



Water Primary School Acorn Class Curriculum Map: 2022 – 2023

	Autumn Term 1 5 th September (7 weeks)	Autumn Term 2 31 st October (7 weeks 2 days)	Spring Term 1 9 th January (5 weeks)	Spring Term 2 20 th Feb (6 weeks)	Summer Term 1 18 th April (6 weeks)	Summer Term 2 5 th June (7 weeks)
	Topic – Marvellous Me	Topic – Let's Celebrate	Topic – Winter Wonderland	Topic – The Great Outdoors	Topic – Animal Kingdom	Topic – Pirates and mermaids
Possible Themes	Looking after ourselves Our Local Area Our Families Harvest Autumn	Magic/Encanto Traditional Tales Christmas	Arctic Animals Around the World! Transport/The Naughty Bus Penguin Day Ice Experiments Superheroes/People Who Help Us	Spring Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads	'Flying' to a different country. Journeys Transport David Attenborough Julia Donaldson Animal Cam/Virtual Zoo Trip Bird Watching	Summer Holidays Lifeguards Mermaids Looking after the ocean
Special Events and Enrichment Activities	Coffee Morning – 30/9/22 Diwali – 24/10/22	Halloween – 31/10/22 Bonfire Night 5/11/22 - Firefighters Remembrance Day 11/11/22 Nursery Rhyme Week 14- 18/11/22 Maths week – 14-18/11/22 Children in Need – 18/11/22 Christmas – Advent 1/12/22 Christmas Jumper Day 8/12/22	Chinese New Year 22/1/23 Valentine's Day 14/2/23	Shrove Tuesday – 21/2/23 World Book Day – 2/3/23 British Science Week – 10- 19/3/23 Mother's Day – 19/3/23 Start of Ramadan 22/3/23 Easter 9/4/23	End of Ramadan 21/4 Red nose day – 23/5 Healthy Eating Week	Family Pirate Picnic Flying to the beach, sand & water play Science Day Water Day Father's Day 18/6
Special Event	Diwali Dance or Harvest performance	Nativity Performance	Chinese New Year Banquet and Parade	World Book Day 2/3/23	Ramadan Feast	World Music Day 21/6/23
Stay And Play	14/10/22)		Superhero day (real life or not)		Favourite animal day	
Visits	Supermarket (minibus)	Little Lancashire Village			Farm visit	Blue Planet/Sealife Centre
Maths	Baseline (2 wks) Unit 1 – Numbers to 5 (3wks) Unit 2 – Comparing groups within 5 (2wks) Numerical Patterns Children will verbally say which group has more or less.	Unit 3 – Shape (2wks) Unit 4 – Change within 5 (2wks) Unit 5 – Number bonds within 5 (1wk) Unit 6 – Space (1wk) Numerical Patterns Children will compare equal and unequal groups.	Unit 7 - Numbers to 10 (2wks) Unit 8 – Comparing numbers within 10 (1wk) Unit 9 – Addition to 10 (1wk) Unit 10 – Measure (2wks) Numerical Patterns Children will understand and explore the difference between odd and even numbers (ELG)	Unit 11 – Number bonds to 10 (2wks) Unit 12 – subtraction (1wk) Unit 13 – Exploring Patterns (2wks) Numerical Patterns Children will add and subtract using number sentences.	Unit 14 – Counting on and back (2wks) Unit 15 – Numbers to 20 (1wk) Unit 16 - Numerical Patterns (3wks) Children will share quantities equally (ELG)	Unit 17 – Shape (1wk) Unit 18 – Measure (1wk) Unit 19 – Sorting (1wk) Unit 20 – Time (1wk) Numerical Patterns Children will be able to count beyond 20 (ELG)
English	Mark-making opportunities Initial sounds writing Drawing Club Going on a Bear Hunt Goldilocks Literacy Shed - Fiction We're All Wonders That's Not My...	Story maps Chattra recordings Lists, labels and captions Tales Toolkit – Fiction Innovate your own spooky story Drawing Club Winnie the Witch Cinderella	Non-Fiction Information text features (labels, images and caption) Literacy Shed - Fiction Supertato Poetry Winter poetry	Non-Fiction Diary entry – Best Dress Ever Tales Toolkit - Fiction Innovate Handa's Surprise (but set in Britain Poetry	Non-Fiction Literacy Shed - Fiction The Gruffalo What The Ladybird Heard Poetry	Non-Fiction Underwater animal fact page Literacy Shed – Fiction The Rainbow Fish Tales Toolkit - Fiction Sequence and write your own Pirate or Mermaid story. Poetry Summer poetry



