



Learning Hub Curriculum Map 2020-21

Term/ class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	<ul style="list-style-type: none"> Here come the babies - Catherine Anholt Kipper's birthday - Mick Inkpen We're going on a bear hunt - Michael Rosen 	<ul style="list-style-type: none"> Five minute's peace - Jill Murphy Peace at last - Jill Murphy Owl babies - Martin Waddell The Snowman - Raymond Briggs 	<ul style="list-style-type: none"> Titch - Pat Hutchins Farmer duck - Martin Waddell Mr Wolf's pancakes - Jan Fearnley Brown bear, brown bear what do you see - Eric Carle 	<ul style="list-style-type: none"> Handa's surprise - Eileen Browne The very hungry caterpillar - Eric Carle Jasper's beanstalk - Nick Butterworth 	<ul style="list-style-type: none"> Dear Zoo - Rod Campbell The train ride - June Crebbin Whatever next - Jill Murphy 	<ul style="list-style-type: none"> Mr Gumpy's outing - John Burningham Hooray for fish - Lucy Cousins Ten little fish - Audrey Wood Maisy goes on holiday - Lucy Cousins
Writing	<ul style="list-style-type: none"> To choose to write To scribble with either hand To work on paper with a mark making tool To choose to write To overwrite your name To make marks that represent your name 		<ul style="list-style-type: none"> To scribble with either hand To make marks that represent your name To write letters of inconsistent size To work on paper with a mark making tool To overwrite your name To choose to write To attempt to copy a label To practice handwriting patterns that do horizontal and vertical lines. To copy letters or words from your environment 		<ul style="list-style-type: none"> To scribble with either hand To write letters of inconsistent size To use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly To work on paper with a mark making tool To attempt to copy a label To write their name on a computer. To choose to write To overwrite your name To make marks that represent your name To copy letters or words from your environment 	
Variation	<ul style="list-style-type: none"> To write letters of inconsistent size To attempt to copy a label To copy letters or words from your environment 		<ul style="list-style-type: none"> To differentiate between letters and symbols. To produce or write recognisable letters or symbols related to their names. To write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation. 		<ul style="list-style-type: none"> To draw a picture to accompany their writing. To practice handwriting patterns especially for letter shapes. To practice handwriting patterns that do horizontal and vertical lines. 	
Reading	<ul style="list-style-type: none"> To sit calmly to listen to a story To show pleasure when sharing a book To hold a book the right way up To look at specific objects in a book To point to a character or object when asked about it To describe a character or an object from a story 		<ul style="list-style-type: none"> To show pleasure when sharing a book To copy and reproduce sounds. To identify initial letter sounds. To use plastic or wooden letters of their name match them to a name card. To look at specific objects in a book To begin to discriminate between different sounds of the alphabet. To find their own name from a choice of written names. To make the sounds of some letters of the alphabet To show pleasure when sharing a book To point to the text when 'reading' To enjoy a book with a peer 		<ul style="list-style-type: none"> To sit calmly to listen to a story To show pleasure when sharing a book To enjoy a book with a peer To identify initial letter sounds. To make the sounds of some letters of the alphabet To hold a book the right way up To look at specific objects in a book To know that print carries meaning and, in English, is read from left to right and top to bottom. To point to a character or object when asked about it To copy and reproduce sounds. To link sounds to letters, naming and sounding the letters of the alphabet To find their own name from a choice of written names. To describe a character or an object from a story 	
Variation	<ul style="list-style-type: none"> To make the sounds of some letters of the alphabet To show pleasure when sharing a book To point to the text when 'reading' To enjoy a book with a peer To make the sounds of some letters of the alphabet To identify letters of the alphabet by their sound 		<ul style="list-style-type: none"> To select and recognise or read a small number of words or symbols linked to a familiar vocabulary, e.g. name, people, objects or actions. To match letters and short words. To point to the text when 'reading' To enjoy a book with a peer To copy and reproduce sounds. To be able to follow the sequence of a simple picture story. 		<ul style="list-style-type: none"> To point to the text when 'reading' To identify letters of the alphabet by their sound To match letters to simple words. Retell narratives in the correct sequence, drawing on the language patterns of stories. 	
Attention & Listening	<ul style="list-style-type: none"> To interact with familiar people. To listen to stories. To follow simple instructions around daily routine. Adult to say child's name first before requesting an event in order to gain the 		<ul style="list-style-type: none"> To copy facial expressions when exploring feelings. To listen to stories. To play games or actively participate with a child in a physical activity such as cooking. Ask questions throughout the session i.e. Where is the 		<ul style="list-style-type: none"> To choose activities. To have opportunities to participate in social situations To copy facial expressions when exploring feelings. To take turns in interactions with familiar people. To match pictures/symbols of feelings. 	

