

EYFS/Y1 curriculum intent map 2026-27	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPICS	Me in my world	Light and Dark	Everyday Heroes	Who lives in a house like this?	Our Green Planet	Wheels, Wings and Sails
Penryn Passport Reception	Forest School – Use a hacksaw (completed throughout the year)	Active – Visit to Father Christmas and Jungle Barn at Paradise Park			Citizenship – plant a vegetable garden	Experience – Visit the Maritime Museum Residential – Graduation celebration with dinner at school
Penryn Passport Year 1	Residential – Owl walk	Forest school – food on the fire	Citizenship – litter pick		Experience – Trevaskis farm visit	Active – beach visit – feet in the sea
Personal, Social & Emotional Development Reception	Being me in my world Who am I? How do I fit?	Celebrating Difference How am I unique? We thinkers: Thinking thoughts and feelings.	Dreams & Goals What are my goals? We thinkers: The group plan.	Relationships What is a positive relationship? We thinkers: Thinking with our eyes.	Healthy me How can I be healthy? We thinkers: Body in the group.	Changing me How can I manage change? We thinkers: Whole body listening.
PSHE Year 1	All About Me What is the same and different about us?	Relationships Who is special to us?	Health and Wellbeing Who keeps us safe?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World How can we look after each other and the world?	Living in the Wider World What can we do with money?
Physical Development Reception	Introduction to PE: To move around safely in a space. To follow instructions and to stop safely. To develop control when using equipment. To play safely in a group.	Fundamentals: To develop balance. To develop running and stopping. To change directions. To develop jumping and hopping. To explore different ways to travel using different equipment.	Dance: To copy, repeat and explore actions. To explore and remember actions, considering level, shape and direction. To explore movement using a prop with control and coordination.	Gymnastics: To create short sequences using shapes, balances and travelling actions. To develop balancing and safely use apparatus. To develop jumping and landing safely from a height.	Ball Skills: To develop rolling and tracking of a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching.	Games: To aim when throwing and practise keeping score. To follow instructions safely when playing tagging games. To learn to play against a partner. To develop coordination and play by the rules.

	To follow a path and take turns. To work with a partner. Fine Motor: Learn movements needed to form letters, practising these movements at a range of sizes. Dough gym.	Fine Motor: Holding and moving a pencil productively to produce: horizontal, diagonal, vertical and circle strokes. Sit in the correct position for writing. Begin to form letters in their name.	To explore with control and coordination, expressing ideas through movement. To remember and repeat actions, moving in time to the music. To explore actions in response to a theme and begin to use counts. Fine Motor: Correctly form all letters in their name. To correctly form letters from the curly caterpillar and long ladder families.	To developing rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. Fine Motor: To correctly form letters from the one-armed robots and the zig zag monsters families.	To develop dribbling a ball with feet. To develop kicking a ball to a target. Fine Motor: To begin to accurately sit letters on the line ensuring ascenders and descenders are correctly placed. To begin to ensure spacing between words.	To explore striking a ball and keeping a score. To work cooperatively with a team. Fine Motor: To accurately sit letters on the line ensuring ascenders and descenders are correctly placed. To ensure spacing between words.
PE Year 1	Invasion Games What skills do I need for different games?	Dance Can I learn and perform a dance routine as part of a group?	Gymnastics Can I create a sequence of 5 different elements?	Net and Wall Games Can I use a racket to make a ball move in each direction?	Athletics Can I run, jump and throw in different ways?	Striking and Feilding Games Can I throw, catch and hit a ball to play a simple game?
Communication & Language Reception	Oracy: To turn towards the person who is speaking to them. Key Vocabulary: Please see reading spine. Activity: To be able to share an 'All about Me' bag.	Oracy: To look at who I am talking to so that my voice comes out clearly. Key Vocabulary: Please see reading spine. Activity: To be able to retell a known story in play.	Oracy: To take turns to speak with a partner. Key Vocabulary: Please see reading spine. Activity: To use descriptive language to talk about a Superhero.	Oracy: To use new vocabulary when I get busy. Key Vocabulary: Please see reading spine. Activity: To describe a lifecycle using stem sentences.	Oracy: To explain ideas using because. Key Vocabulary: Please see reading spine. Activity: To follow instructions to plant a seed and put the sequence in order.	Oracy: Ask a question to find out about something. Key Vocabulary: Please see reading spine. Activity: Can describe a school trip in detail.
Communication & Language Year 1	Oracy: Listen to others and be willing to change their mind based on what they have heard. Key Vocabulary:	Oracy: Organise group discussions independent of an adult. Key Vocabulary:	Oracy: Begin to show body language associated with careful listening. Key Vocabulary:	Oracy: Use sentence stems to signal when they are building on or challenging others' ideas. Key Vocabulary:	Oracy: Offer reasons for their opinions. Key Vocabulary: Please see reading spine.	Oracy: Ask questions to find out more about a subject. Key Vocabulary: Please see reading spine.

