



# Eden Curriculum Map - 2025/2026

Reception	Autumn 1 All About Us <i>Baseline (2 weeks)</i> <i>RBA baseline (2 weeks)</i>	Autumn 2 <u>What do we celebrate?</u>	Spring 1 <u>Who can help us?</u>	Spring 2 <u>Where can we go?</u>	Summer 1 <u>Why is Cornwall special?</u>	Summer 2
Communication and Language	<p>Sharing All about Me books with class mates and adults.</p> <p>Learning how to listen well during whole class and group activities</p> <p>Using new vocabulary from Drawing Club, especially during story times</p> <p>Retelling stories</p> <p>Speaking in full sentences</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Wellcomm assessments - whole class focus and individual targets</p>	<p>Sharing All about Me books with class mates and adults.</p> <p>Using new vocabulary from Drawing Club, especially during story times</p> <p>Retelling stories</p> <p>Speaking in full sentences - Drawing Club opportunity</p> <p>Sharing their learning during retrieval opps with floor book</p> <p>Chatter bag opportunities - sharing something special - talking in sentences about the object. Asking questions to find out more - what, when, where, who, how?</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Rating reads - giving opinion on books we read and share together using given sentence stems</p> <p>Sharing learning during our end of term showcase</p>	<p>Using new vocabulary from Drawing Club, especially during story times</p> <p>Speaking in full, descriptive sentences - Drawing Club opportunity</p> <p>Retelling stories</p> <p>Chatter bag opportunities - sharing something special - talking in sentences about the object. Asking questions to find out more - what, when, where, who, how?</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Rating reads - giving opinion on books we read and share together using given sentence stems</p>	<p>Using new vocabulary from Drawing Club, especially during story times</p> <p>Speaking in full, descriptive sentences - Drawing Club opportunity</p> <p>Sharing their learning during showcase</p> <p>Chatter bag opportunities - sharing something special - talking in sentences about the object. Asking questions to find out more - what, when, where, who, how?</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Rating reads - giving opinion on books we read and share together using given sentence stems</p>	<p>Retelling own stories</p> <p>Using new vocabulary from Drawing Club, in different contexts (play, discussion, story time)</p> <p>Speaking in full, descriptive sentences - Drawing Club opportunity</p> <p>Chatter bag opportunities - sharing something special - talking in sentences about the object. Asking questions to find out more - what, when, where, who, how?</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Rating reads - giving opinion on books we read and share together using given sentence stems</p>	<p>Reflecting on our year - expressing feelings</p> <p>Reviewing our floor books</p> <p>Revisiting our favourite moments</p> <p>Revisiting vocabulary from Drawing Club sessions - using our Drawing Club book and Magpie book</p> <p>Picture talk - stimulus to encourage full sentence talk - modelling focus sentence stems</p> <p>Rating reads - giving opinion on books we read and share together using given sentence stems</p> <p>Sharing their learning in final showcase</p>



<p>Personal, Social and emotional development</p>	<p>Weekly Jigsaw lessons - Being me in my world</p> <p>Getting to know one another Sharing and turn taking Understanding and responding well to transitions Celebration tracker - daily celebration</p> <p>Recognising emotions and solving problems</p>	<p>Weekly Jigsaw lessons - Celebrating Difference</p> <p>Celebration tracker - daily celebration</p> <p>Our rights and responsibilities</p> <p>Calming techniques - using calming breaths</p>	<p>Weekly Jigsaw lessons - Dreams and Goals</p> <p>Celebration tracker - daily celebration</p> <p>Recapping and reviewing our curricular goals</p> <p>Peaceful Problem Solving strategies</p> <p>Developing resilience and perseverance when faced with challenges</p>	<p>Weekly Jigsaw lessons - Healthy Me</p> <p>Celebration tracker - daily celebration</p> <p>Recapping and reviewing our curricular goals</p>	<p>Weekly Jigsaw lessons - Relationships</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p> <p>How to develop as an independent learner</p>	<p>Weekly Jigsaw lessons - Changing me</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p> <p>Identify and work towards simple goals - transition to Year 1</p> <p>Speaking about themselves in a positive way and recognising what they can now do that they weren't able to do - talking about proud moments.</p>
<p>Physical Development</p>	<p>Revising and refining fundamental movements Gross Motor - Daily wake and shake opportunities Pen Disco - up/down/side to side/circles/dots Dough Disco - pinch, roll, splat Fine motor - finger rhymes - In the garden, Twinkle Twinkle, Grandma's Glasses</p> <p>Real PE - Core Skills - Unit 1 moving safely, galloping, hopping, skipping, starting and stopping.</p> <p>PE Hub - Body Management - balance, negotiating space</p>	<p>Revising and refining fundamental movements Gross motor - Daily wake and shake opps</p> <p>Continue with pen and dough disco - small groups Fine motor challenges in provision</p> <p>Real PE - Core Skills Unit 2</p> <p>PE Hub - Dance unit - responding to music - colours theme</p>	<p>Pencil grip focus - continuation of fine motor opportunities - 1:1</p> <p>Revising and refining fundamental movements Use of apparatus and equipment - mats</p> <p>Real PE - Core Skills Unit 3</p> <p>PE Hub - Gym - rolls, jumps and balances</p>	<p>Pencil grip focus - continuation of fine motor opportunities</p> <p>Revising and refining fundamental movements Use of apparatus</p> <p>Real PE - Core Skills Unit 4</p> <p>PE Hub - Body Management Unit 2 - controlling movements - travelling and jumping on and off equipment (benches)</p>	<p>Accurate pencil grip and letter formation focus</p> <p>Revising and refining fundamental movements</p> <p>Developing confident ball skills</p> <p>Real PE - Core Skills Unit 5</p> <p>PE Hub - Speed, Agility, Travel - Changes in speed and direction when performing actions</p>	<p>Accurate pencil grip and letter formation focus</p> <p>Accuracy in writing and drawing</p> <p>Developing confident ball skills</p> <p>Obstacle courses and challenges outside to encourage resilience and perseverance and the development of key skills - climbing, rolling, jumping, balancing.</p> <p>Real PE Core Skills Unit 6</p> <p>PE - Track and field - preparation for Sports Day</p>



