Educational Programme:</u> <u>PSED</u>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					

Curriculum Map - Year: Reception 2025/26

PSED

Children in Reception will be learning to (I can);

- See themselves as a valuable individual
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and 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

UW - Talk about members of their immediate family and community.

During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.

Early Learning Goals

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Understanding the World

Curriculum Map - Year: Reception 2025/26

	ELG: People, Culture and Communities Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;					
<u>PSED</u> <u>At Underhill,</u> <u>we learn this</u> <u>by:</u>	Self Regulation - My Feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Building Relationships:Special Relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	Managing Self - Taking on Challenges In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	Self Regulation: Listening and Following instructions In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	Building Relationships: My family and friends In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	Managing self: My Wellbeing In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
<u>Key Vocab</u> See PSHE Curriculum map for Reception: W PSHE m...						

Curriculum Map - Year: Reception 2025/26

<u>Educational Programme:</u> <u>UW</u>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<u>Understanding the World</u> <u>General themes - learning is not limited to these themes but is inspired by them</u>	Exploring the school environment	-seasonal change in the natural world -hibernation and migration -Autumn foods -woodland animals -weather	-different types of transport -how things move -holiday destinations -fast and slow -road safety -imaginary and real journeys -space	-food -planting and growing vegetables -recipes and cooking -healthy eating -the benefits of exercise -origins of different food	-minibeasts in the local environment -similarities and differences -growth and change -lifecycles -patterns and colours -plants and flowers -facts about minibeasts	-seashore plants and animals -features of the seashore -water safety -properties of natural materials - facts about sealife -pollution
<u>Science</u>	Children in Reception will be learning to (I can); • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. <u>Early Learning Goals</u> ELG: The Natural World Children at the expected level of development will: - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Curriculum Map - Year: Reception 2025/26

<u>Science</u> <u>At Underhill we learn this by:</u>	Feelings/ Tell me a story	Why do squirrels hide their nuts? -seasonal change in the natural world -hibernation and migration -Autumn foods -woodland animals -weather UW half term overview Autumn 2	How will we get there? -different types of transport -how things move -fast and slow UW half term overview Spring 1 2023	Where does my food come from? -food -planting and growing vegetables -recipes and cooking -healthy eating -the benefits of exercise -origins of different food UW half term overview Spring 2	Why do Ladybirds have spots? -minibeasts in the local environment -similarities and differences -growth and change -lifecycles -patterns and colours -plants and flowers -facts about minibeasts UW half term overview Summer 1 Link to PSED Amazing Project- Pets	Who Lives in a Rockpool? -seashore plants and animals -properties of natural materials - facts about sealife -pollution
<u>Vocab</u>	hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers, cloud <u>Supplemental:</u> hibernate, migrate, snowflake	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow Expose children to <u>Supplemental:</u> force, rotate, solid, liquid, gravity	seed, bean, roots, stem, beanstalk, soil, flower, leaf, warmth, water, allotment, names of different fruit and vegetables including some exotic fruit, life cycle, seasons, garden, sow <u>Supplemental:</u> conditions healthy	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment such as grassland, forest <u>Supplemental:</u> environment, minibeast	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice <u>Supplemental:</u> environment, polar regions, ocean, camouflage

Curriculum Map - Year: Reception 2025/26

	<u>Supplemental:</u> bald, elderly, wrinkles, male, female, freckles					
<u>Knowledge</u>	Understand that people are different both physically and emotionally. Understand that different body parts can be different shapes and sizes in different individuals	How they feel in different types of weather/seasons. Clothes they wear in different seasons and why. How the weather throughout the year. How the ground changes when it rains. How puddles change over time after it rains. Plants and animals that they find in different seasons.	Can talk about how they changed objects to make them float or sink. Can talk about how cars move down ramps or gutters. Can compare how different boats and aeroplanes performed.	Can talk about conditions needed for seeds to grow Can name parts of a plant Can name different fruits and vegetables Understand the lifecycle of a seed eg sunflower	Talk about and name the minibeasts they find. Identify different plants e.g. trees, bushes, flowers, vegetables, herbs. Name the plants they find.	Name and describe animals that live in different habitats Descriptions of habitats. How animals are cared for when they live outside their natural habitat.
<u>History</u>	Children in Reception will be learning to (I can); Talk about members of their immediate family and community. During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.					

