

Eden Curriculum Map - 2025/2026

| <u>Reception</u>           | <u>Autumn 1</u><br><u>All About Us</u><br><u>Baseline (2 weeks)</u><br><u>RBA baseline (2 weeks)</u>   | <u>Autumn 2</u><br><u>What do we celebrate?</u>  | <u>Spring 1</u><br><u>Who can help us?</u>   | <u>Spring 2</u><br><u>Where can we go?</u>  | <u>Summer 1</u><br><u>Why is Cornwall special?</u>  | <u>Summer 2</u><br><u>Where next?</u>  |
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| 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>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>Learn key Cornish phrases - count to 10, days of the week, weather</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> |

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| Personal, Social and emotional development | <p>Weekly Jigsaw lessons - Being me in my world</p> <p>Getting to know one another</p> <p>Sharing and turn taking</p> <p>Understanding and responding well to transitions</p> <p>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>                       |
| Physical Development                       | <p>Revising and refining fundamental movements</p> <p>Gross Motor - Daily wake and shake opportunities</p> <p>Pen Disco - up/down/side to side/circles/dots</p> <p>Dough Disco - pinch, roll, splat</p> <p>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</p> <p>Gross motor - Daily wake and shake opps</p> <p>Continue with pen and dough disco - small groups</p> <p>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</p> <p>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</p> <p>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> |

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| <p>Literacy<br/>Focus books<br/>Drawing Club opps</p> | <p>Autumn books and stories -<br/>Let's talk about Autumn<br/>We're going on a leaf hunt<br/>Leaf Man<br/>The Leaf Thief<br/><b>Drawing Club</b><br/>The Little Red Hen<br/>Vocabulary -<br/>BAKING<br/>CONCOCTING<br/>RISING<br/>UNHELPFUL<br/>COLLABORATING</p> <p>Read Write Inc - Set 1 sounds,<br/>oral blending and word reading</p> <p>Letter formation using<br/>handwriting rhymes<br/>Name writing</p> | <p>Funny Bones - linked to Y1<br/>science (naming body parts)</p> <p><b>Drawing Club</b><br/>Christopher Pumpkin<br/>Vocabulary -<br/>CHEERFUL<br/>SURPRISE<br/>INDUSTRIOUS<br/>TERRIFIED<br/>PLOTTING</p>                                  | <p>Books and stories -<br/>Handa's Surprise<br/>Farmer Duck<br/>A Superhero like them</p> <p><b>Drawing Club</b><br/>The Giant Jam Sandwich<br/>Vocabulary<br/>BOILING<br/>CACOPHONY<br/>DISCUSSION<br/>EXPAND<br/>HOVERING</p> <p>The Odd Egg<br/>Vocabulary<br/>EMERGE<br/>INCUBATE<br/>DEMOLISH<br/>FLOURISH<br/>CHERISH</p> | <p>Spring books and stories<br/>-</p> <p><b>Drawing Club</b><br/>Lost and Found<br/>Vocabulary<br/>CONFUSED<br/>ACCOMPANY<br/>DEJECTED<br/>MINIATURE<br/>CONSTRUCTED</p> <p>Handa's Surprise<br/>Vocabulary<br/>PRECARIOUS<br/>ALARMED<br/>WANDER<br/>OBLIVIOUS<br/>PERCH</p>   | <p>Books and stories -<br/>Cornish Knockers story<br/>Mousehole Cat<br/>Kanker (crab)</p> <p><b>Drawing Club</b><br/>The Enormous Turnip<br/>Vocabulary<br/>STRUGGLE<br/>FAMISHED<br/>BECKON<br/>COLOSSAL<br/>VICTORIOUS</p> <p>Jack and the Beanstalk<br/>Vocabulary<br/>CLAMBERING<br/>BOOMING<br/>DESCENDING<br/>GINORMOUS<br/>SHOCKING<br/>CHOPPING</p> | <p>Books and stories - We're<br/>going on a lion hunt,</p> <p><b>Drawing Club</b><br/>A Little Bit Brave<br/>Vocabulary<br/>PETRIFYING<br/>COURAGEOUS<br/>HOLLERED<br/>DEVOUR<br/>STUPENDOUS</p>  |
| <p>Understanding of<br/>the world</p>                 | <p>Season focus - Autumn - what<br/>is it? What clues can we look<br/>for? What happens in Autumn?<br/>What is the weather like?<br/>What changes might we see in<br/>Autumn?<br/>-understanding how changes in<br/>season effects the natural<br/>world around them</p>   | <p>Seasonal change - days<br/>getting darker and how this<br/>changes our routine.<br/>Sources of light - the moon<br/>and stars being reflectors,<br/>understanding how changes<br/>in season effect the natural<br/>world around them</p> | <p>Noticing seasonal changes,<br/>looking at changes over time</p>  | <p>Noticing seasonal<br/>changes, looking at<br/>changes over time</p> <p>Spring- what happens at<br/>this time of year? What<br/>events take place? Which<br/>months are in Spring?<br/>What weather do we<br/>expect when it is Spring?<br/>Local walks to notice<br/>changes - school<br/>environment, local park,<br/>Lanjeth Gardens</p> | <p>Noticing seasonal changes,<br/>looking at changes over<br/>time</p> <p>Watching plants grow-<br/>what do you notice?<br/>Growing cress</p> <p>Science - Flower water<br/>experiment- do plants<br/>drink?<br/>Sunflower growing.<br/>Improving our outside<br/>areas - what can we grow?<br/>How can we look after it?<br/>What do the plants need?</p>  | <p>Noticing seasonal changes,<br/>looking at changes over<br/>time</p> <p>Link what we know about<br/>Nanpean and make<br/>comparisons to places in<br/>other parts of the world -<br/>link to Y1 work on Zambia -<br/>where is it? What is it like<br/>to live there? Focus on<br/>similarities and<br/>differences with our own<br/>surroundings.</p> |