<p>Literacy Focus books Drawing Club opps</p>	<p>Autumn books and stories - Let's talk about Autumn We're going on a leaf hunt Leaf Man The Leaf Thief <u>Drawing Club</u> The Little Red Hen Vocabulary - BAKING CONCOCTING RISING UNHELPFUL COLLABORATING</p> <p>Read Write Inc - Set 1 sounds, oral blending and word reading</p> <p>Letter formation using handwriting rhymes Name writing</p>	<p>Funny Bones - linked to Y1 science (naming body parts)</p> <p><u>Drawing Club</u> Christopher Pumpkin Vocabulary - CHEERFUL SURPRISE INDUSTRIOUS TERRIFIED PLOTING</p>	<p>Books and stories - Handa's Surprise Farmer Duck A Superhero like them</p> <p><u>Drawing Club</u> The Giant Jam Sandwich Vocabulary BOILING CACOPHONY DISCUSSION EXPAND HOVERING</p> <p>The Odd Egg Vocabulary EMERGE INCUBATE DEMOLISH FLOURISH CHERISH</p>	<p>Spring books and stories -</p> <p><u>Drawing Club</u> Lost and Found Vocabulary CONFUSED ACCOMPANY DEJECTED MINIATURE CONSTRUCTED</p> <p>Handa's Surprise PRECARIOUS ALARMED WANDER OBLIVIOUS PERCH</p>	<p>Books and stories - Cornish Knockers story Mousehole Cat Kanker (crab)</p> <p><u>Drawing Club</u> The Enormous Turnip Vocabulary STRUGGLE FAMISHED BECKON COLOSSAL VICTORIOUS</p> <p>Jack and the Beanstalk Vocabulary CLAMBERING BOOMING DESCENDING GINORMOUS SHOCKING CHOPPING</p>	
<p>Maths  Number and Numerical Patterns  Mastering Number</p>	<p>Counts objects, actions and sounds. Can count beyond 10. Continuing, copying and creating patterns. Subitise within 3. Identify sub-groups. Create their own patterns for numbers within 4 Using their fingers to represent quantities. Experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>Is able to compare numbers. Can link a numeral to a value. Investigates shapes. Subitise within 5. Continue to develop counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Recognise numerals, relating these to quantities they can subitise and count. Explore the concept of</p>	<p>Understanding one more and one less. Is able to subitise. Can compare length weight and capacity. Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5. Experience patterns which show a small group and '1 more'.</p>	<p>Exploring the composition of numbers to 10. Can select and manipulate shapes to develop spatial reasoning. Comparing quantities to 10. Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Continue to consolidate their understanding of cardinality, working with larger numbers</p>	<p>Recalling number bonds to 5. Explore patterns within numbers to 10 including evens and odds, doubling and distributing quantities evenly. Practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a</p>	<p>Recalling number bonds to 10. Verbally counts beyond 20. Consolidation of mathematical knowledge and skills as well as targeted individual teaching</p>