Possible book titles	Part of the Party (twinkl) We Are All Different (twinkl) We're All Wonders Colour Monster That's Not My...(series) Dipali's Diwali (Twinkl) Elmer	Magical Muddle (Twinkl) Room on the Broom Nursery Rhymes Goldilocks & The Three Bears Beauty and the Beast Three Little Pigs Three Billy Goats Gruff <u>Christmas Books</u> Never touch a polar bear The Christmas Postman We're going on an elf chase	Supertato Ten Little Lights (Twinkl) Dragons in the City (Twinkl) Jack Frost <u>Stickman (Julia Donaldson)</u> Lost and Found If you were a penguin The Naughty Bus	Jack and the Beanstalk The Tiny Seed Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise The Easter Journal (Twinkl) Saving easter (Twinkl)	The Cautious Caterpillar (Twinkl) Ronald The Rhino (Twinkl) The Zoo Vet (Twinkl) Rameena's Ramadan We're going on a bear hunt Rumble in the Jungle <u>What the Ladybird Heard series</u> <u>The Gruffalo (Julia Donaldson)</u> Giraffes Can't Dance Dear Zoo	Jake's First Day (Twinkl) The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean <u>Sharing a shell (Julia Donaldson)</u> <u>Tiddler (Julia Donaldson)</u>
Phonics	Baseline, phase 1, Phase 2 – 1 s a t 2 p i n 3 mdg 4 consolidate 5 o c k	Phase 2 6 ck e u 7 r h b 8 consolidate 9 f ff l 10 ll ss 11 consolidate	Phase 3 1 j v w 2 x y z zz 3 qu ch sh 4 th th ng consolidate	Phase 3 5 ai ee 6 igh oa 7 oo oo 8 ar or 9 consolidate 10 ur ow	Phase 3 11 oi ear 12 air ure er 13 consolidate 14 consolidate Phase 4 1 CVCC CCV 2 CCVC & CCVCC	Phase 4 3 CCCVC & CCCVCC 4 Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants. Consolidate for the remaining 5 weeks.
UTW (science)	<u>Working Scientifically</u> Investigating changes in material (focusing on making play dough – liquid, solid) <u>Wonder</u> – Sweet experiment The human body	<u>Working Scientifically</u> Investigating changes in material (focusing on ice forming and melting) <u>Wonder</u> – Lava Lamp <u>STEM</u> Challenges linked to Trad Tales	<u>Working Scientifically</u> Investigating magnetism Investigating light and shadows <u>Wonder</u> – Dancing Raisins	Use their sense whilst outside. Name, describe and draw plants. <u>Wonder</u> – Cornflour Slime	Everyday materials Name, describe and draw animals. <u>Wonder</u> – Magic Dancing Milk	<u>Working Scientifically</u> Investigating Floating and Sinking <u>Wonder</u> – A rainbow eruption Oceans and seas Underwater animals
Understand the effect of changing seasons on the natural world around them. To discuss David Attenborough throughout the year (our class Scientist) linked to caring for the world around them (plants and animals)						
UTW (geography)	Explore the school environment and explore autumn. Discuss their senses when they are out in their natural environment.	Explore forest school and Water. Look at Water on a map.	Children will know that there are many countries around the world. Focus on the similarities and differences between Britain and icy environments. Children will know about people who help us in their immediate community (linked to PSSED and people who help us)	Draw information from a simple map. Use the school grounds and forest school to attempt basic orienteering (using photographs on a map rather than symbols etc).	Children will know that there are many countries around the world. Focus on the similarities and difference between Britain and hot environments.	Children will know that simple symbols are used to identify features on a map. Describe their immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps.
UTW (history)	Use the stories Part of the Party, We are Wonders and We're all Different to spark discussions about ourselves and our families. Share photos of ourselves to discuss changes within our lives.	Use the stories 'Dogger's Christmas' and 'Happy Birthday Old Bear' to spark discussions about similarities and differences in celebrations now and celebrations in the past.	Use the stories 'Lost in the Toy Museum' and 'The Toy Maker' to spark discussion about the lives of the people around them and their roles in society. Link to how shops have changed over time and look at the emergency services (timeline).	Use the stories 'What did the Tree See?' and 'A house that Once was' to spark communication about nature and how it changes over time (link to David Attenborough).	Use the stories 'Step Inside Homes from History' and 'Peepo' to spark discussion about similarities and differences in houses and homes from now and the past. Share photos and create them in construction.	Use the stories 'The Growing Story', 'Once there were Giants' and 'When I was Little' to spark discussions about how life has changed throughout their lifetime. Link this to our school year as a timeline.



