



Autumn 1 <i>Superhero Me</i> <i>How can I belong to Puttenham school?</i>	Autumn 2 <i>Light it up</i> <i>How do I belong in my family and wider community?</i>	Spring 1 <i>Who are you going to call?</i> <i>Who helps me to feel safe and secure?</i>	Spring 2 <i>Once upon a time</i> <i>How can stories inspire me to be imaginative and creative?</i>	Summer 1 <i>At the bottom of my Garden</i> <i>How can I explore and look after the environment?</i>	Summer 2 <i>Ships Ahoy!</i> <i>Do you think pirates were healthy, fair and made good choices?</i>
Characteristics of effective teaching and learning Playing and Exploring (Have a go mouse) <ul style="list-style-type: none">To begin to explore and play in the classroom making their own choicesTo begin to respond to new experiences Active Learning (Persevering Tortoise) <ul style="list-style-type: none">To begin to keep on trying when things are difficultTo participate in routinesTo begin to concentrate for a longer period of time at self-initiated tasksTo begin to concentrate for a longer period of time at adult-initiated tasks Creating and Thinking Critically (Thinking Pigs) <ul style="list-style-type: none">Take part in simple pretend playTo begin to tidy up knowing where things goTo begin to have their own ideas	Characteristics of effective teaching and learning Playing and Exploring (Have a go mouse) <ul style="list-style-type: none">To begin to make independent choicesTo begin to do things that they have been previously taughtTo begin to contribute ideas and comments to the learning in the classroomTo develop how to respond to new experiences Active Learning (Persevering Tortoise) <ul style="list-style-type: none">To show more resilience to keep on trying when things are difficultTo predict sequences because they know routinesTo develop how to concentrate for a longer period of time at self-initiated tasksTo develop how to concentrate for a longer period of time at adult-initiated tasksTo begin to correct their mistakes themselves Creating and Thinking Critically (Thinking Pigs) <ul style="list-style-type: none">Take part in simple pretend play and begin to use this to think beyond the here and now and to understand another perspectiveTo tidy up knowing where things goTo have their own ideas and feel more confident about how to put them into practiceTo explain their ideas	Characteristics of effective teaching and learning Playing and Exploring (Have a go mouse) <ul style="list-style-type: none">To make independent choicesTo do things independently that they have been previously taughtTo contribute ideas and comments to the learning in the classroomTo plan and think ahead about how they explore or play with objectsTo respond confidently to new experiences Active Learning (Persevering Tortoise) <ul style="list-style-type: none">To keep on trying consistently when things are difficultTo be confident in school routine and can understand changes to routineTo concentrate for a longer period of time at self-initiated tasks to reach a goalTo concentrate for a longer period of time at adult-initiated tasks to reach a goalTo correct their mistakes themselves Creating and Thinking Critically (Thinking Pigs) <ul style="list-style-type: none">Take part in simple pretend play and begin to use this to think beyond the here and now and to understand another perspectiveTo solve real problemsTo tidy up knowing where things goTo have their own ideas and feel more confident about how to put them into practiceTo explain their ideas			

