



Learning Hub Curriculum Map 2021-22

Term/ class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Core texts</u>	<ul style="list-style-type: none"> Kipper's birthday – Mick Inkpen So much – Trish Cooke Whatever next – Jill Murphy 	<ul style="list-style-type: none"> Five minute's peace – Jill Murphy Peace at last – Jill Murphy The Snowman – Raymond Briggs 	<ul style="list-style-type: none"> Dear Zoo – Rod Campbell Owl Babies – Martin Waddell Brown bear – Eric Carle 	<ul style="list-style-type: none"> Brown bear – Eric Carle (1 week) Mr Wolf's Pancakes - Jan Fearnley(week 2) The Very Hungry Caterpillar – Eric Carle Handa's Surprise – Eileen Browne 	<ul style="list-style-type: none"> Little red hen – Eric Carle The tiny seed – Eric Carle Jasper's beanstalk – Nick Butterworth 	<ul style="list-style-type: none"> We're going on a bear hunt – Michael Rosen The train ride – June Crebbin Hooray for fish – Lucy Cousins Maisy goes on holiday – Lucy Cousins
<u>Writing</u>	<ul style="list-style-type: none"> To enjoy drawing freely To be able to draw lines or shapes To be able to form recognisable letters To be able to sound out words To add some marks to their drawing To make marks to represent their name To write the grapheme when they hear the sound To be able to sound out word when writing To talk about the marks they have written To say sentences out loud and then write them down To be able to plan their own sentence out loud To write a short caption or phrase 		<ul style="list-style-type: none"> To be able to draw lines or shapes To make marks to represent their name To be able to form recognisable letters To join sentences using 'and' To leave spaces between words To enjoy drawing freely To add some marks to their drawing To plan sentences before start writing To write a short caption or phrase To begin to use capital letters and full stops To talk about the marks they have written To write the grapheme when they hear the sound To be able to sound out word when writing To write sentences using present tense correctly To say sentences out loud and then write them down 			
<u>Reading</u>	<ul style="list-style-type: none"> To join in with rhymes To repeat familiar words and phrases To be able to turn pages in a book To point to a character or object when asked about it To sing rhymes when playing To say the sounds of some of the letters of the alphabet To blend words together with support To recall a story To enjoy sharing a book with an adult To sequence events To talk about the main events of the story 		<ul style="list-style-type: none"> To join in with rhymes To repeat familiar words and phrases To be able to say the sounds to graphemes To blend sounds in unfamiliar words To be able to turn pages in a book To point to a character or object when asked about it To enjoy sharing a book with an adult To recall a story To explain what has happened in a book they have read To say the sounds of some of the letters of the alphabet To blend words together with support To sing rhymes when playing To talk about the main events of the story To recount a sequence of events To sequence events To answer questions about a book To be able to sound out unknown words 			
<u>Communication and Language</u>	<ul style="list-style-type: none"> To communicate using gestures or simple words To enjoy listening and joining in with stories and rhymes To follow simple instructions around daily routine To choose activities. To interact with familiar people. To join in with stories/rhymes/actions. To explore/engage with puppet characters To look at and copy facial expressions To listen to and respond to a simple instruction To focus on an activity of their own choosing To participate in activities for learning names ie. Matching, vocalising, repeating To be able to answer and ask questions about a picture or object To listen to simple stories and understand what is happening using the pictures To take turns in interactions with familiar people To understand and ask who, 'what' and 'why' questions To understand and follow two word instructions To persist for prolonged period of time at an adult led task 		<ul style="list-style-type: none"> To join in with stories/rhymes/actions. To explore/engage with puppet characters To look at and copy facial expressions To follow simple instructions around daily routine To participate in activities for learning name i.e. matching, vocalising, repeating. To focus on an activity of their own choosing To listen to and respond to a simple instruction To communicate using gestures or simple words To start a conversation with an adult or friend To persist for prolonged period of time at an adult led task To be able to answer and ask questions about a picture or object To have opportunities to repeat phrases using objects for reference when needed To use longer sentences of four or six words To take turns in interactions with familiar people To understand and follow two word instructions To understand and ask who, 'what' and 'why' questions 			

