

Year Reception Curriculum Map 2021 - 2022

Autumn 1 – Marvellous Me!



Autumn 2 - Dinosaurs



Spring 1 – Space



Spring 2 – Transport



Summer 1 – All Creatures Great and Small



Summer 2 – Pirates



<p><b>Communication and Language</b></p>	<p>Settling in activities</p> <p>Making friends</p> <p>Becoming familiar with new classroom, teachers and routines</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions</p> <p>Develop vocabulary: Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Discovering Passions</p> <p>Retelling stories, talking about stories they are familiar with</p> <p>Talk For Writing introduction</p> <p>Story language (once upon a time, first, next, then, finally)</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Using language well</p> <p>Ask how and why questions</p> <p>Talk for Writing opportunities</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events (First man on the moon, first African-American woman in space, Chinese New Year etc)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>I can talk about important people from the past and from today.</p>	<p>Reciting poems and songs</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>Telling stories using story language.</p> <p>Talk For Writing opportunities.</p> <p>I can listen to and engage in and talk about selected non-fiction</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p> <p>I ask questions to find out more</p> <p>I can make comparisons</p>	<p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can listen to, engage in and talk about non-fiction</p> <p>I can describe events in some detail: farm trip, animal and plant life cycles</p> <p>Talk For Writing opportunities</p>	<p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can talk about similarities and differences between things in the past and now (links to growth/changes)</p> <p>I can talk about the experiences I have had at different points in the school year</p> <p>Talk For Writing opportunities</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Self-Regulation</b></p> <p>To express their feelings and consider the feelings of others.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p><b>Managing Self</b></p> <p>Show resilience and perseverance in the face of challenge.</p>	<p><b>Self-Regulation</b></p> <p>To express their feelings and consider the feelings of others.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p><b>Managing Self</b></p> <p>Show resilience and perseverance in the face of challenge.</p>	<p><b>Self-Regulation</b></p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p><b>Managing Self</b></p> <p>Managing their own needs</p> <p><b>Building Relationships</b></p>	<p><b>Self-Regulation</b></p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p><b>Managing Self</b></p> <p>Managing their own needs</p> <p><b>Building Relationships</b></p> <p>See themselves as a valuable individual</p>	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and</p>	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to</p>

	<p>Remember rules without needing an adult to remind them.</p> <p><b>Building Relationships</b></p> <p>Build constructive and respectful relationships.</p> <p><b>Jigsaw: Being me in my World</b></p> <p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p> <p>Handwashing Class rules: Behavioural expectations in the class/boundaries set</p> <p><b>School Value focus: Respect</b></p>	<p>Remember rules without needing an adult to remind them.</p> <p><b>Building Relationships</b></p> <p>Build constructive and respectful relationships.</p> <p><b>Jigsaw: Celebrating Difference</b></p> <p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p> <p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p> <p><b>School Value focus: Compassion</b></p>	<p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p><b>Jigsaw: Dreams and Goals</b></p> <p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p><b>School Value focus: Independence</b></p>	<p>Express their feelings and consider the feelings of others</p> <p><b>Jigsaw: Healthy Me</b></p> <p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I know what a stranger is and how to stay safe if a stranger approach me</p> <p>Healthy eating: Fruit kebabs/ making a fruit smoothie</p> <p><b>School Value focus: Innovation</b></p>	<p>show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p> <p><b>Jigsaw: Relationships</b></p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p> <p>Being kind and taking care of others</p> <p>Taking care of animals (frogs/butterflies)</p> <p><b>School Value focus: Resilience</b></p>	<p>follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p> <p><b>Jigsaw: Changing Me</b></p> <p>Seasons</p> <p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p> <p>Transition into Year 1</p> <p><b>School Value focus: Aspiration</b></p>
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<p><b>Physical Development</b></p>	<p>Threading, cutting, weaving, playdough and other fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Putting coats on independently</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Introduction to PE 1 and Gymnastics Unit 1.</p>	<p>Threading, cutting, weaving, playdough and other Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Introduction to PE 2 and Gymnastics Unit 2.</p>	<p>Threading, cutting, weaving, playdough and other Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / button clothing / zips cutting with scissors</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Fundamentals Unit 1 and Dance Unit 1.</p>	<p>Threading, cutting, weaving, playdough and other Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Fundamentals Unit 2 and Dance Unit 2.</p>	<p>Threading, cutting, weaving, playdough and other Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line, like a circle</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Games Unit 1 and Ball Skills Unit 1.</p>	<p>Threading, cutting, weaving, playdough and other Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Development of Gross Motor skills through climbing, skipping, running opportunities during continuous provision, outdoor learning and PE.</p> <p>GetSet4PE: Games Unit 2 and Ball Skills Unit 2.</p>
<p><b>Literacy</b></p>	<p><b>Reading:</b></p> <p>I can show a preference for a book, song or rhyme.</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>Whole class phonics with assessment on the last week of term.</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p> <p><b>Writing:</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing, shopping lists, writing initial sounds and simple captions. Use initial sounds to label characters / images, silly soup, names labels.</p> <p>Writing for a purpose in role play</p>	<p><b>Reading:</b></p> <p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories.</p> <p>I can fill in missing words from well-known rhymes</p> <p>Differentiated groups for phonics begins.</p> <p>I can link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 1 words including some tricky words</p> <p>Phonic assessments during the last week of Autumn 2.</p> <p><b>Writing:</b></p> <p>Introduction to Talk For Writing (TFW).</p>	<p><b>Reading:</b></p> <p>I can show interest and answering simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> <p>I can locate and recall the title</p> <p>Differentiated groups for phonics.</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p> <p>Phonics assessments during the last week of Spring 1.</p> <p><b>Writing:</b></p> <p>Talk for Writing opportunities.</p>	<p><b>Reading:</b></p> <p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> <p>Differentiated groups for phonics.</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p> <p>Phonic assessments during the last week of Spring 2.</p> <p><b>Writing:</b></p> <p>Talk for writing opportunities.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p><b>Reading:</b></p> <p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p> <p>Differentiated groups for phonics.</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p> <p>Phonic assessments during the last week of Summer 1.</p>	<p><b>Reading:</b></p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Differentiated groups for phonics</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p> <p><b>Writing:</b></p> <p>Talk For Writing opportunities.</p> <p>Non-fiction Story writing.</p> <p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p>

