

Teaching and Learning

EYFS Curriculum Overview 2021-2022

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Down on the Farm	Let's Celebrate	Just Imagine	Rumble in the Jungle	Dinosaurs	All Around the world
Enrichment	Visit to Swithern's Farm	Wedding at Holy Cross Church	Theme Day Panto	Ledston Woods		
Theme Days			Snowman character visit from the library		Explorer Theme Day	Theme Day/Food Tasting
PSED	<ul style="list-style-type: none"> Learning to follow the school rules and routines. Talk about own family Sharing and taking turns. To become confident to use the areas independently. To enter the setting independently. Express own feelings 	<ul style="list-style-type: none"> Share likes and dislikes with the class. Listen well in small groups. Create a meal with a range of healthy food types How do we keep safe on bonfire night? Responding appropriately during play Talking about how we celebrate different events 	<ul style="list-style-type: none"> Sharing and turn taking. Building confidence to share our opinions about favourite vehicles/ places. Beginning to negotiate to solve problems- How will we travel to...? Talk about own and others strengths 	<ul style="list-style-type: none"> Beginning to negotiate to solve problems independently. Playing group games from other cultures. Confidence when Speaking in front of the class. Sharing opinions on different foods from around the world? Talk about how characters may feel 	<ul style="list-style-type: none"> Beginning to negotiate to solve problems independently Playing group games. Confidence when Speaking in front of the class- sharing dinosaur facts. Have confidence when trying new activities- E.g. fossil finding, dinosaur stomp 	<ul style="list-style-type: none"> Co-operate and solve problems with others when playing group games. Explain own knowledge and understanding. Ask appropriate questions. Transition into year 1- meeting new Teachers. Moving on- sharing worries.

		<p>such as a wedding, Christmas and Hanukah- How do other people celebrate these? How do people from other countries/cultures celebrate these?</p>				
CL	<ul style="list-style-type: none"> • Listen to farm poems, rhymes and songs in small groups • To explore the meaning of and use new farm vocabulary in their play • To respond to simple two step instructions • Discuss main events and key characters from stories 	<ul style="list-style-type: none"> • Retelling experiences and special events. • Describing what happens during different special events and learning & using new vocabulary. • Answering how and why questions related to special times/events. • Talk about events feelings, main characters and where a story is set. 	<ul style="list-style-type: none"> • Participate in small group discussions, offering their own ideas • Talk to others about how to solve problems • Sing a few familiar songs in a small group • Say how they feel about stories and poems, what parts of the story they liked or disliked • Answers questions from peers, showing an understanding of what has been asked • Join in with or initiate pitch changing call-and-response songs • Can recall poems, stories and rhymes • Listen to and respond to ideas on how to solve problems • Learns new vocabulary demonstrating their understanding of the vocabulary by 	<ul style="list-style-type: none"> • Describe and retell past, present and future events in one sentence using a connective and tenses • Retell stories in the correct sequence, they draw on language patterns of stories. • Identify favourite characters, events, or settings and talk about why they are their favourite • Use taught vocabulary to talk about what they see in an image (non-fiction book) Share thought processes with a friend • Listen to and understand what has been taught in non-fiction books • Ask questions to find out information based on their own fascinations and interests 	<ul style="list-style-type: none"> • Practise possible conversations between characters • Respond to others (what they hear) with relevant questions • Learns new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts • Can hold a conversation taking into account what others have said before responding appropriately and continue for many turns • Participate in small group discussions, offering their own ideas, using recently 	<ul style="list-style-type: none"> • Can show good listening skills in a large group, e.g. assembly or pantomime • Understands the features of a non-fiction book, i.e. contents and index • Can recall a range of poems, stories and rhymes • Use and understand a wide range of vocabulary • Use talk such as 'so that, because, I think, you could, it might be' to explain how things happen and why things work • Talk about the words that they sing • Act out stories through role play activities

			using it in a range of contexts		<p>introduced vocabulary</p> <ul style="list-style-type: none"> Describe past, present and future events in some detail using a range of connectives and correct tense Sing/retell a range of nursery rhymes/poems independently 	<p>and use appropriate vocabulary</p> <ul style="list-style-type: none"> Recall the main points in a text in the correct sequence, using their own words and including new vocabulary Share thought processes in a group
