

**EYFS Acorn Class Curriculum Map Overview 2021/22**  
**Ightham Primary School**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic/ Curriculum Weeks</b>	<b>Colour</b>  <b><u>Special Events</u></b> <i>Baseline</i> assessments Harvest Colour hunt	<b>Jolly Postman</b>  <b><u>Special Events</u></b> Bonfire Night Diwali Christmas – posting letters?	<b>Paws and Claws</b>  <b><u>Special Events</u></b> Dinosaurs National Bird Week Animals and hibernation	<b>Heroes and Heroines</b>  <b><u>Special Events</u></b> Mothers Day Easter	<b>Down at the Bottom of the Garden</b>  <b><u>Special Events</u></b> <i>Trip to Bore Place</i> Planting seeds Growing plants Caterpillar growing Minibeast hunting	<b>A Pirate’s Life for Me!</b>  <b><u>Special Events</u></b> Pirate Day Ocean creatures Seasides Malawi Day Transition to Year 1
<b>Literacy/ Communication And Language</b>	<p><b><u>ELG Literacy – Comprehension:</u></b> 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.</p> <p><b><u>ELG Literacy – Word Reading:</u></b> 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.</p> <p><b><u>ELG Literacy – Writing:</u></b> 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.</p> <p><b><u>ELG Communication and Language – Listening, Attention and Understanding:</u></b> 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.</p> <p><b><u>ELG Communication and Language – Speaking:</u></b> 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.</p>					
	<b><u>Key Texts:</u></b> Elmer The Day the Crayons Quit The Mixed Up Chameleon  <b><u>Learning Focus:</u></b>	<b><u>Key Texts:</u></b> The Jolly Postman The Jolly Christmas Postman  <b><u>Learning Focus:</u></b> Letter Writing Labelling Cards	<b><u>Key Texts:</u></b> <b><u>Dinosaur Books</u></b> <b><u>Animal Books</u></b>  <b><u>Learning Focus:</u></b> Writing Non-Fiction facts about animals Missing Posters Fact Files	<b><u>Key Texts:</u></b> Superheroes Supertato Traditional tales  <b><u>Learning Focus:</u></b> Designing supervveg Story telling Comic writing	<b><u>Key Texts:</u></b> Jack and the Beanstalk Jim and the Beanstalk Handa’s Surprise  <b><u>Learning Focus:</u></b> Using adjectives Write own version	<b><u>Key Texts:</u></b> The Pirate Nextdoor  <b><u>Learning Focus:</u></b> Writing fact files Caterpillar diaries Designing bugs – using adjectives

	Drama Retelling stories Creating posters	Recipe writing Retelling traditional tales.	Posters	Retelling traditional tales	of a story. Recounts.	
<b>Phonics (Letters and Sounds)</b>	<u>Phase 1</u>  <u>Phase 2</u>	<u>Phase 2</u>  <u>Phase 3</u>	<u>Phase 3</u>	<u>Phase 3</u>  <u>Phase 4</u>	<u>Phase 3 Consolidation and Phase 4</u>	<u>Revision of Phase 3 and 4</u>
<b>Mathematics</b>	<p><b>ELG Mathematics – Number:</b> 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.</p> <p><b>ELG Mathematics – Numerical Patterns:</b> 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.</p>					
	<b>Numbers to 5</b> <b>2D shapes</b> <b>Sorting and comparing</b>  Daily mental counting, addition, subtraction and problem solving	<b>Number bonds to 5</b> <b>One more/one less</b> <b>2D/3D shapes</b> <b>Weight</b>  Daily mental counting, addition, subtraction and problem solving	<b>Counting and comparing groups to 10</b> <b>Pattern</b> <b>Length &amp; height</b> <b>Addition and subtraction to 10</b>  Daily mental counting, addition, subtraction and problem solving	<b>Number bonds to 10</b> <b>Capacity</b> <b>Counting on and back to add and subtract</b> <b>Position and direction</b>  Daily mental counting, addition, subtraction and problem solving	<b>Counting with numbers to 20</b> <b>Doubling</b> <b>Halving</b> <b>Sharing</b>  Daily mental counting, addition, subtraction and problem solving	<b>Odds and evens</b> <b>Addition and subtraction to 20</b> <b>2D/3D shapes</b> <b>Problem solving</b>  Daily mental counting, addition, subtraction and problem solving
<b>PSED</b>  <i>(As part of circle time and each value will be taught through the following books)</i>	<p><b>ELG PSED – Self-Regulation:</b> 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.</p> <p><b>ELG PSED – Managing Self:</b> 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.</p> <p><b>ELG PSED – Building Relationships:</b> 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.</p>					
	<b>Respect</b> Elmer	<b>Caring</b> Fill a Bucket	<b>Tolerance</b> Giraffes Can't Dance	<b>Responsibility</b> Supertato	<b>Aspiration</b> Think Big Zog	<b>Honesty</b> Tiddler