		<p>Recount, name writing, labelling, story scribing. Retelling stories, letter writing, writing tricky words learnt during phonic lessons, writing CVC words, labels using CVC, CVCC, CCVC words.</p>	<p>Using exciting adjectives or 'Wow words' in our writing.</p> <p>Rhyming words/sentences</p> <p>Writing instructions</p> <p>Writing captions, lists, recipes.</p>	<p>Writing short sentences to accompany story maps.</p> <p>Character descriptions.</p> <p>Order the Easter story</p>	<p><b>Writing:</b></p> <p>Talk For Writing opportunities.</p> <p>Writing for a purpose in role play.</p> <p>Using phonetically plausible attempts at words.</p> <p>Labels and captions- Life cycles.</p> <p>Beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Knows and writes rhyming words.</p> <p>Recount – A trip to the farm</p> <p>Acrostic poems</p>	<p>Using familiar texts as a model for writing own stories.</p> <p>Character descriptions.</p>
<p><b>Mathematics</b></p>	<p><b>Early Mathematical Experiences:</b></p> <p>Classifying objects based on one of their attributes.</p> <p>Matching equal and unequal sets</p> <p>Comparing objects and sets</p> <p>Ordering objects and sets</p> <p><b>Pattern and Early Number:</b></p> <p>Recognise, describe, copy and extend colour and size patterns</p> <p>Count and represent the numbers 1-3</p> <p>Estimate and count by checking</p> <p>Begin to count objects to 6</p>	<p><b>Numbers within 6:</b></p> <p>Count up to 6 objects</p> <p>One more or one fewer for numbers within 6.</p> <p>Ordering numbers 1-6</p> <p>Conservation of numbers within 6.</p> <p><b>Addition and subtraction within 6:</b></p> <p>Explore zero</p> <p>Explore addition and subtraction</p> <p><b>Measure:</b></p> <p>Estimate, order, compare, discuss and explore capacity, weight and lengths.</p> <p><b>Shape and Sorting:</b></p> <p>Describe and sort 3D shapes.</p> <p>Describe position accurately.</p>	<p><b>Numbers within 10:</b></p> <p>Count up to 10 objects</p> <p>Represent, order and explore numbers to 10.</p> <p>One more or fewer, one greater or less</p> <p><b>Calendar and time:</b></p> <p>Days of the week, seasons, sequence daily events.</p> <p><b>Addition and subtraction within 10:</b></p> <p>Explore addition as counting on and subtraction as taking away.</p> <p><b>Grouping and Sharing:</b></p> <p>Counting and sharing into equal groups.</p>	<p><b>Grouping and Sharing:</b></p> <p>Grouping into fives and tens.</p> <p>Explore the relationship between grouping and sharing</p> <p><b>Number patterns within 15:</b></p> <p>Count up to 15 objects and recognise different representations.</p> <p>Order and explore number patterns to 15</p> <p>One more or fewer within 15.</p> <p><b>Doubling and halving:</b></p> <p>Learn what doubling and halving means.</p> <p>Explore the relationship between doubling and halving.</p> <p><b>Shape and pattern:</b></p> <p>Describe and sort 2D and 3D shapes.</p> <p>Recognise, complete and create patterns.</p>	<p><b>Securing addition and subtraction facts:</b></p> <p>Explore commutativity</p> <p>Explore addition and subtraction</p> <p>Compare two amounts</p> <p><b>Number patterns within 20:</b></p> <p>Count up to 10 and beyond with objects</p> <p>Represents, compare and explore numbers within 20.</p> <p>One more and one fewer within 20.</p> <p><b>Number patterns beyond 20:</b></p> <p>One more and one less for numbers beyond 20</p> <p>Estimate and count</p> <p>Grouping and sharing</p>	<p><b>Money:</b></p> <p>Coin recognition and values</p> <p>Combinations to total 20p</p> <p>Change from 10p</p> <p><b>Measure:</b></p> <p>Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p> <p>Estimate, compare and order lengths</p> <p><b>Exploration of patterns within number:</b></p> <p>Explore numbers and strategies</p> <p>Recognise and extend patterns</p> <p>Apply number, shape and measures knowledge</p> <p>Count forwards and backwards</p>