PD	<ul style="list-style-type: none"> Develop the skill of lining up and queuing, e.g. leaving a space between each person Kicking and stopping a large ball from a partner Changes speed and direction when moving in a variety of ways Complete own obstacle courses that involve movements such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion Practise moving in a variety of 	<ul style="list-style-type: none"> Travel on a balance bike and other wheeled resources such as a skateboard with confidence and good control Practises lifting and stacking large construction materials safely Remember sequences and patterns of movements (skip, stamp, jump and clap) to music and rhythm Can balance on two feet after a range of movements Carries resources safely up and down slopes Uses some language to describe movement and direction 	<ul style="list-style-type: none"> Line up and wait with patience Bounce balls of different size back and forth to a partner, e.g. ping pong ball, balloons, beach balls and tennis balls Complete own obstacle courses that involve changes of speed and direction and movements such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion Know a range of activities to promote good moods which impacts on overall health and wellbeing Understands the importance of a good sleep routine which impacts on 	<ul style="list-style-type: none"> Carry resources safely up and down steps Uses language to talk about movement and direction Create sequences and patterns of movements to music and rhythm Complete games such as tig and four corners to refine movement skills Lifts and stacks large construction materials safely Balance on a range of surfaces such as grass, bark and earth Balance on different body parts, e.g. two hands an one foot Understands the importance of a sensible amount of 'screen time' which impacts on overall health and wellbeing Children will form some capital letters correctly 	<ul style="list-style-type: none"> Successfully participate in ball games in a group Confidently climb and complete a fitness trail Consider others when travelling to negotiate space Use core muscle strength to achieve good posture when sitting at a table comfortably to write fluently Move in a variety of ways with confidence such as, rolling, hopping, skipping, jumping, running and climbing Correctly uses language to describe direction to a partner 	<ul style="list-style-type: none"> Start to ride a two wheeled bike Create and perform with others sequences and patterns of movements to music and rhythm Use play equipment safely and confidently to spin, rock, tilt, fall, slide and bounce. E.g. this could be a trip to the park which also supports being a safe pedestrian Balance on one leg Confidently balance on play a range of play equipment Understands how to be

	<p>ways such as, rolling, hopping, skipping, jumping, running and climbing</p> <ul style="list-style-type: none"> • Move wheeled resources such as prams, pushchairs, wheelbarrows and sack carts with good control around bends and over and down slopes • Use the toilet independently and is dry throughout the day • Washes and dries hands independently after the toilet, before eating snack and at lunch time • Use a knife and fork independently for mealtimes • Access milk, water and snack independently • Notices and talks about the changes that happen to their bodies when exercising 	<ul style="list-style-type: none"> • Create a meal with a range of healthy food types and talk about their choices • Can explain how and why they have to look after their teeth • Can talk about food and drink that can damage their teeth • Can sort images of food and drink that can damage their teeth • Children draw what they have seen, heard and experienced to represent their observations and developing knowledge • Can copy letters and start to write the initial sounds of words • Holds all mark making tools in a tripod grip and with good control • Move and rotate lower arms and wrists independently • Small motor skills are becoming refined and developed through activities such as threading beads, malleable materials, small 	<p>overall health and wellbeing</p> <ul style="list-style-type: none"> • Use tools safely and with good control e.g. scissors, tweezers, clay/dough tools, pipettes, brushes, knives and construction kits 	<ul style="list-style-type: none"> • Children will accurately form lowercase letters taught (RWI) when independently writing 	<ul style="list-style-type: none"> • Challenge themselves to run faster, jump further and climb higher • Eat with good manners in a group, being considerate to others • Understand how to safely cross a road, e.g. always hold their grownups hand, find a safe place to cross the road • Understands the importance of staying on the pavement • Knows how to stop quickly when scootering and cycling 	<p>sensitive to other pedestrians</p> <ul style="list-style-type: none"> • Children will form most lowercase and capital letters correctly when writing independently • Letter formation is automatic, fluent and efficient • Use one handed tools effectively and for a purpose e.g. scissors, paintbrushes and knives and forks
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		world toys, woodwork, sewing and dancing with scarves				