	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop 1:1 correspondence. Opportunities to understand that anything can be counted. Explore strategies which support accurate counting. See that all numbers can be made of 1s. Compose collections within 4. Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p>	<p>'wholes' and 'parts'. Explore the composition of numbers within 5. Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts</p>	<p>Match arrangements to finger patterns. Verbal counting to 20 and beyond. Order numbers, linking cardinal and ordinal representations of number. Practise recalling 'missing' or 'hidden' parts for 5. Symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'. Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.</p>	<p>within 10. The counting pattern beyond 20. Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Link even numbers to doubles. Explore the composition of numbers within 10. Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>different arrangement, or when patterns are similar but have a different number. Be encouraged to identify when it is appropriate to count and when groups can be subitised. Verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting. Explore the composition of 10. Order sets of objects, linking this to their understanding of the ordinal number system.</p>	
Understanding of the world	<p>Season focus - Autumn - what is it? What clues can we look for? What happens in Autumn? What is the weather like? What changes might we see in Autumn? -understanding how changes in season effects the natural world around them</p>	<p>Seasonal change - days getting darker and how this changes our routine. Sources of light - the moon and stars being reflectors, understanding how changes in season effect the natural world around them</p>	<p>Noticing seasonal changes, looking at changes over time</p>	<p>Noticing seasonal changes, looking at changes over time</p> <p>Spring- what happens at this time of year? What events take place? Which months are in Spring? What weather do we expect when it is Spring? Local walks to notice changes - school environment, local park, Lanjeth Gardens</p>	<p>Noticing seasonal changes, looking at changes over time</p> <p>Watching plants grow- what do you notice? Growing cress Science - Flower water experiment- do plants drink? Sunflower growing. Improving our outside areas - what can we grow? How can we look after it? What do the plants need?</p>	<p>Noticing seasonal changes, looking at changes over time</p>



				<p>Where do we live? Look at maps. What is it like? Investigate places around the world that are hot and cold - what features do these places have? What can live there?</p> <p>Visit local areas - beach, woods - compare with other places around the world</p>		
Year 1 Science	<p>Seasonal change - discuss events that take place in Autumn. Discuss changes in weather and temperature. Explore how puddles are made and where they go.</p>	<p>Animals including Humans Name and label parts of the human body and explore the five senses and the parts of the body that are responsible for these.</p>	<p>Life cycles - humans and animals - animal offspring, what do animals need?</p> <p>Food groups -types of food in each group, nutrients they give us</p> <p>Changes to my body due to exercise</p>	Plants - describing how seeds and bulbs grow, conditions plants need to germinate, conditions needs for plants to grow healthily		
People, Culture and Communities	<p>Learning about the adults and children in Reception Talk about familiar adults from their family and community Describe familiar situations in the past - linked to All About Me books</p> <p>Discussing their favourite toys - toys they played with as a baby/toddler and toys they enjoying playing with now. Talking to parents/grandparents about toys they enjoyed playing with when they were children.</p>	<p>Talk about events we celebrate in our own lives and how we celebrate? Compare celebrations in our lives with celebrations linked to Diwali. Think about what we say to each other during these special times and what we need to be able to create a celebration of our own - class party.</p>	<p>Talk about people who help us in our lives - farmer, doctor, nurse, dentist, fire fighters, police, ambulance crew, refuse collectors, vets, MP, parish councillor, teacher, chef, armed forces What do they do to help? What job would you like to do when you are an adult and why? How do our families help us?</p>	<p>Explorer visit - where have they been? What did they see? What did they take with them? How did they cope with the environment and weather?</p> <p>Look at maps - local, national, world - look at a globe and pinpoint south/north pole and equator. Identify UK on globe.</p>	The life of miners - past and present	
Year 1 History/Geography	<p>History - How have toys changed over time? Comparing toys - toys we all have now, comparing other people's toys, looking at similarities and differences, how are they played with? How</p>	<p>Geography - Seasons and seasonal change - learn months of the year and identify which months are in each season. Think about seasonal change in our local area - what is changing and</p>	<p>History - Who were Florence Nightingale and Mary Seacole and why do we remember them today? Why are they remembered and what did they do in their lives?</p>	<p>Geography - Where are the hot and cold places in the world and what is it like to live there? Features of hot and cold places Identify north and south</p>	<p>History - Why is mining important in Cornwall? Tin Mining focus Life for Victorian miners Developments in mining Decline in mining and the impact this had in Cornwall</p>	<p>Geography - Contrasting location?</p>