Curriculum Map - Year: Reception 2025/26

	<u>Early Learning Goals</u> ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
<u>At Underhill they learn by:</u>	Marvellous me - When I was a baby Once there were Giants by Martin Waddell - How children have changed since being babies Talk about members of their immediate family and community. Family Tree day	Comment on images of familiar situations in the past. Barnet old and new. Compare photos from the past including Underhill school. Link with RE theme - Christmas. Toys old and new. History of toys	Comment on images of familiar situations in the past. Talk about and describe old photographs of transport from the past eg trains buses trams cars aeroplanes bicycles	Compare and contrast characters from stories, including figures from the past. Link with PSED theme - Our families and where they live - My Two Grannies by Floella Benjamin https://www.youtube.com/watch?v=P-xScz4-70	Link with Science theme -Lifecycles; learning about the human life cycle Compare and contrast characters from stories, including figures from the past Link to Literacy -What the Ladybird Heard - Police past and present - link to other roles of People who Help us. What did they look like a long time ago, what do they look like now?	Reflecting on a year in Reception - ordering images of events from the year Comment on images of familiar situations in the past. Talking about photos from the Victorian age at Seaside resorts - how has this changed to what the seaside looks like today?
<u>Geography</u>	Children in Reception will be learning to (I can); • Talk about members of their immediate family and community. During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. • 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 children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. • Recognise some similarities and differences between life in this country and life in other countries.					

Curriculum Map - Year: Reception 2025/26

	Teach children about places in 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. 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. ● Recognise some environments that are different from the one in which they live. 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. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. <u>Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
<u>At Underhill they learn by:</u>	Talk about members of their immediate family and community. Celebrate photo posters from home to introduce country of origin and language spoken Flags from different countries Draw information from a simple map Exploring the school environment - Google Earth	Draw information from a simple map eg a map of the Gruffalo's habitat Autumn walk of school field - exploring different features of the field Recognise some environments that are different from the one in which they live. Exploring the different locations in Stickman	Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. -holiday destinations imaginary and real journeys Draw information from a simple map Draw a map of the journey of Naughty Bus	Recognise some similarities and differences between life in this country and life in other countries. Origins of different food Handa's Surprise My Family and where I live- link to PSED topic	Recognise some environments that are different from the one in which they live. Habitats of different minibeasts Minibeast hunt	Recognise some environments that are different from the one in which they live. -features of the seashore - features of the ocean

Curriculum Map - Year: Reception 2025/26

			Google Earth - taking a journey to another country Tube maps - naming lines and stations Local bus routes eg 184			
<u>RE</u>	Children in Reception will be learning to; • Talk about members of their immediate family and community. During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. • 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 own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. • Recognise that people have different beliefs and celebrate special times in different ways. Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. <u>Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps					
<u>At Underhill we learn this by:</u>	Special People – Christianity / Judaism	Christmas - Christianity	Celebrations - Hinduism	Easter - Christianity	Story Time – Christianity / Islam / Hinduism / Sikhism	Special Places – Christianity / Islam / Judaism

Curriculum Map - Year: Reception 2025/26

Computing <u>I cans</u>	- I can follow instructions as part of practical activities and games. - I can learn to give simple instructions. - I can learn that an algorithm is a set of instructions to carry out a task, in a specific order. -I can learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.	-I can understand how to sort and categorise objects. -I can explain how items have been sorted and categorised. -I can explain how items have been sorted and categorised. - I can explore and understand the concept of branch databases.. - I can understand how to read a simple pictogram.	- I can understand the meaning of directional arrows. - I can follow a simple sequence of instructions. -I can experiment with programming a Bee-bot. -I can explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. - I can experiment with programming a Bee-bot and to learn how to give simple commands - I can learn to debug instructions, with the help of an adult, when things go wrong. -I can learn that an algorithm is a set of instructions to carry out a task, in a specific order. - I can follow an algorithm as part of an unplugged game.
<u>At Underhill we learn this by:</u>	Programming: All about instructions	Data handling: Introduction to data	Programming 2: Programming Bee-Bots

Curriculum Map - Year: Reception 2025/26

<u>Vocabulary</u>			
	Instructions	Sort	forward
	Blindfold	Categorise	back
	Step over	Category	backwards
	Walk around	Group	right
	Turn	Describe	left
	Left	Texture	arrow
	Right	Colour	direction
	To the side	Pattern	turn
	Straight on	Size	straight on
	Stand still	Weight	directions
	Stop	Height	route
	Duck	Length	Program
	Under	More	Algorithm
	Bend down	Less	Instructions
	Walk	Count	Circle
	Hop	In total	Debug
	Tiptoe	Altogether	Sequence
	Shuffle		
	Skip	Share	