Literacy	<ul style="list-style-type: none"> Children learn new vocabulary and demonstrate their understanding of the vocabulary by using it in a range of contexts Children engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Children will be able to recognise and read the majority of set 1 single letter sounds Children will be able to orally blend sounds together and will be beginning to attempt to segment and blend CVC farm animal words Children will write their first name and some letters from their surname independently using correct letter formation and accurate capital letters 	<ul style="list-style-type: none"> Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences. Children will be able to read on sight the exception words: I, of, my, to, the, no. Children will apply phonic knowledge to accurately record the initial and end sounds in words by writing lists, labels and simple CVC words such as firework words, party food lists... 	<ul style="list-style-type: none"> Children continue to learn new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts Children predict and anticipate key events based on illustrations, story content and title. Children understand the structure of a non-fiction book is different to a fiction book. Children retell stories in the correct sequence, they draw on language patterns of stories. Children will be secure recognising and reading all initial letter sounds 	<ul style="list-style-type: none"> Children say how they feel about stories and poems, what parts of the story they liked or disliked They can identify favourite characters, events, or settings and talk about why they are their favourite. Independently access the features of a non-fiction book. Children will be able to recognise and read the special friends th/sh/ch/ng/nk/qu. Children will be able to segment and blend to read words with 3 and 4 letter sounds. Children will be able to read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no. 	<ul style="list-style-type: none"> Children will accurately form lowercase letters taught (RWD) when independently writing Children will apply phonic knowledge to accurately record all the sounds in CVC and CVCC words and will make plausible attempts to spell some high frequency words when writing for a range of purposes including lists, labels, short captions, phrases and simple sentences 	<ul style="list-style-type: none"> Children will form some capital letters correctly Children will plan, through discussions, what they want to write Children will show some awareness of using capital letters, finger spaces and full stops
Mathematics	<ul style="list-style-type: none"> Counts objects, actions and sounds to 10 	<ul style="list-style-type: none"> Records quantities using tallies and dots 	<ul style="list-style-type: none"> Counts objects, actions and sounds to 15 	<ul style="list-style-type: none"> Subtraction facts to 5 (using resources) 	<ul style="list-style-type: none"> Count objects to 20 	<ul style="list-style-type: none"> Recognise numbers to 20

	<ul style="list-style-type: none"> • Represents numbers on fingers to 5 (without having to count) • Say how many objects there are in total, e.g. 1, 2, 3, 4, 4 cars (cardinal principle to 10) • Children to understand and find practically the composition of a number from 2-4, e.g. 1+1=2 (part-whole method) • Count out up to 7 objects from a larger group (knowing when to stop) • Links numerals and amounts to 10 • Recite numbers to 15 • To notice and copy patterns ABAB • Explore and use language to describe weight, e.g. heavy and light • Explore practically and use vocabulary such as long, short and tall to describe length • Explore capacity using language such 	<ul style="list-style-type: none"> • Recognise numbers to 10 • Explore number bonds to 5 (using resources) • Subitise – children to recognise quantities in familiar patterns to 5 • Find doubling facts to 6 with resources • Name and use mathematical terms to describe 3D shapes • Sort odd and even numbers to 10 • Make comparisons between groups of objects and use words such as more than, less than and fewer Eg comparing amounts of party food on different plates 	<ul style="list-style-type: none"> • Record quantities using number cards • Write numbers to 10 • To say how many objects there are in total, e.g. 1, 2, 3, 4, 4 cars (cardinal principle to 15) • Count out up to 10 objects from a larger group (knowing when to stop) • Subitise – children to recognise quantities in familiar patterns to 7 • Children to represent number on fingers to ten (can count past 5 for support) • Recite numbers to 20 • Copy and continue patterns ABB • Order items by weight and use comparative language such as “This is heavier than that.” • Order 3 items by length/height using words to describe the length of the objects • Construct 3d shapes – naming the shapes they have used and created, e.g. using sticks and sweets 	<ul style="list-style-type: none"> • Doubling facts to 10 (using resources) • Number bonds to 10 (using resources) • Links numerals and amounts beyond 10 • Children to understand and find practically the composition of a number from 5-7, e.g. 1+4=5, 4+1+5 (part-whole) • Recognise numbers to 15 • Fill containers to full, half full and empty, ordering containers by capacity using comparative language • Compose and decompose shapes in different ways, e.g. through folding paper, printing or shadow play • Recognise odd and even numbers to 20 • Use the words more than, less than, fewer, equal to and same as when comparing quantities Use resources such as staircase patterns to find one more and one less than a number 	<ul style="list-style-type: none"> • Counts objects, actions and sounds to 20 • Say how many objects there are in total, e.g. 1, 2, 3, 4, 4 cars (cardinal principle to 20) • Subitise – children