

EYFS curriculum intent map 2025-26	Term 1 (7 weeks)	Term 2 (7 weeks, 2 days)	Term 3 (5 weeks 2 days)	Term 4 (6 Weeks)	Term 5 (6 weeks)	Term 6 (7 weeks, 3 days)
TOPIC	Explorers & Adventurers		Big Egg, Little Egg		Get Set Go!	
	Exploring School	Special Times	Dinosaurs	Animals that lay eggs	Ready, Steady, Grow	Off we go
Personal, Social & Emotional Development	<p><b>Being me in my world</b> Who am I? How do I fit?</p>	<p><b>Celebrating Difference</b> How am I unique?</p> <p><b>We thinkers:</b> Thinking thoughts and feelings.</p>	<p><b>Dreams &amp; Goals</b> What are my goals?</p> <p><b>We thinkers:</b> The group plan.</p>	<p><b>Relationships</b> What is a positive relationship?</p> <p><b>We thinkers:</b> Thinking with our eyes.</p>	<p><b>Healthy me</b> How can I be healthy?</p> <p><b>We thinkers:</b> Body in the group.</p>	<p><b>Changing me</b> How can I manage change?</p> <p><b>We thinkers:</b> Whole body listening.</p>
Physical Development	<p><b>Introduction to PE:</b> To move around safely in a space.</p> <p>To follow instructions and to stop safely.</p> <p>To develop control when using equipment.</p> <p>To play safely in a group.</p> <p>To follow a path and take turns.</p> <p>To work with a partner.</p> <p><b>Fine Motor:</b> Learn movements needed to form letters, practising these movements at a range of sizes.</p> <p>Dough gym.</p>	<p><b>Fundamentals:</b> To develop balance.</p> <p>To develop running and stopping.</p> <p>To change directions.</p> <p>To develop jumping and hopping.</p> <p>To explore different ways to travel using different equipment.</p> <p><b>Fine Motor:</b> Holding and moving a pencil productively to produce: horizontal, diagonal, vertical and circle strokes.</p> <p>Sit in the correct position for writing.</p> <p>Begin to form letters in their name.</p>	<p><b>Dance:</b> To copy, repeat and explore actions.</p> <p>To explore and remember actions, considering level, shape and direction.</p> <p>To explore movement using a prop with control and coordination.</p> <p>To explore with control and coordination, expressing ideas through movement.</p> <p>To remember and repeat actions, moving in time to the music.</p> <p>To explore actions in response to a theme and begin to use counts.</p> <p><b>Fine Motor:</b></p>	<p><b>Gymnastics:</b> To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely use apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To developing rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create sequences using apparatus.</p> <p><b>Fine Motor:</b> To correctly form letters from the one armed robots and the zig zag monsters families.</p>	<p><b>Ball Skills:</b> To develop rolling and tracking of a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop dribbling with hands.</p> <p>To develop throwing and catching.</p> <p>To develop dribbling a ball with feet.</p> <p>To develop kicking a ball to a target.</p> <p><b>Fine Motor:</b> To begin to accurately sit letters on the line ensuring ascenders and descenders are correctly placed.</p>	<p><b>Games:</b> To aim when throwing and practise keeping score.</p> <p>To follow instructions safely when playing tagging games.</p> <p>To learn to play against a partner.</p> <p>To develop coordination and play by the rules.</p> <p>To explore striking a ball and keeping a score.</p> <p>To work cooperatively with a team.</p> <p><b>Fine Motor:</b> To accurately sit letters on the line ensuring ascenders and descenders are correctly placed.</p>