		<ul style="list-style-type: none"> • To make more links between ideas • To see an idea through to an end result that they are satisfied with
<p>PRIME AREAS</p> <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • To begin to understand how to listen carefully and why listening is important • To begin to learn rhymes, poems and songs • To begin to engage in non-fiction books • To begin to listen carefully to rhymes and songs, paying attention to how they sound • To begin to ask questions to check they understand what has been said to them • To begin to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • To begin to listen and talk about stories to build familiarity and understanding <p>Speaking</p> <ul style="list-style-type: none"> • To learn new vocabulary. • To use new vocabulary through the day. • To begin to articulate their ideas and thoughts in well-formed sentences. • To begin to connect one idea or action to another using a range of connectives. • To begin to describe events in some detail. • To begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • To begin to develop social phrases. • To begin to engage in story times. 	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • To understand how to listen carefully and why listening is important • To learn rhymes, poems and songs • To engage in non-fiction books • To listen carefully to rhymes and songs, paying attention to how they sound • To ask questions to find out more and to check they understand what has been said to them • To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • To listen and talk about stories to build familiarity and understanding <p>Speaking</p> <ul style="list-style-type: none"> • To learn new vocabulary. • To use new vocabulary through the day. • To articulate their ideas and thoughts in well-formed sentences. • To connect one idea or action to another using a range of connectives. • To describe events in some detail. • To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • To develop social phrases. • To use new vocabulary in different contexts. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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 teachers and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and 1:1 discussions, offer 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>Personal, Social and Emotional Development</p> <p>Self-regulation</p> <ul style="list-style-type: none"> • To begin to identify and moderate their own feelings socially and emotionally. • To begin to think about the perspectives of others. • To begin to manage their own needs. <p>Managing Self</p> <ul style="list-style-type: none"> • To begin to see themselves as a valuable individual. • To begin to show resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing and going to the toilet <p>Building Relationships</p> <ul style="list-style-type: none"> • To begin to build constructive and respectful relationships. • To begin to express their feelings and consider the feelings of others. • To play alongside and begin to work and play cooperatively and take turns with others 	<p>Self-regulation</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • To begin to 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. • To begin to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Managing Self</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • To begin to 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 begin to understand the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Work and play cooperatively more consistently and take turns with others 	<p>Self-regulation</p> <ul style="list-style-type: none"> • 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>Managing Self</p> <ul style="list-style-type: none"> • 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>Building Relationships</p> <ul style="list-style-type: none"> • 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>Physical Development</p> <p>Gross Motor</p>	<p>Physical Development</p> <p>Gross Motor</p>	<p>Physical Development</p> <p>Gross Motor</p>

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running
- To begin to progress towards a more fluent style of moving, with developing control and grace.
- To begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – **Dance** – EYFS programme
- **Gym** - SCL
- To begin to safely use a range of large and small apparatus indoors and outside, alone and in a group – CP – Climbing frame
- Know and talk about the different factors that support their overall health and wellbeing: - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine.
- To begin to develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

Fine Motor

- To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- To begin to develop the foundations of a handwriting style which is fast, accurate and efficient.
- To begin to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- **Ball skills** – EYFS programme alongside SCL (Spring 1)
- **Yoga – EYFS Programme**
- To develop how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.
- To progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.

- 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.
- **Forest School** – Summer 1
- **Athletics** (Games) – Summer 2 (EYFS programme) and SCL

Fine Motor

- 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, paint brushes and cutlery
- Begin to show accuracy and care when drawing

	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. <p>Fine Motor</p> <ul style="list-style-type: none"> • To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • To develop the foundations of a handwriting style which is fast, accurate and efficient. • To develop holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	
<p>SPECIFIC AREAS</p> <p>Literacy</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them (set1). • Hear initial sounds into words, sound talk (Set1). • Read a few common exception words matched to the school's phonic programme. 	<p>Literacy</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them (Set1). • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. (set2) • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Literacy</p> <p>Word Reading</p> <ul style="list-style-type: none"> • 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.

Comprehension <ul style="list-style-type: none"> • Begin to anticipate – where appropriate – key events in stories • Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • To anticipate with more confidence – where appropriate – key events in stories • To use with more confidence and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • 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.
Writing <ul style="list-style-type: none"> • Begin to form lower-case letters correctly and capital letters in their name • Begin to write initial sounds of words 	Writing <ul style="list-style-type: none"> • Begin to spell words by identifying the sounds and then writing the sound with letter/s. • Begin to Write short sentences with words with known sound-letter correspondences. • Begin to re-read what they have written to check that it makes sense. 	Writing <ul style="list-style-type: none"> • 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.
Mathematics Number <ul style="list-style-type: none"> • Subitise low numerals • Link the number symbol (numeral) with its cardinal number value with numbers to 5 • Explore the composition of numbers to 5. • To complete simple practical problems and begin to use the vocabulary of addition and subtraction – to 5. 	Mathematics Number <ul style="list-style-type: none"> • Begin to recall number bonds for numbers 0–10. • Subitise to 4 and 5 • Link the number symbol (numeral) with its cardinal number value with numbers to 10 • Begin to explore the composition of numbers to 10. • To complete practical problems of addition and subtraction to 10. 	Mathematics Number <ul style="list-style-type: none"> • 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.
Numerical Patterns <ul style="list-style-type: none"> • Count objects, actions and sounds to 5 • Count beyond ten. • Compare numbers up to 5 • Understand the ‘one more than’ relationship between consecutive numbers up to 5 	Numerical Patterns <ul style="list-style-type: none"> • Understand the ‘one less than’ relationship • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	Numerical Patterns <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is