to recognise quantities in familiar patterns to 10 • To record quantities through tallies, dots, number cards and writing numerals • Children to represent number on fingers to ten (without counting) • Recite numbers beyond 20 • Create and continue patterns, e.g. ABBC • Use non-standard measures to compare weight, can children estimate how heavy/light an object would be? • Estimate in non-standard measures how long/short objects are and measure to check 	<ul style="list-style-type: none"> • Automatically recall some number bonds to 10 • Automatically recall subtraction facts to 5 • Automatically recall doubling facts to 10 • Links numerals and amounts to 15/20 • Children to understand and find practically the composition of a number from 8-10 (part-whole method) • Fill the missing odd and even number to 20 • Share objects equally • Notice mistakes when sharing, correcting to make this fair • Say a number that is one more or one less than a number to 10 • Write number sentences to show one more/one less
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	<ul style="list-style-type: none"> as empty, half full and full Name and use mathematical terms to describe 2D shapes 				<ul style="list-style-type: none"> Estimate which container holds the most water, e.g. "What if we pour the jugfull into the teapot?" To look at nets of shapes, e.g. 2d shapes built together to make a 3d shape 	
UW	<ul style="list-style-type: none"> Develop their understanding of the passing of time by secure their knowledge of the days of the week, including knowing Saturday and Sunday are weekend days. Can talk about past and present events in their own life Talk about members of their immediate family and community, they know why these people are important to them and are showing a developing understanding of how broad the term family is Talk about special events and times for 	<ul style="list-style-type: none"> Beginning to name the months of the year, children know the month their birthday is in Know which months are in the season of Autumn and Winter Talk about things they did over a period of time to support their developing understanding of chronology and the passing of time, for example they talk about what they did at the weekend, yesterday, this morning Beginning to suggest reasons for why life was different in the past, for example when looking at lights they are developing an understanding 	<ul style="list-style-type: none"> Know which months are in the season of Spring and Summer and have retained which months are in Autumn and Winter Beginning to order familiar events on a simple 'timeline' for example key events from a familiar historical story Draw on their knowledge of past and present and their developing observational skills when looking at primary and secondary sources to describe why people's lives were different in the past. For example when looking at images of houses of time they can talk about the changes in building materials, lighting, having an indoor toilet. Recount an event, 	<ul style="list-style-type: none"> Children have learnt about a figure from the past and with visual prompts can recall key information about the figure When comparing two images of the same familiar situation, one from the past and one from the present, children are beginning to comment on the similarities and differences between the images Compare and contrast characters from stories, including figures from the past they have learnt about for example when learning about the changes in transport overtime they can recount Neil Armstrong walking on the moon Understand and respect that other people may be good at different things 	<ul style="list-style-type: none"> Can name, in order the days of the week, they know Monday is the first day of the school week, Friday is the last and that Saturday and Sunday are weekend days Know there are 12 months in a year and can name the majority of Months in order. Know which month their birthday is in and can discuss which months of the year are in each season. Order familiar events on a simple 'timeline' for example key events from a familiar historical story Understand that different people 	<ul style="list-style-type: none"> Comment on images from the past and present using expected chronological vocabulary accurately Can describe reasons why people's lives were different in the past. Can sort artefacts into old and new. Compare and contrast characters from stories, including figures from the past. They can recount an event, describe a character/key figure through discussion, simple images, mark making and role play

	<p>their family linked to Past and Present</p> <ul style="list-style-type: none"> • Beginning to know some similarities and differences between the past and now • Know that other people have different likes and dislikes to their own • Developing an understanding of special places – they know Christians place of worship is called a church • Explore the natural world around them, they record what they have seen, heard and experienced through drawing pictures and making marks to represent their observations and developing knowledge • Learn about the seasonal changes from autumn to winter observing and commenting on the changes in 	<p>that in the past lights were not electric, they used candles as electricity had not been invented</p> <ul style="list-style-type: none"> • When talking about images from the past and present children are beginning