			<p>Correctly form all letters in their name.</p> <p>To correctly form letters from the curly caterpillar and long ladder families.</p>		To begin to ensure spacing between words.	To ensure spacing between words.
<b>Communication &amp; Language</b>	<p><b>Oracy:</b> To turn towards the person who is speaking to them.</p> <p><b>Key Vocabulary:</b> School environment, classroom equipment &amp; Autumn.</p> <p>Activity: To be able to share an 'All about Me' bag.</p>	<p><b>Oracy:</b> To look at who I am talking to so that my voice comes out clearly.</p> <p><b>Key Vocabulary:</b> Night sky, space &amp; Christmas.</p> <p>Activity: To be able to retell a known story in play.</p>	<p><b>Oracy:</b> To take turns to speak with a partner.</p> <p><b>Key Vocabulary:</b> Dinosaurs.</p> <p>Activity: To use descriptive language to talk about a dinosaur.</p>	<p><b>Oracy:</b> To use new vocabulary when I get busy.</p> <p><b>Key Vocabulary:</b> Lifecycles &amp; Spring.</p> <p>Activity: To describe a lifecycle using stem sentences.</p>	<p><b>Oracy:</b> To explain ideas using because.</p> <p><b>Key Vocabulary:</b> Planting &amp; growing, fruits &amp; vegetables.</p> <p>Activity: To follow instructions to plant a seed and put the sequence in order.</p>	<p><b>Oracy:</b> Ask a question to find out about something.</p> <p><b>Key Vocabulary:</b> Transport, environments &amp; journeys.</p> <p>Activity: Can describe a school trip in detail.</p>
<b>Writing</b>	<p>They will draw and make marks, perhaps beginning to write single letters, their name or whole words as they notice print in books and the wider world.</p> <p>They may start to think of themselves as 'writers' and enjoy the feeling of conveying their ideas on paper, even if no-one else can decipher what they have written or drawn.</p> <p>To be able to share their idea with a grown up.</p>	<p>They will 'write' during play, such as writing menu cards in role-play kitchens, creating labels for construction models or instructions for obstacle courses.</p> <p>To be able to write individual letters or perhaps a single word.</p> <p>To be able identify the initial sounds and record them.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To begin to be able to speak in full sentences.</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To be able to write cvc words correctly.</p> <p>To begin to be able to orally compose a sentence for writing.</p>	<p>Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To be able to write simple phrases that are dictated to them e.g. clap hands.</p> <p>To be able to orally compose a sentence for writing.</p>	<p>Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To be able to write a simple sentence that is dictated to them e.g. The man is happy.</p> <p>To be able to spell some familiar common exception words e.g. the, no, go, to, into.</p> <p>To be able to orally compose a sentence for writing</p>	<p>To be able to write simple sentences and phrases that others can read.</p> <p>To be able to orally compose a sentence for writing.</p>

<b>Reading</b>	<b>RWI</b> To be able to identify the first 16 single Set 1 sounds and orally blend.  <b>Key texts (please see Reading Spine).</b>	<b>RWI</b> To identify all single Set 1 sounds and blend for reading.  <b>Key texts (please see Reading Spine).</b>	<b>RWI</b> To know all Set 1 sounds including Special Friends and to be able to read simple CVC sentences.  To begin to learn tricky red words.  <b>Key texts (please see Reading Spine).</b>	<b>RWI</b> To know all Set 1 sounds including Special Friends and to read a sentence that includes red tricky words.  <b>Key texts (please see Reading Spine).</b>	<b>RWI</b> To begin to learn Set 2 sounds and corresponding books. To read red tricky words.  <b>Key texts (please see Reading Spine).</b>	<b>RWI</b> To begin to learn Set 2 sounds and corresponding books. To read red tricky words.  <b>Key texts (please see Reading Spine).</b>
<b>Maths</b>	To match, sort and compare objects.  To be able to compare size, mass and capacity.  To be able to copy, continue and create simple patterns.	To investigate numbers to 5.  To explore circles, triangles, squares and rectangles.	To confidently work within numbers to 5.  Begin to investigate 6, 7 & 8.  To develop our knowledge of mass and capacity.	To begin to investigate 9 & 10.  Learn about 3D shapes.  To learn about length, time and height.	To be able to count to 20 and beyond.	To begin to learn about addition and subtraction. To begin to share and group numbers.
<b>Understanding of the World: Past &amp; Present</b>	Sharing an 'All about Me' bag including family photographs.  Finding out about the people who help us in school.	Learn about our favourite celebrations and start to put them on a timeline.	Are dinosaurs alive now? How do we know about them? Understanding that dinosaurs lived in the past and that palaeontologists help us to find out about them	How have I changed since I was a baby? Recognising similarities and differences  What have we celebrated this term? Continue to map on timeline	Finding out about people who produce our food in the community	To know that Autumn / Winter/ Spring/ Summer are seasons To know that seasons change through the year To know that Autumn / Winter are in the past  Celebrating achievements – what can I do now that I couldn't do in September
<b>Understanding of the World: People, Culture &amp; Communities</b>	To explore the school environment through environment walks and using different areas  Exploring local area map / arial photograph and finding the school	Celebrate and compare the festivals of Bonfire Night, Diwali and Christmas  Finding out why Christmas is special to Christians	Explore the Festival of Lunar New Year. Finding out about and comparing with known festivals.  Finding out about stories that are special to Christians	To find out about St Piran's Day and Cornish traditions. Finding Cornwall on a map  Finding out about Easter and why it is special to Christians	Where does our fruit come from? Looking at different countries on a map and why different fruit is grown in different countries.  Being special – Where do we belong?	To go on a journey – walks in the environment documenting with a simple map  Which places are special and why?