<b>Understanding of the World</b>	<p>Comments on images of familiar situations in the past</p> <p>Talks about members of their immediate family and community</p> <p>Name and describe people that are familiar to them</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p>		<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate different times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Recognise some environments that are different to the one in which they live.</p>		<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, no-fiction texts and (when appropriate) maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<b>Expressive Arts and Design</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
<b>Enrichment Opportunities/ 'WOW' moments</b>	<p>Parent afternoon at school during the last week of half term.</p> <p>Introduction to the woodland area</p> <p>Spa day at school (last day of term)</p>	<p>Dinosaur egg in the outdoor area.</p> <p>Making fossils using salt dough</p> <p>Dinosaur footprints in the reception classrooms</p> <p>Christmas disco on last day of school.</p> <p>Christmas show</p>	<p>Virtual trip to space</p> <p>Visit from a dentist</p> <p>Chinese/ Lunar New Year Celebrations</p> <p>Valentine's Day</p>	<p>Making smoothies</p> <p>Easter bonnet parade</p> <p>Easter egg hunt</p> <p>Trip to the library</p> <p>Holi celebrations</p>	<p>Trip to the farm</p> <p>Planting afternoon</p> <p>Cooking opportunities</p> <p>Ramadan/ Eid celebrations</p> <p>Family Reading Fridays</p>	<p>Transition day to Year 1</p> <p>Family Reading Fridays</p> <p>Seaside day at school?</p>

		Celebrating Halloween, Diwali, Harvest, Hanukkah etc.  Cooking opportunities				
<p><b>Texts (TFW texts &amp; other high quality texts which are related to the topics and have many diversities represented)</b></p>	<p>Elmer Owl Babies Super Duper You Rainbow Fish From Head To Toe Sharing a Shell Funnybones Hair Love So Much The Big Book of Families It's OK to be Different Non-fiction texts relating to topic (emotions, nationalities, friendships etc.)</p>	<p>Harry and A Bucketful of Dinosaurs Mad About Dinosaurs How To Grow A Dinosaur The Dinosaur Department Store If I had a Dinosaur The Itchy-Saurus Lighting the Lamp 8 Candles To Light Non-fiction texts relating to dinosaurs</p>	<p>Whatever Next! The Way Back Home How To Catch A Star Astro Girl My Pet Star We're All Wonders Lanterns and Firecrackers Dragon Dance Golden Domes and Silver Lanterns Non-fiction texts relating to space.</p>	<p>Naughty Bus Mr Gumpy's Motorcar My First Book of Transport Oi! Get Off My Train Duck in the Truck The Great Balloon Hullabaloo The Train Ride Izzy Gizmo All Aboard for the Bobo Road Lost and Found Non-Fiction texts relating to different modes of transport.</p>	<p>The Very Hungry Caterpillar Little Red Hen Brown Bear, Brown Bear, What Do You See? Supertato Farmer Duck Animal Hospital A Tiny Seed The Extraordinary Gardener All The Wild Wonders – Poems of the Earth Jack and the Beanstalk Oliver's Vegetables Tree: Seasons Come, Seasons Go Titch Non-fiction texts relating to life cycles of different animals and plants.</p>	<p>The Lighthouse Keeper's Lunch How To Catch A Pirate Pirate Pete My Grandma is A Pirate Seaside Poems Pirates Love Underpants Commotion in the Ocean First Big Book of the Ocean Barry The Fish With Fingers My Pirate Mums Julian is a Mermaid Non-fiction texts relating to life at sea.</p>