Curriculum Map - Year: Reception 2025/26

	Run	Divide	
	Timer	Equal	
	Describe	Bigger than	
	Adjective	Smaller than	
	Two-part instructions	Thicker than	
	Algorithm	Thinner than	
	Order		
	Sequence		
	Predict		
	Prediction		
	Next		
	Last		
	First		
	Second		
	Third		
<u>Educational Programme:</u> <u>Expressive Arts and Design</u>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		

Curriculum Map - Year: Reception 2025/26

<u>Art</u>	Children in Reception will be learning to; ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists. <u>Early Learning Goals</u> ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
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Curriculum Map - Year: Reception 2025/26

<u>At Underhill we learn this by</u>	Drawing skills Using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Fine motor skills - making marks in different ways using a range of tools Artist: Picasso Illustrators: Nick Sharratt	Painting skills Using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Water colours Artist: Van Gogh/Monet/Pollock	Textiles skills Spring 1 Art Overview.docx Playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Identifying the skills needed to create a collage piece of art work Collage paper plate boats Collage hot air balloons Collage moons Collage planets with washi tape Collage cardboard hearts Create a collage vehicle from different shapes eg fire engines Cellophane collage Tissue paper collage scenes Artist: Matisse African collage artist - Njideka Akunyili Crosby Arty Party!	Printing skills Spring 2 Art Overview.docx Simple pictures by printing from objects. Develop simple patterns by using objects. Artist: Kandinsky/ Warhol	3D Art Skills Using a variety of malleable media such as clay, plasticine, salt dough/play dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Create a minibeast made from clay. Artist: Famous potter? Art and D.T Summer 1	Creating with natural materials Using beach materials to create Art ● Exploring clay ● Sand pictures ● Pebble decorating ● Mosaics with shells and gems ● Creating a big picture with sand, drift wood, gems, pebbles Artist - Sand artist?
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Curriculum Map - Year: Reception 2025/26

<u>D&T</u>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.					
<u>At Underhill we learn by</u>			Textiles skills Playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Design and make a rocket Design and make an egg box boat with a sail different types of transport	Recipes and cooking	Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Design and make a boat- what are the best materials and why?

Curriculum Map - Year: Reception 2025/26

<u>Music</u>	Listen attentively, move to and talk about music, expressing their feelings and responses. Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Watch and talk about dance and performance art, expressing their feelings and responses. Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song. Explore and engage in music making and dance, performing solo or in groups. Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt. <u>Early Learning Goals</u> ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
<u>At Underhill, we learn by:</u> https://www.kapowprimary.com/subjects/music/eyfs-music/	Settling and singing! Celebration Music	Exploring Sounds	Big Band/Music and Movement/Musical Stories

Curriculum Map - Year: Reception 2025/26

<u>Educational Programme: Physical Development</u>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
<u>Physical Development</u> <u>P.E</u>	Physical Development Children in Reception will be learning to; ● Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Combine different movements with ease and fluency ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ● Develop the foundations of a handwriting style which is fast, accurate and efficient. ● Further develop the skills they need to manage the school day successfully: ● lining up and queuing ● mealtimes Expressive Arts and Design Children in Reception will be learning to; ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. Physical Development ELGs ELG: Gross Motor Skills

Curriculum Map - Year: Reception 2025/26

	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
<u>At Underhill we learn this by learning some skills in P.E lessons</u>	P.E Lessons Locomotion - Walking Dance - Nursery Rhymes	P.E Lessons Ball skills- Hands 1 Locomotion - Jumping	P.E Lessons Games for understanding	P.E Lessons Gym- High low under Ball Skills - Feet	P.E Lessons Dance -Zoo Gym- Moving	P.E Lessons Athletics throwing & target practice
Spanish https://docs.google.com/document/d/137jN1ipwOXM_YBVnOhaCD_FRougSz7S_3Lx6YKqIW9k/edit	Greetings	Numbers 1 to 10 Christmas Songs	Days of the Week Colours	Body parts	Likes/Dislikes	Review the year

Curriculum Map - Year: Reception 2025/26

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