	Please see reading spine.	Please see reading spine.	Please see reading spine.	Please see reading spine.		
Writing Reception	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. 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. To be able to share their idea with a grown up.	They will 'write' during play, such as writing menu cards in role-play kitchens, creating labels for construction models or instructions for obstacle courses. To be able to write individual letters or perhaps a single word. To be able identify the initial sounds and record them. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To begin to be able to speak in full sentences.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To be able to write cvc words correctly. To begin to be able to orally compose a sentence for writing.	Use phonic knowledge to write words in ways which match their spoken sounds. To be able to write simple phrases that are dictated to them e.g. clap hands. To be able to orally compose a sentence for writing.	Use phonic knowledge to write words in ways which match their spoken sounds. To be able to write a simple sentence that is dictated to them e.g. The man is happy. To be able to spell some familiar common exception words e.g. the, no, go, to, into. To be able to orally compose a sentence for writing	To be able to write simple sentences and phrases that others can read. To be able to orally compose a sentence for writing.
Writing Year 1	Secure letter formation for all taught GPCs. Practice oral sentence composition using sentence stems and physical actions through Drawing Club Recognise and use capital letters Confidently use finger spaces	Independently say out loud what they are going to write about before writing it Sequence ideas orally to build character and setting descriptions linked to Drawing Club Begin to punctuate sentences using a capital letter and a full stop.	Write simple labels, lists and descriptive captions to match pictures or diagrams. Re-read writing to check that it makes sense. Capitalise names of people, places, and days of the week. Consistently demarcate simple	Join words and joining clauses using 'and'. Write short instructional texts using clear temporal sequence (e.g., <i>First, Next</i>). Add prefixes such as un- to root words without changing the spelling (e.g., <i>kind unkind</i>). Use question marks to demarcate questions	Sequence sentences to form short narratives Identify and construct simple single-clause sentences containing a Subject and a Verb. Recognise and use exclamation marks Add suffixes -ing, -ed, -er, and -est where no change is needed to	Sequence sentences to form short narratives and recounts by applying subject and verb knowledge Group related information under simple headings or sections Consistently apply accurate end-punctuation (. ? !) across extended writing.