	<p>attention of the child. Use requests such as 'get your coat' 'sit down', 'get your pencil.'</p> <ul style="list-style-type: none"> To take turns in interactions with familiar people. To play games or actively participate with a child in a physical activity such as cooking. Ask questions throughout the session i.e. Where is the spoon? Can you get the bowl? What are you doing? Etc. Children can then progress to responding to questions once an event has been completed. To join in with stories/ rhymes/actions To explore/engage with puppet characters To choose activities 	<p>spoon? Can you get the bowl? What are you doing? Etc. Children can then progress to responding to questions once an event has been completed.</p> <ul style="list-style-type: none"> To take turns in interactions with familiar people. To match pictures/symbols of feelings. To join in with stories/rhymes/actions. To explore/engage with puppet characters. To choose activities. To join in with stories/rhymes/actions. To explore/engage with puppet characters. To choose activities. To interact in small group activities with less support To have opportunities to participate in social situations. 	<ul style="list-style-type: none"> To interact in small group activities with less support. To interact with familiar people. To listen to stories. To join in with stories/rhymes/actions. To explore/engage with puppet characters.
Variation	<ul style="list-style-type: none"> To copy facial expressions when exploring feelings. To match pictures/symbols of feelings. To interact in small group activities with less support. To have opportunities to participate in social situations. 	<ul style="list-style-type: none"> To follow simple instructions around daily routine. Adult to say child's name first before requesting an event to gain the attention of the child. Use requests such as 'get your coat' 'sit down', 'get your pencil.' To match pictures/symbols of feelings. To interact in small group activities with less support To have opportunities to participate in social situations. 	<ul style="list-style-type: none"> To play games or actively participate with a child in a physical activity such as cooking. Ask questions throughout the session i.e. Where is the spoon? Can you get the bowl? What are you doing? Etc. Children can then progress to responding to questions once an event has been completed. To follow simple instructions around daily routine. Adult to say child's name first before requesting an event in order to gain the attention of the child. Use requests such as 'get your coat' 'sit down', 'get your pencil.'
Speaking	<ul style="list-style-type: none"> To encourage children to greet people saying/signing hello. To copy/ imitate facial movements when saying words. To use objects of reference when communicating i.e. cup, biscuit. To use core boards/ gestures and verbal use of single words at snack time, lunchtime To encourage children to ask for help when needed using language / core board or gestures. To sort likes and dislikes 	<ul style="list-style-type: none"> To begin to join in with actions, signs, movements that relate to familiar text, rhymes. To join in singing or reciting parts of poem/song/story. To recognise familiar people, events and objects (for example, vocalising or gesturing in a particular way in response to a favourite visitor). To respond to attention through eye contact, gesture or action. To listen with enjoyment and respond to stories, songs and other music, rhymes and poems To enjoy listening to and using spoken and written language and turn to it in play and learning To begin to anticipate known events in familiar text/songs. To perform actions, often by trial and improvement, and remember learned responses over short periods of time. To name characters and objects in other contexts. 	<ul style="list-style-type: none"> To begin to respond consistently to sounds related to the text. To sustain interaction with the storyteller and text for short periods (minutes rather than seconds). To initiate communication of a preference for a desired text, song, event using conventional means of communication e.g. signing, symbols etc. To begin to communicate preferences between familiar people using an intentional means of communicating. To join in singing or reciting parts of poem. To show development of new vocabulary by finding a named object. To begin to communicate consistent responses to co-active exploration of a range of familiar multi- sensory media. To respond to a communicative initiation to show a desire or preference for a particular story, song, object, or activity. To have opportunities to repeat phrases using objects for reference when needed.