	Finding out about why the word 'God' is special to Christians		Where did dinosaurs live? Learning about different features of the world - land, sea, air			
<b>Understanding of the World: Natural World</b>	<p>To observe daily weather</p> <p>To explore our outdoor environment, making observations of things we can see, feel, hear and smell</p> <p>Autumn walk to Tremough – To observe the changing seasons on the natural world around us</p>	<p>What can we find out about a pumpkin? Using scientific enquiry skills to investigate</p> <p>To explore the night sky and learn about nocturnal animals and their habitats</p>	<p>Winter walk to Tremough – To observe the changing seasons on the natural world around us</p>	<p>Explore lifecycles of other animals that lay eggs</p> <p>Observe the lifecycle of a caterpillar</p> <p>Spring walk to Tremough – identify plants that we see in Spring</p>	<p>To plant seeds to grow a vegetable garden, observing growth and finding out about the needs of plants</p> <p>Summer Walk to Tremough – Observe the changing seasons and recognise change through looking at photos taken over the year.</p>	<p>Explore how objects move in water – making boats and investigating floating and sinking</p>
<b>Expressive Arts &amp; Design</b>	<p><b>Art:</b> <b>What can we see?</b> To look at different art work and respond to it.</p> <p>To do observational and imaginative drawing.</p> <p><b>Music:</b> <b>Use Voices expressively.</b> To confidently use my voice in different ways including singing, speaking and chanting to a steady beat.</p> <p>To explore how to make high and low sounds.</p> <p>To make fast and slow, and loud and quiet sounds.</p>	<p><b>Art:</b> <b>How can we explore colour?</b> To be able to collage with wax crayon rubbings.</p> <p>To be able to print with string.</p> <p>To design artwork on a t-shirt.</p> <p><b>Music:</b> <b>Listening, memory &amp; movement.</b> To be able to repeat patterns of sounds with increasing accuracy.</p> <p>To identify sources of sounds with accuracy.</p>	<p><b>Art:</b> <b>How can we build worlds?</b> To be able to recreate known buildings using cardboard.</p> <p><b>Music:</b> <b>Play tuned and untuned instruments.</b> To choose sounds and instruments for a specific purpose.</p> <p>To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control.</p> <p>To begin to create own patterns using instruments.</p> <p>To use percussion instruments to accompany a chant or song independently.</p>	<p><b>Art:</b> <b>How can we build explore materials and marks?</b> To use a printing roller to create repeating patterns.</p> <p>To create imaginary landscapes using paint and paper.</p> <p>To use water colours to create a galaxy.</p> <p>To capture music through mark making.</p> <p>To be able to print to create pictures.</p> <p><b>Music:</b> <b>Reading and writing notation.</b> To develop an awareness of when to stop and start using symbols and signals.</p>	<p><b>Art:</b> <b>How can we explore 3D materials?</b> To be able to mould and shape clay to make my own model.</p> <p><b>Music:</b> <b>Explore, choose and organise sounds and musical ideas.</b> Confidently select and choose own instruments to create own beats and sequences independently and within a group.</p> <p>Can select and choose instruments to represent and respond to stimuli (weather, parts of stories).</p>	<p><b>Art:</b> <b>How can we use our bodies to make art?</b> To respond to art work through dancing.</p> <p><b>Music:</b> <b>Explore and express ideas and feelings about music using movement, dance and expressive and musical language.</b> To confidently express whether they like or dislike music.</p> <p>To confidently say and explain why.</p>

			To confidently name classroom instruments.			
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