to use chronological vocabulary accurately for example past and present • Recognise that people have different beliefs and celebrate special times in different ways – see calendar of festivals and celebrations • When observing the changes in the natural environment children use and applying taught tier 3 vocabulary Complete investigations developing their experiences of working scientifically. For example linked to the seasons and the weather children could 	<p>describe a character/key figure through discussion, simple images, mark making and role play</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Build on their knowledge that people have different beliefs and celebrate special times in different ways – see calendar of festivals and celebrations • Use tier 3 vocabulary in the correct context • Develops an understanding of special places – they know Christians place of worship is called a church and Jewish people's special place is called a synagogue – linked to prior learning Hanukah • Continue to explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> • Talk about what they are good at as well as what their friends are good at • Talk about the lives of people around them and their roles in society • They learn about key influential people such as Maya Angelo and can talk about why they are role models/influential • Recognise some environments are different to the one in which they live in, they can talk about different environments they have learnt about for example a desert being hot and dry • Compare and contrast two different counties using geographical vocabulary • Tier 3 vocabulary taught is used accurately in discussions and play • Continue to develop their understanding of conducting scientific investigations, in the context of the class topic and interests • Develop an understanding of making a simple prediction • They can talk about similarities and differences between different 	<p>have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p> <ul style="list-style-type: none"> • Can talk about celebrations that are important to their family and to other people in their community • Can draw information from a simple map • Understand that some places are special to members of their community, they demonstrate their knowledge through discussions, drawing pictures, mark making/simple sentences as well as in play • Understand the important processes and changes in the natural world around them – they can talk about the changes in the seasons using appropriate taught vocabulary accurately. • Understand the effect of 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways, they reflect on the different celebrations and festivals they have learnt about recalling key facts and vocabulary. • Recognise some similarities and differences between life in this country and life in other countries • Use their observations to classify the minibeasts found • Complete scientific investigations, they have developed an understanding of making a simple prediction and drawing a conclusion from their findings • Make links to learning about the seasons and can talk about snow and icy in winter and what happens when the weather
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	<p>the environment around them</p>	<p>collect how much rain water falls every day for a week which would provide them with the opportunity to measure accurately, record result in a simple time and make comparisons between days using language</p>	<ul style="list-style-type: none"> • Continue to develop their understanding of seasonal changes making observations of the natural environment. • Understands the purpose of the seasonal changes they are seeing, for example the blossom on the apple trees before the fruit grows 	<p>environments e.g. Children learn about an environment that are in contrast to their local environment, for example deserts and the arctic.</p>	<p>changing seasons on the natural world around them</p> <ul style="list-style-type: none"> • Can talk about changes in state in the context of their everyday life, for example they know an ice lolly will melt when left in the sun, • Describe what they see, hear and feel whilst outside using tier 3 vocabulary accurately • Explore the natural world around them by completing investigations and observations, for example minibeast hunts 	<p>becomes warmer.</p> <ul style="list-style-type: none"> • Use simple scientific equipment, such as magnifying glasses to observe minibeasts found in the outside environment
EAD	<ul style="list-style-type: none"> • Show an understanding of adding white and black to colours to make darker or lighter tone when painting • Mix colours using a range of painting materials e.g. powder paint, ready mixed paint, water colours, food colouring, poster paint... 	