Variation	<ul style="list-style-type: none"> To have opportunities to repeat phrases using objects for reference when needed. To have opportunities to indicate a preference i.e. choosing food at lunch time, choosing flavours of drinks at snack time. To participate in singing songs and encouraging others. To participate in activities for learning name i.e. matching, vocalising, repeating. To be able to answer and ask questions about a picture or object. Adult asks a question...child answers, child asks a question about the picture...adult answers. 	<ul style="list-style-type: none"> To have opportunities to repeat phrases using objects for reference when needed. To have opportunities to indicate a preference i.e. choosing food at lunch time, choosing flavours of drinks at snack time. To participate in singing songs and encouraging others. To participate in activities for learning name i.e. matching, vocalising, repeating. To be able to answer and ask questions about a picture or object. Adult asks a question...child answers, child asks a question about the picture, adult answers. 	<ul style="list-style-type: none"> To have opportunities to indicate a preference i.e. choosing food at lunch time, choosing flavours of drinks at snack time. participate in activities for learning name i.e. matching, vocalising, repeating. To be able to answer and ask questions about a picture or object. Adult asks a question...child answers, child asks a question about the picture...adult answers. To name characters and objects in other contexts To follow instructions as part of a game
Maths	<ul style="list-style-type: none"> To thread beads on a rod To take single objects one at a time To retrieve objects from under a cloth, takes object out of a container To join in number rhymes To count when playing with numbers in any order To join in actions in number rhymes To use counting in play situations To begin to use fingers to indicate a number in a song To fill containers with objects To engage in puzzle activities To repeat rote counting to 5. 	<ul style="list-style-type: none"> To count when playing with numbers in any order To help an adult count objects To follow a counting sequence To fill containers with objects To engage in puzzle activities To begin to use fingers to indicate a number in a song To put together two objects that are the same including colour and shape. To match items e.g putting a straw in each drink and identifying that there are too many/fewer/straws/cups etc To ask for more of something with signs or symbols or words To group or sort sets of objects to a single attribute i.e. colour, shape, size or function 	<ul style="list-style-type: none"> To take 'one' in learned situations - e.g. a biscuit. To experience 1:1 correspondence in everyday situations To count when playing with numbers in any order To join in actions in number rhymes To use counting in play situations To explore objects with marked difference in overall size. To help an adult count objects To indicate 'the same' object/picture as one shown To complete a sequence of actions/activities that creates a pattern. To group or sort sets of objects for a single attribute i.e. colour, size, shape or function

	<ul style="list-style-type: none"> To count up to 5 objects To make a set of 5 objects. To compare sets of items ie. Food items on a plate To match items e.g putting a straw in each drink and identifying that there are too many/fewer/straws/cups etc To match equal and unequal sets. To begin to count objects when asked 'how many?' To match numerals and match quantities 5/10 To read numbers to 5/10 	<ul style="list-style-type: none"> To identify the object that does not belong to the set of objects i.e. the odd one out. To begin to sort for a given single criteria. To match a small number of objects (up to 3) using 1:1 correspondence 	<ul style="list-style-type: none"> To engage in puzzle activities To match equal and unequal sets. To begin to count objects when asked 'how many?' To match numerals and match quantities 5/10 To read numbers to 5/10 To follow a counting sequence To select big and little objects on request
Variation	<ul style="list-style-type: none"> To follow a counting sequence To help an adult count objects To ask for more of something with signs or symbols or words To compare two sets of counters (1-5), pointing to the group that is: more/less 	<ul style="list-style-type: none"> To compare two sets of counters (1-5), pointing to the group that is: more/less To continue a simple sequence/pattern of two elements using one criterion i.e. colour, shape, size and rhythm. To copy a simple sequence/pattern of more than two elements using one criterion i.e. colour, shape, size and rhythm. To identify the object that does not belong to either of two sets 	<ul style="list-style-type: none"> To ask for more of something with signs or symbols or words To compare two sets of counters (1-5), pointing to the group that is: more/less To fill containers with objects To repeat rote counting to 5. To count up to 5 objects To make a set of 5 objects. To compare sets of items ie. Food items on a plate To match items e.g putting a straw in each drink and identifying that there are too many/fewer/straws/cups etc
Science	<ul style="list-style-type: none"> To listen to music To join in with songs To press hard objects into soft textures. To copy, clapping and stamping movements modelled from an adult etc. To begin to learn about the human life cycle ie, baby, toddler, child, adult To participate in cooking - smelling and tasting foods. To explore/handle cooking equipment. To mix activities i.e.cooking, mixing ingredients together. To take part in pair games i.e. cup and saucer etc. To scrunch, fold, tearing materials i.e. paper and examining the effects of their actions. To sort objects, they like from ones that they dislike. To play with materials i.e. during art sessions etc. 	<ul style="list-style-type: none"> To participate in cooking - smelling and tasting foods. To touch/feel plants. To collect, plant and water seeds. To collect plants and flowers and observe differences. To match animals to specific habitats i.e. squirrel and tree. To sort healthy/not healthy foods. To participate in cooking - smelling and tasting foods. To complete pouring actions i.e. tipping a container to pour out the water. (Cause and effect Water/sand play) To scrunch, fold, tearing materials i.e. paper and examining the effects of their actions. To identify objects from a silhouette To play with and explore the movements of objects To participate in cooking - smelling and tasting foods. To sort pictures into trees and plants or animals into insects and mammals. To press hard objects into soft textures. 	