

**EYFS Acorn Class Curriculum Map Overview 2024/25**  
**Ightham Primary School**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Colour	Once Upon a Time	Around the World	People Who Help Us	The Great Outdoors	Secrets of the Sea
Enrichment/ Visits	Harvest	Christmas Nativity Production	Walk around Ightham to enhance learning about transport.  National Bird Week	Visit from local PCSO	Class trip to Bore Place to enhance learning around minibeasts.	Pirate Day
Communication and Language	<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>					

	<ul style="list-style-type: none"> <li>•To understand how to listen carefully and know why this is important.</li> <li>• Use talk to organise themselves and their play, “Let’s</li> </ul>	<ul style="list-style-type: none"> <li>•To begin to understand how and why questions.</li> <li>•To listen to and talk about stories to build familiarity and understanding –</li> </ul>	<ul style="list-style-type: none"> <li>•Show they understand a question such as who, what, where, when, why and how.</li> <li>•Describe events in some detail.</li> <li>•Engage in non-</li> </ul>	<ul style="list-style-type: none"> <li>•To answer simple questions with a relevant response.</li> <li>•Connect one idea or action to another using a range of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>•To be able to ask questions to find out more and to check they understand what has been said.</li> <li>•Use talk to help work out problems and</li> </ul>	<ul style="list-style-type: none"> <li>•Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</li> </ul>
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	go on a bus...you sit there...I’ll be the driver”.	with a focus on traditional tales and familiar stories during this term. •Engage in story times.	fiction books. •Use new vocabulary throughout the day.		organise thinking and activities, and to explain how things work and why they might happen.	discussions and small group interactions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate
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Literacy	<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>Key Texts:</u></b> Elmer by David McKee The Colour Monster by Anna Llenas</p>	<p><b><u>Key Texts:</u></b> The Jolly Postman &amp; The Jolly Christmas Postman by Janet and Allan Ahlberg Traditional tales</p>	<p><b><u>Key Texts:</u></b> We're Going on a Bear Hunt by Michael Rosen The Naughty Bus</p> <p><b><u>Learning Focus:</u></b> Writing Non-</p>	<p><b><u>Key Texts:</u></b> Supertato by Sue Hendra and Parul Linnett</p> <p><b><u>Learning Focus:</u></b> Designing superveg</p>	<p><b><u>Key Texts:</u></b> Jack and the Beanstalk Oliver's Vegetables by Vivian French The Hungry Caterpillar by Eric</p>	<p><b><u>Key Texts:</u></b> The Rainbow Fish by Marcus Pfister</p> <p><b><u>Learning Focus:</u></b> Writing fact files Caterpillar diaries</p>
	<p><b><u>Learning Focus:</u></b> Drama Retelling stories Creating posters</p>	<p><b><u>Learning Focus:</u></b> Letter Writing Labelling Cards Recipe writing Retelling traditional tales.</p>	<p>Fiction facts about animals Missing Posters Fact Files Posters</p>	<p>Story telling Comic writing Retelling traditional tales</p>	<p>Carle</p> <p><b><u>Learning Focus:</u></b> Using adjectives Write own version of a story. Recounts.</p>	<p>Designing bugs – using adjectives</p>
Phonics (Essential Letters and Sounds)	<b><u>Phase 2</u></b>	<p><b><u>Phase 2</u></b></p> <p><b><u>Phase 3</u></b></p>	<b><u>Phase 3</u></b>	<b><u>Phase 3</u></b>	<b><u>Phase 4</u></b>	<p><b><u>Phase 4</u></b></p> <p><b><u>Phase 5</u></b></p>

<p><b>Mathematics</b></p> <p><b>White Rose Blocks</b></p>	<p><b><u>ELG Mathematics – Number:</u></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><u>ELG Mathematics – Numerical Patterns:</u></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>		
	<p><b>Baseline – Getting to Know You</b>  <b>Match, Sort and Compare</b>  <b>Talk About Measure and Patterns</b>  <b>It's Me 1,2,3</b>  <b>Circles and Triangles</b>  <b>1,2,3,4,5</b>  <b>Shapes with Sides</b></p>	<p><b>Alive in 5</b>  <b>Mass and Capacity</b>  <b>Growing 6,7,8</b>  <b>Length, Height and Time</b>  <b>Building 9 and 10</b>  <b>Explore 3D Shapes</b></p>	<p><b>To 20 and Beyond How Many Now?</b>  <b>Manipulate, Compose and Decompose</b>  <b>Sharing and Grouping</b>  <b>Visualise, Build and Map</b>  <b>Make Connections Consolidation</b></p>
<p><b>PSED</b></p> <p><i>(As part of circle time and each value will be taught through</i></p>	<p><b><u>ELG PSED – Self-Regulation:</u></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><i>the following books)</i></p>	<p><b><u>ELG PSED – Managing Self:</u></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><u>ELG PSED – Building Relationships:</u></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><u>Respect</u></b> Elmer	<b><u>Honesty</u></b> Tiddler	<b><u>Tolerance</u></b> The Same but Different	<b><u>Caring</u></b> Fill a Bucket	<b><u>Responsibility</u></b> What if Everybody Did That?	<b><u>Aspiration</u></b> Think Big Zog
<b>Physical Development</b>	<p><b><u>ELG PD – Gross Motor Skills:</u></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><u>ELG PD – Fine Motor Skills:</u></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>					
	Fine motor skill activities  Dance  BEAM	Fine motor skill activities  Gymnastics  BEAM	Fine motor skill activities  Ball Skills  BEAM	Letter formation practise  Games (Outside)	Letter formation practise  Athletics  Healthy diet	Letter formation practise  Outdoor Team Games  Exercising for a healthy body
<b>Understanding of the World</b>	<p><b><u>ELG UTW – Past and Present:</u></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><u>ELG UTW –People, Culture and Communities:</u></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</p>					

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.

**ELG UTW – The Natural World:** 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><b><u>People, Culture and Communities</u></b> Respecting others</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> Transport in the past and present</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)</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>
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<b>Expressive Arts and Design</b>	<p><b><u>ELG EAD – Creating with Materials:</u></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><u>ELG EAD – Being Imaginative and Expressive:</u></b> Invent, adapt and recount narratives and stories with peers and their</p>					
	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.					
<b>Music</b> (KAPOW)	<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>	Colour mixing	Making Christmas decorations and cards	Make a wash background using watercolours.	Collage using Eric Carle as inspiration.	Van Gough - Sunflowers	Painting sea creatures
<b>DT</b>	Exploring fixing and joining – junk modelling	Make gingerbread men	Make stick men.	Superveg – making figures using different resources.	Chopping fruit for fruit kebabs.	Manipulating clay to make sea creatures