<ul style="list-style-type: none"> Understand the 'same as the other' quantity. Continue, copy and create repeating patterns. Compare length. 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare weight and capacity. Begin to explore and represent patterns within numbers up to 10, including evens and odds, 	<p>greater than, less than or the same as the other quantity</p> <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p><u>Understanding the World</u> Past and Present.</p> <ul style="list-style-type: none"> Begin to comment on images of familiar situations in the past – Family portrait. Begin to make sense of their own life story and their own family's history – family portrait discussion. Explore party/playground games old and new – celebration topic – birthday party. Begin to compare and contrast characters from stories, including figures from the past – Guy Fawkes. Black History Month – Mary Seacole Recount an event verbally – birthdays Talk about changes – baby to starting school <p>Historical Substantive Concept (Government) – Classroom rules (School Values), School rules (School Values), Keeping Safe rules</p>	<p><u>Understanding the World</u> Past and Present.</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past – nurses/hospitals Compare and contrast characters from stories, including figures from the past – Fairy tale topic Talk about changes – nurses Recount an event verbally and begin to written – Christmas <p>Historical Substantive Concept (Government) – Police</p>	<p><u>Understanding the World</u> Past and Present.</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society – Mr Green (Gardening) 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 – Blackbeard, Mary Reed Recount an even verbally and written – school trip Talk about changes – starting school to end of reception <p>Historical Substantive Concept (Government) – voting for stories</p>
<p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community – Superhero Me topic. Name and describe people who are familiar to them – family and friends. 	<p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries – Handa's Surprise book in Spring 2 Topic. 	<p>People, Culture and Communities.</p> <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • Begin to recognise that people have different beliefs and celebrate special times in different ways – Celebration topic – Diwali and comparing to Harvest. • Community celebrations e.g – sporting events, village fetes, Christmas markets, 	<ul style="list-style-type: none"> • Look at our village (Puttenham) compared to Handa’s village – features of a village in this country • Community celebrations e.g – sporting events, village fetes, Christmas markets, St John the Baptist Day 	<p>communities in this country, drawing on their experiences and what has been read in class – church visits and church topic in Summer 1</p> <ul style="list-style-type: none"> • Explain some 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 • Understand that some places are special to members of their community – Churches and Mosques (Eid).
<p>The Natural World.</p> <ul style="list-style-type: none"> • Begin to explore the natural world around them – school garden and playground – using our senses to observe what is around us. • Explore the classroom and areas of the school grounds – playgrounds, Hedgehog garden • To name the school and area that they live in – Superhero Me topic. Head Shoulders Knees and Toes parts of the body • Begin to describe what they see, hear and feel whilst outside – senses - Autumn walk. • Begin to understand the effect of changing seasons on the natural world around them – spotting signs of Autumn (Leaf Man) • Light and dark – day and night – torches and materials – dark den – shadow puppets 	<p>The Natural World.</p> <ul style="list-style-type: none"> • Explore the natural world around them – Hedgehog garden in winter. Spring 1 • Describe what they see, hear and feel whilst outside – senses - ice. Winter – changes state of matter – ice – key words solid, melting, liquid – observing. Spring 1 • The Three Little Pigs – sorting materials and which material will be the best roof. –hair dryer experiment. Differences between materials and changes they notice. Vocabulary. • Recognise some environments that are different to the one in which they live – Puttenham Village to Handa’s – including animals - Spring 2 • Understand the effect of changing seasons on the natural world around them - spring • Draw information from a simple map – story maps – Spring 2. • Maps from school trip – Painshill Park – discussing route – positional language • Changing states of matter – melting chocolate for Easter cakes. Spring 2 	<p>The Natural World.</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawings - life cycle of a butterfly, frog and plants (gardening) – sorting/naming/similarities/differences. Begin to name parts of a plant and to talk about growing/changes. To observe what we are growing in our garden and allotment. • School trip to Wellington Country Park – bug and pond detectives • sorting/naming/similarities/differences mini beasts • 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 – from Handa’s Surprise, school trip and St John the Baptist day walk around the village • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – discussions throughout year as weather changes. • Forest School – area of the school grounds

