

Year Reception Curriculum Map 2022-2023

Autumn 1 – Marvellous Me!



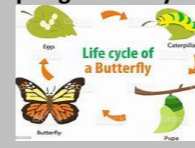
Autumn 2 – Traditional Tales



Spring 1 – Dinosaurs



Spring 2 – Lifecycles



Summer – All Around the World



Communication and Language

<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 using words and concepts that children will be exposed to in books and in other learning opportunities.</p> <p>Understand a 2-part question: "Get your coat and wait at the door please."</p> <p>Understand 'why' questions and responds appropriately.</p> <p>I can sing my favourite songs and rhymes.</p> <p>I can talk about books that I like and that are familiar to me.</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 in more detail.</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 (Ex: Lunar 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 describe events in some detail: animal and plant life cycles</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>I can listen to, engage in and talk about non-fiction</p> <p>I can describe events in some detail: farm trip, world celebrations</p> <p>I can talk about important people from my own and other cultures.</p> <p>I can talk about the beliefs of others and begin to recognise how they may be similar or different to my own.</p> <p>Talk For Writing opportunities</p>
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Personal, Social and Emotional Development	<p>Self-Regulation</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>Managing Self</p> <p>Show resilience and perseverance in the face of challenge. Remember rules without needing an adult to remind them.</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships.</p> <p>Jigsaw: Being me in my World</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>Self-Regulation</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>Managing Self</p> <p>Show resilience and perseverance in the face of challenge. Remember rules without needing an adult to remind them.</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships.</p> <p>Jigsaw: Celebrating Difference</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>Self-Regulation</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Managing Self</p> <p>Managing their own needs</p> <p>Building Relationships</p> <p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p>Jigsaw: Dreams and Goals</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>Self-Regulation</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Managing Self</p> <p>Managing their own needs</p> <p>Building Relationships</p> <p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p>Jigsaw: Healthy Me</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>Self-Regulation</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 follow instructions involving several ideas or actions.</p> <p>Managing Self</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>Building Relationships</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>Jigsaw: Relationships</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>Self-Regulation</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 follow instructions involving several ideas or actions.</p> <p>Managing Self</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>Building Relationships</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>Jigsaw: Changing Me</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>
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Physical Development	<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>
Literacy	<p>Reading:</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>I can remember much of what happens in a story.</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>Reading:</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>Reading:</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>Reading:</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>Reading:</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>Reading:</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>Writing:</p> <p>Talk For Writing opportunities.</p>

	<p>Writing:</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>I can read some Phase 1 words including some tricky words</p> <p>Phonic assessments during the last week of Autumn 2.</p> <p>Writing:</p> <p>Introduction to Talk For Writing (TFW).</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>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>Writing:</p> <p>Talk for Writing opportunities.</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:</p> <p>Talk for writing opportunities.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions</p> <p>Character descriptions.</p> <p>Order the Easter story</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>Writing:</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 caption</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 about a trip</p> <p>Acrostic poems</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>Using familiar texts as a model for writing own stories.</p> <p>Character descriptions.</p>
	<p>Mathematics</p>	<p>Subitising using Numbers 1-5:</p> <p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using a number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <p>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p>	<p>Number:</p> <p>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p> <p>Focus on equal and unequal groups when comparing numbers</p> <p>Shape and Pattern:</p> <p>Describe and sort 2D and 3D shapes</p> <p>Recognise and complete patterns</p> <p>Calendar and Time:</p> <p>Learn the days of the week, seasons and sequence daily events</p>	<p>Number:</p> <p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek</p>		

	<p>begin to develop the language of 'whole' when talking about objects which have parts</p> <p>Patterns: Recognise, describe, copy and extend colour and size patterns</p> <p>Measure: Estimate, order, compare, discuss and explore capacity, weight and lengths.</p> <p>Shape and Sorting: Describe and sort 3D shapes.</p> <p>Describe position accurately.</p>		<p>Money: Coin recognition and values</p> <p>Combinations to total 20p</p> <p>Change from 10p</p> <p>Measure: Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p>
<p>Understanding of the World</p>	<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>
<p>Expressive Arts and Design</p>	<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>

					Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Enrichment Opportunities/ 'WOW' moments	<p>Parent afternoon at school during the last week of half term.</p> <p>Introduction to the woodland area</p> <p>Cooking opportunities with parents (baking) and making sandwiches with staff.</p> <p>Afternoon tea with parents at the end of Autumn 1.</p>	<p>Theatre show- We're Going on a Bear Hunt</p> <p>Christmas show</p> <p>Celebrating Halloween, Diwali, Harvest, Hanukkah etc.</p>	<p>Dinosaur egg in the outdoor area.</p> <p>Making fossils using saltdough</p> <p>Dinosaur footprints in the reception classrooms</p> <p>Visit from a dentist</p> <p>Chinese/ Lunar New Year Celebrations</p> <p>Valentine's Day</p>	<p>Farm Trip</p> <p>Making smoothies</p> <p>Easter bonnet parade</p> <p>Easter egg hunt</p> <p>Trip to the library</p> <p>Eid and Holi celebrations</p>	<p>Dance workshop</p> <p>Transition day to Year 1</p> <p>Graduation ceremony</p> <p>Cooking opportunities with parents in school and staff.</p> <p>Culture celebration evening with parents</p> <p>Family Reading Fridays</p>
Texts (TFW texts & other high quality texts which are related to the topics and have many diversities represented)	<p>Elmer</p> <p>Owl Babies</p> <p>Super Duper You</p> <p>Rainbow Fish</p> <p>From Head To Toe</p> <p>Sharing a Shell</p> <p>Funnybones</p> <p>Hair Love</p> <p>So Much</p> <p>The Big Book of Families</p> <p>It's OK to be Different</p> <p>Non-fiction texts relating to topic (emotions, nationalities, friendships etc.)</p>	<p>Goldilocks and the Three Bears</p> <p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>We're Going on Bear Hunt</p> <p>Little Red Riding Hood</p> <p>The Three Billy Goats Gruff</p> <p>Jack and the Beanstalk</p> <p>Lighting the Lamp</p> <p>8 Candles To Light</p> <p>Non-fiction texts relating to children's interests</p>	<p>Going on a Dinosaur Hunt</p> <p>Harry and A Bucketful of Dinosaurs</p> <p>Mad About Dinosaurs</p> <p>How To Grow A Dinosaur</p> <p>The Dinosaur Department Store</p> <p>If I had a Dinosaur</p> <p>The Itchy-Saurus</p> <p>Lanterns and Firecrackers</p> <p>Dragon Dance</p> <p>Golden Domes and Silver Lanterns</p> <p>Non-fiction texts relating to dinosaurs and celebrations.</p>	<p>The Very Hungry Caterpillar</p> <p>Little Red Hen</p> <p>Brown Bear, Brown Bear, What Do You See?</p> <p>Supertato</p> <p>Farmer Duck</p> <p>Animal Hospital</p> <p>A Tiny Seed</p> <p>The Extraordinary Gardener</p> <p>All The Wild Wonders – Poems of the Earth</p> <p>Jack and the Beanstalk</p> <p>Oliver's Vegetables</p> <p>Tree: Seasons Come, Seasons Go</p> <p>Titch</p> <p>Non-fiction texts relating to life cycles of different animals and plants.</p> <p>Non-fiction texts relating to different cultures and celebrations.</p>	<p>Naughty Bus</p> <p>Mr Gumpy's Motorcar</p> <p>My First Book of Transport</p> <p>Oi! Get Off My Train</p> <p>Duck in the Truck</p> <p>No Dinner!</p> <p>Little Polar Bear: Where are you going?</p> <p>Let's Celebrate!: Festival Poems from Around the World</p> <p>Kaya's Heart Soung</p> <p>Anna Hibiscus</p> <p>Non-Fiction texts relating to different modes of transport, different countries/continents, religions and cultures.</p>