	Read and spell CEW: I the • a • do • to • was • of I •	To capitalise the pronoun 'I' Read and spell CEW: is • his • has • was • said • says • you	sentences with capital letters and full stops. Read and spell CEW: he • me • she • we • be • no • go • so	Read and spell CEW: by • my • your • they • are • were • our - love	the root word (e.g., <i>help, helper, helping, helped</i>). Read and spell CEW: here • there • where • today • come • some • one • once	Distinguish between singular and plural nouns using regular plural noun suffixes -s or -es Read and spell CEW ask • friend • school • put • push • pull • full • house
Reading Reception	RWI To be able to identify the first 16 single Set 1 sounds and orally blend. Key texts (please see Reading Spine).	RWI To identify all single Set 1 sounds and blend for reading. Key texts (please see Reading Spine).	RWI 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. Key texts (please see Reading Spine).	RWI To know all Set 1 sounds including Special Friends and read a sentence that includes red tricky words. Key texts (please see Reading Spine).	RWI To begin to learn Set 2 sounds and corresponding books. To read red tricky words. Key texts (please see Reading Spine).	RWI To begin to learn Set 2 sounds and corresponding books. To read red tricky words. Key texts (please see Reading Spine).
Reading Year 1	RWI Read the 1st 6 set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read words with these sounds using Fred talk Read words with 4 and 5 sounds speedily Key texts (please see Reading Spine).	RWI Read all set 2 sounds speedily Read words with these sounds using Fred talk Read words with 4 and 5 sounds and first 6 set 2 sounds speedily Key texts (please see Reading Spine).	RWI Read set 2 sounds in nonsense words Read words with set 2 sounds speedily Key texts (please see Reading Spine).	RWI Read set 3 sounds ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in words, including nonsense words Read a passage at 60+ words per minute Key texts (please see Reading Spine).	RWI Read set 3 sounds ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in words, including nonsense words Read a passage at 60+ words per minute Key texts (please see Reading Spine).	RWI Read all set 3 sounds speedily Read set 3 sounds in words, including nonsense words Read a passage at 70+ words per minute Key texts (please see Reading Spine).
Maths Reception	To match, sort and compare objects. To be able to compare size, mass and capacity.	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 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.

	To be able to copy, continue and create simple patterns.		To develop our knowledge of mass and capacity.			
Maths Year 1	Place Value (within 10). Addition and subtraction (within 10).	Addition and subtraction (within 10). Shape.	Place value (within 20). Addition and subtraction (within 20).	Place value (within 50). Length and height. Weight and volume.	Multiplication and division. Fractions. Position and direction.	Place value (within 100). Money. Time.
Understanding of the World: Past & Present Reception	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
History Year 1		Queen Victoria Who was Queen Victoria and why do we remember her?	Queen Elizabeth II Who is Queen Elizabeth II and why is she important? How is she similar and different to Queen Victoria?			Transport Changes Overtime How has the way we travel changed over time?
Understanding of the World: People, Culture & Communities Reception	To explore the school environment through environment walks and using different areas Exploring local area map / arial photograph and finding the school Finding out about why the word 'God' is special to Christians	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 Who can help us? How do they help us?	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?
Geography Year 1	Drawing Maps Can I draw a simple map?		Drawing a map with a key Can I draw a map with a key?	Seasonal Changes Spring Walk Can I describe how our local environment		The UK and surrounding seas Can I name and locate the four countries of the

	Seasonal Changes Autumn Walk Can I describe how our local environment changes with the seasons?		Seasonal Changes Winter Walk Can I describe how our local environment changes with the seasons?	changes with the seasons?		UK and their capital cities? Seasonal Changes Summer Walk Can I describe how our local environment changes with the seasons?
RE Year 1	Christian Creations Who do Christians say made the world?	God (Christianity) What do Christians believe God is like?	Judaism Who is Jewish and how do they live?	Judaism Who is Jewish and how do they live?	Faith Communities What does it mean to belong to a faith community?	Caring for the World How should we care for the world and for others, and why does it matter?
Understanding of the World: Natural World Reception	To observe daily weather To explore our outdoor environment, making observations of things we can see, feel, hear and smell Autumn walk to Tremough – To observe the changing seasons on the natural world around us	What can we find out about a pumpkin? Using scientific enquiry skills to investigate To explore the night sky and learn about nocturnal animals and their habitats	Winter walk to Tremough – To observe the changing seasons on the natural world around us	Explore lifecycles of other animals that lay eggs Observe the lifecycle of a caterpillar Spring walk to Tremough – identify plants that we see in Spring	To plant seeds to grow a vegetable garden, observing growth and finding out about the needs of plants	Explore how objects move in water – making boats and investigating floating and sinking Summer Walk to Tremough – Observe the changing seasons and recognise change through looking at photos taken over the year.
Science Year 1	Animals including Humans Can I label parts of the body and say what they are used for? Seasonal Changes Autumn Walk Can I describe how our local environment changes with the seasons?	Animals including Humans How can I name and sort animals into different groups?	Seasonal Changes Winter Walk Can I describe how our local environment changes with the seasons?	Everyday Materials Can I describe and sort materials based on their characteristics?	Plants Can I name and describe different types of plants including trees?	Seasonal Changes Summer Walk Can I describe how our local environment changes with the seasons?
Expressive Arts & Design Reception	Art: What can we see? To look at different art work and respond to it.	Art: How can we explore colour? To be able to collage with wax crayon rubbings.	Art: How can we build worlds? To be able to recreate known	Art: How can we build explore materials and marks?	Art: How can we explore 3D materials? To be able to mould and shape clay to make my own model.	Art: How can we use our bodies to make art? To respond to art work through dancing.