	<p>do they move? Describe toys. Think about materials used to make toys. Describe how toys are old. Look at who might play with the toys - looking at sources. Talk with family members about toys they enjoyed playing with when they were 5.</p>	<p>why? Talk about how weather affects jobs in the UK.</p>		<p>pole and equator - how is weather affected by distance from equator? How do people adapt when living in hot and cold places?</p>		
<p>RE Reception and Y1</p>	<p><b>Unit 1 - why is the word God so important to Christians?</b> Christian belief that God created the heavens and the earth. Key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Story of Adam being tasked with naming animals. Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p>	<p><b>Unit 2 - why is Christmas important to Christians?</b> Key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story.</p>	<p><b>Unit 3 - Being Special - where do we belong?</b> Focusing on Christianity, Hindu Dharma and Islam. Children will reflect upon the things that are special to them and why they value these things. Key religious symbols for Christians, Muslims and Hindus. Find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. Find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p>	<p><b>Unit 4 - Why is Easter special to Christians?</b> Key events from Palm Sunday until Easter Day in the Christian Salvation story. Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. Pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important</p>	<p><b>Unit 5 - Which places are special and why?</b> Special places for Muslims and Christians. Pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. They find out about Churches, Mosques and their key features.</p>	<p><b>Unit 6 -Which stories are special and why?</b> Pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. They will learn key events and retell stories from different worldviews remembering key events.</p>
<p>Expressive Arts and Design</p>	<p>Music - Nursery rhymes and familiar songs - counting songs Moving to familiar music Leaf Man creations using Autumn objects</p>	<p>Music - Nursery rhymes and songs - Heads, Shoulders, Knees and Toes, Hokey Cokey, One finger, one thumb, I've got a body, Brush your teeth  Dem Bones linked to Funny</p>	<p>Music - food related rhymes and songs - Five currant buns, Five red apples, One potato, two potato, one tomato, two tomatoes  Songs linked to people who help us - Farmer Ben, Dr</p>	<p>Music - Nursery rhymes and songs - Down in the jungle, A sneaky crocodile, Yellow Bird, We're driving in our car  Mixing primary colours to create landscapes from</p>	<p>Music - Nursery rhymes and songs -</p>	



		<p>Bones story Van Gogh Starry Night stimulus - recreate using paint Primary colours - what are they? Use different sized mark making tools to make marks with paint</p>	<p>Foster, I am the baker man, A sailor went to sea,  Move to music - respond - how does it make you feel? Link to tempo and dynamic</p>	<p>different places around the world.</p>		
<p>Year 1 Art/DT/Music</p>	<p>DT - Structures - investigate structures, learn 'stable' and 'unstable', investigate how to make materials stronger (rolling, folding), design, make and evaluate a structure</p> <p>Music - Keeping the pulse - finding a pulse, singing a pattern, reading sound patterns - exploring their favourite things.</p>	<p>Art - Pablo Picasso - experimenting with lines, using different media (oil pastels, pencils, different sized paint brushes)</p> <p>Music - Tempo (snail and mouse) Using bodies and instruments to respond to pieces of music with varied tempo.</p>	<p>DT - Cooking - making a sandwich - healthy diet - exploring fruits and vegetables. Thinking about what they would like to add to their sandwich. Using a knife safely, using the bridge and claw method. Evaluating the sandwich they have made.</p> <p>Music - Dynamics - using percussion, vocal and body sounds - making links between music, sound and environment.</p>	<p>Art - Ted Harrison - landscape artist Using primary colours to make secondary colours. Painting shapes and lines using different sized brushes. Using shapes and lines to create a landscape.</p> <p>Music - Sound patterns - clapping, stamping Responding to music - how does it make them feel? Using character voices, creating different sounds from the same instrument.</p>	<p>DT - Textiles - puppets - joining fabrics - design, make and evaluate a puppet.</p> <p>Music - pitch - identifying high and low pitch and composing a simple tune</p>	<p>Art - Sculpture - exploring the use of papier mache to create a sculpture based on the work of Barbara Kobylnska</p> <p>Music - Musical symbols - combining all concepts learnt for an end of year performance</p>
<p>Life Skills focus</p>	<p>Using manners when talking with others Turn taking and sharing 'Choose it, Use it, Put it away' focus during Independent Learning Being 'Ready to Learn' - listening, sitting still, tracking the speaker Pencil grip - 'ice cream cone, point finger and thumb, rest pencil on top, pinch it' Putting coats and shoes on</p>	<p>Putting on jumpers and coats and using the zip independently Using a knife and fork with confidence</p>	<p>Retrieval of previous taught skills - reacting to needs of cohort Making a sandwich Oral health and making a healthy snack. Using a knife safely to cut vegetables safely (bridge and claw method)</p>	<p>Retrieval of previous taught skills. How can we self-regulate? Making a regulation area in our classrooms. Looking after our environment.</p>	<p>Retrieval of life skills taught, Solve problems when you fall out with a friend. - What I can do before asking a teacher for help, Looking after our teeth, making a sandwich independently How to keep safe in the sun.</p>	





	independently					
Enhancements And significant events	Autumn poems and songs Harvest Bread making Black History - books - My Hair, Small's Big Dream Autumn walks on the school grounds - finding Autumn treasures in our local area	Diwali celebrations Bonfire Night - linked to PSED Remembrance Day - local celebration Party preparations Nativity performances  Lanjeth Gardens visit 1	Visits from doctor, dentist, police, fire fighters, local parish councillor, vet	Lanjeth Gardens visit 2  Visit a local beach, local woods - Be an explorer for a day		Lanjeth Gardens visit 3