<ul style="list-style-type: none"> To explore toys or equipment that need to be pushed and pulled to move them. To complete pouring actions i.e. tipping a container to pour out the water. (Cause and effect Water/sand play) To observe different movements at school or at the park i.e. swing, slide and roundabout To sort groups of objects by criteria. To scrunch, fold, tearing materials i.e. paper and examining the effects of their actions. To sort objects according to size. To explore toys or equipment that need to be pushed and pulled in order to activate them To sort objects, they like from ones that they dislike. To play with materials i.e. during art sessions etc. To participate in cooking - smelling and tasting foods. To explore/handle cooking equipment. To mix activities i.e. cooking, mixing ingredients together
Variation	<ul style="list-style-type: none"> To sort groups of objects by criteria. To explore toys or equipment that need to be pushed and pulled to move them. To complete pouring actions i.e. tipping a container to pour out the water. (Cause and effect Water/sand play) To observe different movements at school or at the park i.e. swing, slide and roundabout 	<ul style="list-style-type: none"> To begin to learn about the human life cycle ie, baby, toddler, child, adult To sequence life cycles of animals i.e. butterfly and plants. To put plants in the dark and observe the effects. To look at and observe photos of their selves and others To sort plants/flowers/animals to a criterion on the movement of animals 	<ul style="list-style-type: none"> To press hard objects into soft textures. To copy, clapping and stamping movements modelled from an adult etc. To begin to learn about the human life cycle ie, baby, toddler, child, adult To explore different sources of light and sound
PE	<ul style="list-style-type: none"> To explore different movements and be close to people creating different movements To roll/pass a ball. To take part in sensory activities i.e. blowing bubbles and popping them To engage in cause and effect games following adult and peer modelling To participate in PE and playtime sessions that require the use of cause and effect equipment i.e. a ball and skittles To follow instructions using visual and physical prompts i.e. 'Name jump' To participate in movements to music. To participate in movement activities across indoor and outdoor environments. To take part in throwing and catching activities. To pass, kick and roll a ball to a peer 	<ul style="list-style-type: none"> To explore different movements and be close to people creating different movements To imitate/copy patterns of movements. To use a choosing board to make a choice of which equipment to use. To participate in PE and playtime sessions that require the use of cause and effect equipment i.e. a ball and skittles To follow instructions using visual and physical prompts i.e. 'Name jump' To participate in movements to music. To match equipment to photographs. To explore large pieces of PE equipment i.e. climbing apparatus. To collect specific equipment when requested to do so using visual prompts. 	<ul style="list-style-type: none"> To imitate/copy patterns of movements. To roll/pass a ball. To participate in movements to music. To explore large pieces of PE equipment i.e. climbing apparatus. To use a choosing board to make a choice of which equipment To participate in movement activities across indoor and outdoor environments. To take part in throwing and catching activities To explore different movements and be close to people creating different movements To collect specific equipment when requested to do so using visual prompts. To pass, kick and roll a ball to a peer To match equipment to photographs. To participate in PE and playtime sessions that require the use of cause and effect equipment i.e. a ball and skittles

Variation	<ul style="list-style-type: none"> To imitate/copy patterns of movements. To explore large pieces of PE equipment i.e. climbing apparatus. To use a choosing board to make a choice of which equipment to use. To match equipment to photographs. To collect specific equipment when requested to do so using visual prompts. 	<ul style="list-style-type: none"> To participate in movement activities across indoor and outdoor environments. To take part in throwing and catching activities. To pass, kick and roll a ball to a peer 	<ul style="list-style-type: none"> To take part in sensory activities i.e. blowing bubbles and popping them etc To engage in cause and effect games following adult and peer modelling To follow instructions using visual and physical prompts i.e. 'Name_jump' 			
PSHRE	<ul style="list-style-type: none"> To interact with familiar people. To hang up coat and book bag at school etc. To follow procedures for playtime, lunchtime, and home time. To be able to follow a visual timetable. To co-operate at toilet/dressing/feeding times. To participate in snack time communicating preferences and sitting in correct place To explore/handle familiar personal belongings To participate in small group activities. To vocalise and gesture choices to familiar people To attend adult led group activity. To be able to make a choice between activities. 	<ul style="list-style-type: none"> To vocalise and gesture choices to familiar people To attend adult led group activity. To be able to make a choice between activities. To participate in snack time communicating preferences and sitting in correct place To participate in small group activities. To be able to participate in an activity when requested to do so To be able to sort activities - likes and dislikes. To be able to take part in matching activities - feelings. To be able to act as a role model for others to copy. 	<ul style="list-style-type: none"> To vocalise and gesture choices to familiar people To be able to participate in an activity when requested to do so Opportunities to participate in exchanging activities. Stroking/shaking religious artefacts. To be able to follow a visual timetable To interact with familiar people. To explore/handle familiar personal belongings To be able to take part in matching activities - feelings. To join in with assemblies To be able to make a choice between activities. 			