<u>Maths</u>	<p>Number</p> <ul style="list-style-type: none"> Introduce number Counting in order <p>Adding</p> <ul style="list-style-type: none"> Adding + 1 (money) <p>Subtracting</p> <ul style="list-style-type: none"> One less - 1 (money) 	<p>Number correspondence</p> <ul style="list-style-type: none"> Match numbers with objects <p>(Shape identification)</p> <p>More/less</p> <ul style="list-style-type: none"> Identify more/less or equal <p>Patterns</p> <ul style="list-style-type: none"> Patterns repeated patterns wrapping paper <p>Shape task using snowman theme</p>	<p>Time</p> <ul style="list-style-type: none"> Introduce time Sequencing time <p>Focus on o'clock</p> <p>Number bonds</p> <ul style="list-style-type: none"> Number bonds to 5/10 <p>Subtracting</p> <ul style="list-style-type: none"> To be able to subtract single digit numbers 	<p>Adding</p> <p>To be able to add single digit numbers</p> <p>Doubling</p> <ul style="list-style-type: none"> To learn what doubling means To double numbers to 10 <p>Halving</p> <ul style="list-style-type: none"> To recognise and find half of an equal object To find half of an amount 	•	•
<u>Science</u>	<p>Ourselves Parts of the body</p> <ul style="list-style-type: none"> To be able to match/name parts of the body To be able to identify main parts of the body <p>Ourselves Senses</p> <ul style="list-style-type: none"> To use senses to explore materials <p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<p>Weather – seasons</p> <p>observe changes across the four seasons</p> <p>Guide children's understanding by draw children's attention to the weather and seasonal</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons</p> <p>Light and dark</p> <p>Oscar and the Moth – Geoff Waring</p> <p>Investigate shadows. To explore how you can shine light through some materials, but not others.</p> <p>Scientific enquiry Changes/ melting & freezing</p> <p>talk about the differences between materials and changes they notice</p> <p>Cooking – combining different ingredients, and then cooling or heating (cooking) them talk about the differences between materials and changes they notice. Observe and interact with natural processes, such as ice melting,</p>	<p>Animals</p> <ul style="list-style-type: none"> To name animals To understand basic needs of animals To identify and name a variety of common animals that are carnivores, herbivores and omnivore <p>Habitats</p> <ul style="list-style-type: none"> To identify and name a variety of animals in their habitats, To identify and name a variety of plants and animals in their habitats, including microhabitats <p>Animals and Habitats</p> <ul style="list-style-type: none"> To notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words To observe the natural world and encourage how animals behave differently 	<p>Hygiene</p> <ul style="list-style-type: none"> To learn the importance of hygiene Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. - having a good sleep routine sleep. <p>Healthy eating</p> <ul style="list-style-type: none"> To talk with children about healthy eating To learn about a healthy diet To find out about food groups and design own meal <p>Exercise</p> <ul style="list-style-type: none"> To talk with children about regular physical activity, exercise, To learn how to keep bodies healthy To know what humans need to stay healthy 		•
<u>PSHRE</u>	<p>Self-Awareness</p> <ul style="list-style-type: none"> Me, who I am, my likes, dislikes, strengths and interests 	<p>Self-Care, Support and Safety</p> <p>Looking after myself and keeping safe; aspects of Relationships and Sex Education.</p>	<p>Managing Feelings</p> <ul style="list-style-type: none"> Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education 	<ul style="list-style-type: none"> Changing and Growing <p>How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education</p>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> Being and keeping healthy, physically and mentally 	<p>The World I Live In</p> <ul style="list-style-type: none"> Living confidently in the wider world
<u>Trips</u>	Trips to Westfield/ shopping/ party	Flip out London/ Cookie island	Discover story centre Stratford/ Stratford library	Newham City Farm	Brampton Park	Olympic Park