<ul style="list-style-type: none"> • Plan what they are going to create and decide which materials they are going to use to express them • Use tools safely e.g use scissors cautiously and slowly • Identify art in nature and create natural collages and transient art • Use resources in imaginative play 	<ul style="list-style-type: none"> • Children begin to use simple step by step colour mixing prompts e.g. (yellow+blue=green) • Children to explore a range of different joining materials e.g. split pins, PVA glue, glue dots, tacky glue, sellotape, double sided tape, masking tape, blu tack • Use some words independently linked to describing music, e.g. "It 	<ul style="list-style-type: none"> • Children to mix colours for a purpose e.g. to match the colours they see and want to represent. • Use tools effectively e.g. hold scissors correctly, apply glue only where they are going to stick, wash brush between colour mixing... • Cut along different lines with care and accuracy • Sing a few familiar songs in a small group 	<ul style="list-style-type: none"> • Children share creative ideas and plan together • Discuss problems and explore ways to fix them e.g. use sellotape if glue isn't holding a model. • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their 	<ul style="list-style-type: none"> • Children work with each other to make amendments and improve creations • Children talk about what went well in the making process • Suggest what they would change on their model • Discuss changes that they can hear in music, e.g. speed and volume

	<ul style="list-style-type: none"> Children select appropriate tools for their purpose e.g. scissors for cutting, glue to attach. Discuss what they are going to make and which materials they are going to use when constructing-explain why. To sit and listen to a short piece of music to the end Children to be able to sing 8 nursery rhymes Use some everyday words linked to describing music Use props to support role play 	<p>to create own resources and encourage imagination</p> <ul style="list-style-type: none"> Copy pitch through song and games Listen to different genres of music, e.g. folk music Watch dance and performance arts, live and through a range of ICT 	<p>sounds like giants footsteps.”</p> <ul style="list-style-type: none"> Talk about how music makes them feel Talk about how dance makes them feel Uses costumes and props related to dance and performance arts to incorporate into pretend play 	<ul style="list-style-type: none"> Discuss which roles they will play when acting out developing stories in role play Join in with or initiate pitch changing call-and-response songs 	<p>own words. Discuss children’s responses to what they see.</p> <ul style="list-style-type: none"> Visit galleries and museums to generate inspiration and conversation about art and artists Notice repetitive patterns in music Talk about differences between two pieces of contrasting music Use a range of words to describe music, e.g. light, heavy, gentle, happy, sad Sing a few familiar songs independently 	<ul style="list-style-type: none"> Solve conflicts during imaginative group role play Change their pitch appropriately when singing, e.g. round robin 1, 2, 3, 4, 5, 6 (pitch getting higher with each number) Retell/act out a familiar story in a small group Sing/retell a range of nursery rhymes/poems independently
Links/Rhymes/Texts	<p>Non Fiction books about Autumn & Harvest, Scarecrows wedding Owl babies Farmyard Hullabaloo Muddle Farm Oi frog/oi dog What the ladybird heard A squash and a squeeze Cows in the kitchen Farmer duck Rosies Walk (maths) One fox (maths)</p>	<p>Non Fiction books about celebrations & Winter , Lost and found, Stick man A letter to father Christmas, Jesus’s Christmas party How to catch a star... Eight candles to light (maths) Sammy spiders first Hanukkah Dim sum for everyone</p>	<p>Non Fiction books about vehicles & space, Aliens love underpants Monsters love underpants The Dinosaur that pooped a princess Where the wild things are What if Sugarlump and the unicorn The first hippo on the moon Stuck The colour of the sun The girl that thought her</p>	<p>Non Fiction books about rainforests, jungles & jungle animals Once upon a jungle The Ghanaian goldilocks Rumble in the jungle In the jungle Theres a tiger in the garden Whos hiding in the jungle The noisy jungle Alans big scary teeth Monkey Puzzle Over in the jungle</p>	<p>Non Fiction books about Mini-beasts Mad about minibeasts Arghhh spider Spinderella (maths) Superworm The very hungry caterpillar The bad tempered ladybird Twist and hop minibeast bop Norman the slug with a</p>	<p>Non Fiction books about countries & transport Handa’s surprise We are all different Welcome to our world My world,your world All are welcome Here we are The pencil Coming to England Grandads island Colourful world The story of people</p>

	<p>Farm 123(maths) Nosiy Farm Look inside a farm Farm animals (watch me grow)</p>	<p>The story of Diwali</p>	<p>mother was a unicorn The way back home Look up Once upon a Mermaids Tale If all the world were... The princess and the wizard Zog Ten drowsy dragons (maths) Ten dinosaurs (maths)</p>	<p>Quiet! The animal boogie Chameleons crazy colours</p>	<p>silly shell Snail trail The very greedy bee Ten wiggly caterpillars (maths) The bugliest bug I love bugs! Edward goes exploring</p>	<p>The suitcase The world made a rainbow</p>
SSMC/British Values	<p>Happiness Rules/Values Manners/ Politeness British Values Mutual Respect Honesty Mental Health Day Determination/ Resilience Safety</p>	<p>Friendship British Values National Parliament week Anti-Bullying Week Road Safety Week Road Self-Belief / Perseverance British Values Individual Liberty- Personal Identity</p>	<p>Appreciation Encouragement Courage Safety- Safer Internet Day Forgiveness</p>	<p>Patience British Values Democracy- Link to International Women's Day Safety- Key Elements Keeping Healthy Easter Celebrations</p>	<p>Collaboration/ Community Spirit Focus Pride General knowledge</p>	<p>Eco friendly Team work / Co- operation Anti-Social Behaviour First Aid General knowledge Aspirations</p>