	To do observational and imaginative drawing. Music: Use Voices expressively. To confidently use my voice in different ways including singing, speaking and chanting to a steady beat. To explore how to make high and low sounds. To make fast and slow, and loud and quiet sounds.	To be able to print with string. To design artwork on a t-shirt. Music: Listening, memory & movement. To be able to repeat patterns of sounds with increasing accuracy. To identify sources of sounds with accuracy.	buildings using cardboard. Music: Play tuned and untuned instruments. To choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. To begin to create own patterns using instruments. To use percussion instruments to accompany a chant or song independently. To confidently name classroom instruments.	To use a printing roller to create repeating patterns. To create imaginary landscapes using paint and paper. To use water colours to create a galaxy. To capture music through mark making. To be able to print to create pictures. Music: Reading and writing notation. To develop an awareness of when to stop and start using symbols and signals.	Music: Explore, choose and organise sounds and musical ideas. Confidently select and choose own instruments to create own beats and sequences independently and within a group. Can select and choose instruments to represent and respond to stimuli (weather, parts of stories).	Music: Explore and express ideas and feelings about music using movement, dance and expressive and musical language. To confidently express whether they like or dislike music. To confidently say and explain why.
Art Year 1	Spirals Can I understand that drawing is a whole-body activity which uses the whole body and connects head, hand and heart?	Making birds Can I understand the relationship between drawing and making, 2D and 3D?	Simple print making Can I understand how we use repetition, pattern, colour, line, shape and texture to make images?	Playful making Can I use a playful approach to exploring materials and constructing sculpture?	Inspired by flora and fauna Can I explore artists that are inspired by the flora and fauna around them?	Exploring watercolour Can I explore watercolour and understand the different effects I can achieve?
DT Year 1	Mechanism <i>Can I use simple joins to create a moving skeleton?</i> Joining using split pins	Mechanism Can I use a lever/slider to make a picture move? Making a Christmas card	Structure Can I make an object by connecting several parts? Making an emergency service vehicle.	Structure/Mechanism Can I make an object by connecting several parts and make at least one of those parts move using a hinge joint? Make a building.	Cutting/Peeling Can I prepare fruit and vegetables? Make a fruit kebab.	Cutting/spreading/grating Can I prepare a sandwich? Make a sandwich to take on a journey.
Music Year 1	Brush our teeth What songs can we sing to help us	Christmas	In the orchestra	We talk to animals	Introducing tempo & dynamics Big Bear Funk	Ten green bottles How does music connect us with the environment?

	through the day? (unit 5, step 3)	How can we share festive stories and feeling through song?	How does music tell stories about the past? (unit 2, step 2)	How can we make friends when we sing together? (Unit 1, step 5)	How does changing the speed and volume of music change how it makes us feel?	
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