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|   |  |  |  | features do these places have? What can live there?<br>Visit local areas - beach, woods - compare with other places around the world   |  |  |
| Year 1 Science                                      | Seasonal change - discuss events that take place in Autumn. Discuss changes in weather and temperature. Explore how puddles are made and where they go.  | Animals including Humans<br>Name and label parts of the human body and explore the five senses and the parts of the body that are responsible for these.   | Life cycles - humans and animals - animal offspring, what do animals need?<br><br>Food groups -types of food in each group, nutrients they give us<br><br>Changes to my body due to exercise   | Plants - describing how seeds and bulbs grow, conditions plants need to germinate, conditions needs for plants to grow healthily   |  |  |
| Past and Present<br>People, Culture and Communities | Learning about the adults and children in Reception<br><br>Talk about familiar adults from their family and community<br><br>Describe familiar situations in the past - linked to All About Me books<br><br><br>Discussing their favourite toys - toys they played with as a baby/toddler and toys they enjoy playing with now.<br><br>Talking to parents/grandparents about toys they enjoyed playing with when they were children. | Talk about events we celebrate in our own lives and how we celebrate?<br><br>Compare celebrations in our lives with celebrations linked to Diwali.<br><br>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. | 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<br><br>What do they do to help?<br><br>What job would you like to do when you are an adult and why?<br><br>How do our families help us?<br><br>Florence Nightingale - who is she and why is she a significant person in history? | Explorer visit - where have they been? What did they see? What did they take with them?<br><br>How did they cope with the environment and weather?<br><br><br>Look at maps - local, national, world - look at a globe and pinpoint south/north pole and equator. Identify UK on globe.                   | The life of miners - past and present - what was life like for them? Compare to our lives. Why did they do that job? How has this changed over time?   | Use maps, non-fiction texts and secondary sources to research life in Zambia. Would you like to live there? Why?   |
| Year 1<br>History/Geography                         | History - How have toys changed over time?<br><br>Comparing toys - toys we all have now, comparing other people's toys, looking at similarities and differences, how are they played with? How do they move?<br><br>Describe toys. Think about materials used to make toys. Describe how toys are old.<br><br>Look at who might play with the toys - looking at sources. Talk with family members                                    | 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 why?<br><br>Talk about how weather affects jobs in the UK.   | History - Who were Florence Nightingale and Mary Seacole and why do we remember them today?<br><br>Why are they remembered and what did they do in their lives?  | Geography - Where are the hot and cold places in the world and what is it like to live there?<br><br>Features of hot and cold places<br><br>Identify north and south pole and equator - how is weather affected by distance from equator?<br><br>How do people adapt when living in hot and cold places? | History - Why is mining important in Cornwall?<br><br>Tin Mining focus<br><br>Life for Victorian miners<br><br>Developments in mining<br><br>Decline in mining and the impact this had in Cornwall | Geography - Contrasting location - Mugurameno - Zambia<br><br>Where is it on the world map?<br><br>What is it like?<br><br>Similarities and differences between this location and Nanpean. The importance of the Zambezi river. Comparison with food between the UK and Zambia - foods that grow there, where food comes |