Variation	<ul style="list-style-type: none"> To be able to sort activities - likes and dislikes. To be able to take part in matching activities - feelings. To be able to act as a role model for others to copy. To be able to participate in an activity when requested to do so 	<ul style="list-style-type: none"> To participate in turn taking activities To work in small groups within class To co-operate at toilet/dressing/feeding times. To explore/handle familiar personal belongings 	<ul style="list-style-type: none"> To co-operate at toilet/dressing/feeding times. To participate in snack time communicating preferences and sitting in correct place To be able to act as a role model for others to copy. To hang up coat and book bag at school etc. To follow procedures for playtime, lunchtime, and home time. 			
Art & Design	<ul style="list-style-type: none"> To explore and feel a range of materials and textures To participate in pressing, rolling, pinching movements whilst manipulating materials i.e. clay. To mark make with a range of writing materials on range of surfaces To touch/ explore art materials i.e putting hands in wet paint To participate in art group repeating some activities such as cutting, sticking, drawing, colouring etc To play with materials to change shape i.e. manipulating paper by tearing, scrunching etc To use scissors safely To use glue to attach something together 	<ul style="list-style-type: none"> To play with materials to change shape i.e. manipulating paper by tearing, scrunching etc To use scissors safely To use glue to attach something together To participate in pressing, rolling, pinching movements whilst manipulating materials i.e. clay. To touch/ explore art materials i.e putting hands in wet paint To follow associated routines e.g. get aprons, paint brushes To participate in art group repeating some activities such as cutting, sticking, drawing, colouring etc To mark make with a range of writing materials on range of surfaces To provide opportunities for art skills i.e. cutting, sticking etc. To create pictures, models, collages etc using a range of materials i.e. paint, paper, glitter etc. To be able to match tools with the correct activity i.e. looking for/collecting scissors when required to cut 	<ul style="list-style-type: none"> To use different equipment to cause an effect i.e. mark making with a range of writing materials on a range of surfaces i.e. pencil and paper, chalk and chalk board, pen and whiteboard. Also scissors to cut and glue to stick etc. To explore materials by tearing, squashing, mixing or bending materials To use appropriate equipment when cooking i.e choosing a spoon when needing to mix ingredients. To copy adults in the creating process one step at a time i.e. 'my etc To 'play with materials' to change shape i.e. manipulating paper by tearing, scrunching etc. To encourage child to copy actions with minimal support To touch/ explore art materials i.e putting hands in wet paint To participate in art group repeating some activities such as cutting, sticking, drawing, colouring etc To participate in pressing, rolling, pinching movements whilst manipulating materials i.e. clay. To copy simple patterns with different construction materials i.e. following adult modelling and use of physical and supported prompting. To explore different materials and joining materials together using glue etc. 			
Variation	<ul style="list-style-type: none"> To be able to match tools with the correct activity i.e. looking for/collecting scissors when required to cut To copy adults in the creating process one step at a time i.e. 'my turn, your turn' etc To follow associated routines e.g. get aprons, paint brushes To explore materials in a more complex way i.e. making stroking and circling movements with a paint brush, putting paint onto a roller, folding, shaking papers of different colours and quantities 	<ul style="list-style-type: none"> To be able to match tools with the correct activity i.e. looking for/collecting scissors when required to cut To copy adults in the creating process one step at a time i.e. 'my turn, your turn' etc To explore materials in a more complex way i.e. making stroking and circling movements with a paint brush, putting paint onto a roller, folding, shaking papers of different colours and quantities To explore and feel a range of materials and textures To copy adults in the creating process one step at a time i.e. 'my turn, your turn' etc 	<ul style="list-style-type: none"> To explore creative materials with hands To be able to match tools with the correct activity i.e. looking for/collecting scissors when required to cut To follow associated routines e.g. get aprons, paint brushes To explore materials in a more complex way i.e. making stroking and circling movements with a paint brush, putting paint onto a roller, folding, shaking papers of different colours and quantities. To mark make with a range of writing materials on range of surfaces 			
Trips	Trips to Westfield/ shopping/ party	Flip out London/ Cookie island	Discover story centre Stratford/ Stratford library	Newham City Farm	Brampton Park	Olympic Park