UTW (RE)	Special Times: Learn about the celebration of light (Diwali). Talk about why we celebrate.	Special Times: Talk about why Christians celebrate Christmas and discuss the similarities and difference between Diwali and Christmas.	Special Stories: Share some stories that are special and what special messages we can learn from them.	Special Stories: Talk about why Christians celebrate Easter using the Easter story.	Special Places: Talk about where people celebrate (focusing on temples, mosques, churches and homes linked with the celebrations we have focussed on throughout the year).	Special Places: Talk about what is special about our world.
	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.					
EAD Creating with materials	Drawing: Marvellous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Workshop: Junk Modelling To explore and investigate tools and materials in the junk modelling area. Investigate cutting, planning, creating and evaluating. Explore temporary joins.	Painting and mixed media: Paint my world Exploring painting techniques through nature, music and collaborative work using mixed-media, making collages and transient art. (Megan Coyle)	Food: Soup Learning how to safely prepare food and taste new foods.	Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Craft and design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.
EAD Being Imaginative (music)	Charanga Me!	Charanga My Stories	Charanga Everyone	Charanga Our World	Charanga Big Bear Funk	Charanga Reflect, Rewind and Replay
PSED	One Decision Starting school and forming relationships dealing with incidents that may occur at school and how we can solve these.	One Decision Friendships, sharing and interacting with class mates.	One Decision Staying Safe Scarf unit – Keeping myself safe	One Decision Keeping Healthy	Scarf unit Choose a unit to suit the children's needs at the time.	One Decision New beginnings, worry and adjusting to change Scarf unit – growing and changing
	There are also various animated stories and dilemma drops that we can use throughout the year, when they are needed. For example, a new baby, hospital visits, moving house etc.					
PE	Fine Motor Skills Use a knife and fork to cut playdough. Use tweezers to transport objects. Squeeze a tennis ball to collect marbles. Gross Motor Skills - FMS Develop Fundamental Movement Skills: running, jumping, hopping, catching and throwing using 'Lancashire SOW 5 FMS Resource 2018'	Fine Motor Skills Gross Motor Skills – Dance Dances from around the world. Individual, group and whole class.	Fine Motor Skills Gross Motor Skills – Gymnastics Exploring the equipment including the climbing frame, the tables, the benches and mats. Explore different ways of moving. Explore different balances/stillness. Explore different ways of rolling. Explore different ways of jumping.	Fine Motor Skills Gross Motor Skills - Games	Fine Motor Skills Gross Motor Skills – Multi-sports	Fine Motor Skills Gross Motor Skills - Athletics
Forest School		Forest School	Forest School	Forest School	Forest School	Forest School



Use combinations of gestures and movement to express and respond to feelings, ideas and experiences.

Travel with confidence and skill around, under, over, through, onto/off balancing and climbing equipment.

Experiment with different ways of moving.

Move in a range of ways.

Combine movements together while negotiating different equipment.