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|                            | about toys they enjoyed playing with when they were 5.   |  |   |   |  | from.   |
| RE Reception and Y1        | <p><b>Unit 1 - why is the word God so important to Christians?</b><br/>           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><br/>           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><br/>           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><br/>           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><br/>           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><br/>           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> |
| Expressive Arts and Design | <p>Music - Nursery rhymes and familiar songs - counting songs<br/>           Moving to familiar music<br/>           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<br/> <br/>           Dem Bones linked to Funny Bones story<br/>           Van Gogh Starry Night stimulus - recreate using paint<br/>           Primary colours - what are they? Use different sized mark making tools to make marks with paint</p>   | <p>Music - food related rhymes and songs - Five currant buns, Five red apples, One potato, two potato, one tomato, two tomatoes<br/> <br/>           Songs linked to people who help us - Farmer Ben, Dr Foster, I am the baker man, A sailor went to sea,</p>  | <p>Music - Nursery rhymes and songs - Down in the jungle, A sneaky crocodile, Yellow Bird, We're driving in our car<br/> <br/>           Mixing primary colours to create landscapes from different places around the world.</p>  | <p>Music - Nursery rhymes and songs - Cornish theme Oats and beans, Mary,Mary quite contrary,<br/> <br/>           Experimenting with tint - adding black or white to familiar colours (primary and secondary)</p>   | <p>Music - Nursery rhymes and songs - revisit our favourites</p>  |

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| Year 1<br>Art/DT/Music              | DT - Structures - investigate structures, learn 'stable' and 'unstable', investigate how to make materials stronger (rolling, folding), design, make and evaluate a structure<br><br>Music - Keeping the pulse - finding a pulse, singing a pattern, reading sound patterns - exploring their favourite things.                                     | Art - Pablo Picasso - experimenting with lines, using different media (oil pastels, pencils, different sized paint brushes)  | 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.<br><br>Music - Pitch (superheroes) - pitch - identifying high and low pitch and composing a simple tune | Art - Ted Harrison - landscape artist<br>Using primary colours to make secondary colours. Painting shapes and lines using different sized brushes.<br><br>Using shapes and lines to create a landscape. | DT - Textiles - puppets - joining fabrics - design, make and evaluate a puppet.  | Art - Sculpture - exploring the use of papier mache to create a sculpture based on the work of Barbara Kobylinska<br><br>Music - Singing - learning and performing a folk song (link to Cornish songs). Perform a song linked to the countryside and the city. Create and develop a composition. |
| Life Skills focus                   | Using manners when talking with others<br>Turn taking and sharing 'Choose it, Use it, Put it away' focus during Independent Learning<br>Being 'Ready to Learn' - listening, sitting still, tracking the speaker<br>Pencil grip - 'ice cream cone, point finger and thumb, rest pencil on top, pinch it'<br>Putting coats and shoes on independently | Putting on jumpers and coats and using the zip independently<br>Using a knife and fork with confidence   | Retrieval of previous taught skills - reacting to needs of cohort<br><br>Making a sandwich<br>Oral health and making a healthy snack.<br>Using a knife safely to cut vegetables safely (bridge and claw method)  | Retrieval of previous taught skills. How can we self-regulate? Making a regulation area in our classrooms.<br><br>Looking after our environment.  | 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. |  |
| Enhancements And significant events | Autumn poems and songs<br>Harvest<br>Bread making<br>Black History - books - My Hair, Small's Big Dream<br>Autumn walks on the school grounds - finding Autumn treasures in our local area  | Diwali celebrations<br>Bonfire Night - linked to PSED<br>Remembrance Day - local celebration<br>Party preparations<br>Nativity performances<br>Lanjeth Gardens visit 1 | Visits from doctor, dentist, police, fire fighters, local parish councillor, vet   | Lanjeth Gardens visit 2<br><br>Visit a local beach, local woods - Be an explorer for a day  | Sunflower growing competition<br>Vegetable patch in our outdoor area<br><br>Improvements to our outdoor learning area - local parish links   | Lanjeth Gardens visit 3<br><br>End of year picnic  |