		<ul style="list-style-type: none"> Pirates – maps, describe their relative positions and geographical features e.g waterfall, cave, mountain, forest, island, sea, floating and sinking verbal predictions. Maps from school trip – school trip – discussing route – positional language Describe what they see, hear and feel whilst outside – senses – what can they hear on the nature trail trip.
<p><u>Expressive Arts and Design</u> Creating with Materials.</p> <ul style="list-style-type: none"> Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings – self-portrait when they start school – facial features, skin, hair, eye colour – superhero display, family portrait, fireworks, leaf man natural art. Diwali art – clay diva pots, Rangoli patterns. Christmas art – cards, stable picture. Begin to create collaboratively, sharing ideas, resources and skills – God’s World display and fireworks display, leaf printing display. Continuous provision art trolley and resources Identify colours DT – 2d shiny rockets Dark night picture – Van Gogh Starry Night 	<p><u>Expressive Arts and Design</u> Creating with Materials.</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings – wanted poster, story map pictures showing facial features Safely use and explore a variety of materials, tools and techniques, experimenting with colour (African sunset, stencils), design, texture (animal), form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them – drawing a face for wanted poster – facial features Create collaboratively, sharing ideas, resources and skills – rainbow picture, group story map Kandinsky – concentric circles - linked with shape (maths). Explore mixing primary colours to make secondary colours. 	<p><u>Expressive Arts and Design</u> Creating with Materials.</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design (Secret Garden), texture, form and function (Pirate ship) Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories – home corner, shops and pirate role play (DT) Drawing flowers and plants from looking at pictures and in their environment.
<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Begin to watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;

<ul style="list-style-type: none"> • Begin to sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to develop storylines in their pretend play. • Begin to explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p><u>Computing</u></p> <ul style="list-style-type: none"> • Keeping safe – the importance of not touching plug sockets, light switches and wires. • Complete a simple program on the iPad – 2 paint a picture – selecting the right colours for the picture they intend to create • Torches used in Science • E-safety – Introduce Buddy the Dog • Using the interactive smartboard to play interactive games, watch learning videos and listen to music 	<p><u>Computing</u></p> <ul style="list-style-type: none"> • Using computers to find information about job roles – linked to people who help us topic. • To understand that a tablet, mobile phone, computer and tell us information, play games, watch videos, listen to music • Using the interactive smartboard to play interactive games, watch learning videos and listen to music • Hairdryer and kettle used in Science experiment • E-safety- continue story of Buddy the Dog • Internet safety day 	<p><u>Computing</u></p> <ul style="list-style-type: none"> • Early learning goal: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Find and open an app on the iPad and complete a simple program – age appropriate game • Using the interactive smartboard to play interactive games, watch learning videos and listen to music • E-safety – continue story of Buddy the Dog

<p>Key texts: Books linked to values: Superhero in your book (love), Super Manny stands up (respect), Superheroes don't get scared (resilience), Juniper Jupiter's side kick (wisdom), Max (hope). Squeak the Harvest Mouse.</p> <p>Favourite Five</p>	<p>Key texts: Rama and Sita, Stardust, On a dark, dark night, Glow, The Christmas story, The Great Big Book of Families.</p> <p>Favourite Five</p>	<p>Key texts: Non-fiction texts – police, firefighters, doctors, teachers and vets. Burglar Bill and Officer George.</p> <p>Favourite Five</p>	<p>Key texts: Three Little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears.</p> <p>Handa's Surprise African tales</p> <p>Favourite Five</p>	<p>Key texts: My First Bug Book The Secret Garden Mad about Mini Beasts Ten Seeds Little Rabbit Foo Foo</p> <p>Favourite Five</p>	<p>Key texts: The Pirates Next Door The Treasure of Pirate Frank Pirate Pete</p> <p>Favourite Five</p>
--	--	--	--	---	--