<b>Physical Development</b>	<p><b>ELG PD – Gross Motor Skills:</b> 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.</p> <p><b>ELG PD – Fine Motor Skills:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					
	Dance	Travelling and Moving	Gymnastics	Travelling and Moving (Outside)	Athletics  Healthy diet	Outdoor Team Games  Exercising for a healthy body
<b>Understanding of the World</b>	<p><b>ELG UoW – Past and Present:</b> 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.</p> <p><b>ELG UoW –People, Culture and Communities:</b> 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.</p> <p><b>ELG UoW – The Natural World:</b> 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.</p>					
	<p><b><u>People, Culture and Communities</u></b> Respecting others Malawi – colour run</p> <p><b><u>The Natural World</u></b> Autumn Animals and their patterns/colours</p> <p><b><u>Past and Present</u></b> Ourselves</p>	<p><b><u>People, Culture and Communities</u></b> Christmas Christingles Diwali</p> <p><b><u>The Natural World</u></b> Changing seasons Hibernating animals</p> <p><b><u>Past and Present</u></b> Post people – jobs</p>	<p><b><u>People, Culture and Communities</u></b> Chinese new year</p> <p><b><u>The Natural World</u></b> Winter Ice/melting and freezing Making observations of animals</p> <p><b><u>Past and Present</u></b> Role of vets, palynologists, history of dinosaurs</p>	<p><b><u>People, Culture and Communities</u></b> Easter</p> <p><b><u>The Natural World</u></b> Spring Science week</p> <p><b><u>Past and Present</u></b> Easter time Visit from police Role of real life superheroes</p>	<p><b><u>People, Culture and Communities</u></b> Comparing cultures (Handa’s Surprise) Mrs Ola to talk about Africa?</p> <p><b><u>The Natural World</u></b> Growing plants Insects in our and other environments Growing caterpillars</p> <p><b><u>Past and Present</u></b> How have we grown? Growth of animals and how they change.</p>	<p><b><u>People, Culture and Communities</u></b> Malawi day People we find at the seaside</p> <p><b><u>The Natural World</u></b> Creatures that live in the sea and on the beach</p> <p><b><u>Past and Present</u></b> History of pirates</p>

<b>Expressive Arts and Design</b>	<p><b>ELG EAD – Creating with Materials:</b> 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.</p> <p><b>ELG EAD – Being Imaginative and Expressive:</b> 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.</p>					
<b>Music</b> <i>(KAPOW)</i>	<b>Special People</b>	<b>Christmas</b>	<b>Going Places</b>	<b>Stories and Sounds</b>	<b>Growth and Change</b>	<b>Under the sea dance</b>
<b>Art</b>	Weaving Colour mixing	Making Christmas decorations and cards	Pattern making Peel Wally birds	Castle paintings (water colours)	Van Gough Sunflowers	Making Matisse minibeasts Pompom spiders Clay minibeasts
<b>DT</b>	Make bread	Make gingerbread men	Make stick men	Superveg – making figures Junk modelling castles	Chopping fruit for fruit kebabs	
<b>Role Play Area</b>	Jungle/Elmer/Animals	Post office	Vets	Superhero Den	Enchanted forest	Pirate Ship