








Trinity Primary School – Reception Long Term Plan 2025-2026


	Autumn		Spring		Summer	
General Themes	Marvellous Me	Amazing Autumn	Superheroes	In a Land Faraway	All Creatures Great & Small	Our Wonderful World
	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates.					
Key Texts	Pete the Cat: Rocking in My School Shoes Eric Litwin The Big Umbrella Amy-June Bates Dogger Shirley Hughes The Little Red Hen Traditional Tale	What's in the Witches Kitchen Nick Sharrat Goldilocks and the 3 Bears Traditional Tale Leaf Man Lois Ehlert The Christmas Story The Bible	Supertato Sue Hendra & Paul Linnet Zog and the Flying Doctors Julia Donaldson The Magic Paintbrush Traditional Tale Superkid Claire Freedman	Mr Wolf's Pancakes Jan Fearnley Handa's Surprise Eileen Brown Kenya Information video & texts	What the Ladybird Heard Julia Donaldson The Very Hungry Caterpillar Eric Carle The Three Billy Goats Traditional Tale	The Three Little Pigs Traditional Tale Michael Recycle Ellie Bethel Dear Greenpeace Simon James
Significant Person	Mae Jemison	Andy Goldsworthy	Grace Darling	David Attenborough	Wangari Maathai	Louis Armstrong
Key Events and 'Wow Moments'	Black History Month Harvest Trip to Queenswood	Diwali Bonfire Night Remembrance Day Children in Need Anti-Bullying Week Christmas - Nativity	Safer Internet Day Chinese New Year Children's Mental Health Emergency Services visit	Shrove Tuesday St David's/St Patricks Day Comic Relief World Book Day Easter Sea Legs Puppets	St Georges Day Road Safety Week Sun Awareness Week Walk to school week Trip to Hereford Cathedral	Healthy Eating Week Plastic Free Month Sports day Teddy Bears Picnic


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<p>Communication and Language</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus-C&L is developed through the year through high quality interactions, RSE, RE, stories, singing, circle time, drawing club, experiences and trips, daily group or class discussions and weekly interventions including the NELI Programme.</p> <p>Daily Story Time with stories linked to a key theme, particular author, 'old favourites' or children's choice.</p>	<p>Settling in activities & making friends</p> <p>Talk about experiences that are familiar to them.</p> <p>Discuss what they would like to be when they grow up.</p> <p>Through RE and RSE discuss how they are special, precious and unique and that they have different talents and skills.</p> <p>Talk about routines, rules and expectations.</p> <p>Weekly nursery rhyme or poem, looking at rhyme & alliteration.</p> <p>Enjoy some Traditional Tales</p>	<p>Look at how the seasons have changed.</p> <p>Through stories, songs, role play and discussions children will look at a range of celebrations e.g. Halloween, bonfire night, birthdays and Christmas.</p> <p>Learn to retell stories using story maps, props and role play.</p> <p>Develop their listening skills and learn why it is important to listen.</p> <p>Take part in discussions.</p> <p>Learn to follow instructions.</p> <p>Build their vocabulary through drawing club and story words.</p>	<p>Ask questions to find out more and to check we understand what has been said.</p> <p>Engage in story times, listening to and talking about stories to build familiarity and understanding.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Learn and use new vocabulary throughout the day</p>	<p>Explore the world through stories, maps, and the globe.</p> <p>Look at different cultures and religions, the way they dress, food they eat, their music, dance etc.</p> <p>To ask how and why questions...</p> <p>Retell stories using story language.</p> <p>Sustained focus when listening to a story.</p> <p>To look at a range of fiction and non-fiction stories.</p>	<p>Children to look at non-fiction books about growing and life cycles.</p> <p>Children to learn vocabulary specific to animals, their habitats and how they grow.</p> <p>Talk about and recount first hand experiences using past, present and future tense.</p> <p>Children to learn about, discuss and explore the life cycles of a frog and a butterfly.</p>	<p>Explore the world through stories, maps, and the globe.</p> <p>Discuss ways to look after and care for the world.</p> <p>Reduce, reuse, recycle</p> <p>Talk about special places and walk to the church to explore this further.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>


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Personal, Social & Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Managing Self & Self-Regulation Time to talk & Time to play Creating a safe environment to learn Class expectations, rules & turn taking Developing friendships Healthy snacks and drinking water Weekly RSE Links	Being Me Who...Me? - Understand how it feels to belong and that we are similar and different. How am I feeling today? - Start to recognise and manage my feelings. Being at school - Enjoy working with others to make school a good place to be. Gentle Hands - Understand why it is good to be kind and use gentle hands. Our Rights - Starting to understand children's rights and this means we should be allowed to learn and play. Our Responsibilities - learning what responsibility means.	Celebrating Difference What I am good at? - Identify something I am good at and understand everyone is good at different things. I'm special! I'm me! - Understand that being different makes us all special. Families - Knowing that we are all different but the same ins some ways. Houses and homes - Tell you why I think my home is special to me. Making friends - Tell you how to be a kind friend. Standing up for yourself. - Know which words to use to stand up for myself when someone says or does something unkind.	Relationships My Body: Name external parts of the body. Respecting my body 1: Tell you somethings I can do to keep healthy. Respecting my body 1: Tell you about the foods I can eat to be healthy. Growing up: Understand that we all grow from babies to adults. Losing Teeth: Understand that we will lose our baby teeth.	Changing Me My family and me - identify some of the jobs I do in my family and how I feel like I belong. Make friends, make friends never ever break friends - Know how to make friends to stop myself from feeling lonely. Show respect in how we treat others - Think of ways to solve problems and stay friends. Falling out and bullying part 1 - Starting to understand the impact of unkind words. Falling out and bullying 2 - Use Calm Me time to manage my feelings. Being the best friends we can be - Know how to be a good friend.	Healthy Me Everybody's Body - Understand that I need to exercise to keep my body healthy. We like to Move it! Move it! - Understand how moving and resting are good for my body. Food, Glorious food - Know which foods are healthy and not so healthy and can make healthy eating choice. Sweet Dreams - Know how to help myself go to sleep and understand why sleep is good for me. Keeping clean - Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Stranger Danger - Know what a stranger is and how to stay safe if a stranger approaches me.	Dreams and Goals Challenge - Understand that if I persevere I can tackle challenges. Never giving up - Tell you about a time I didn't give up until I achieved my goal. Setting up a goal - Set a goal and work towards it. Obstacles and support - Use kind words to encourage other people. Flight to the future - Understand the link between what I learn now and the job I might like to do when I'm older. Footprint awards - Say how I feel when I achieve a goal and know what it means to feel proud. Changing Me Celebration - Share my memories of the best bits of this Reception year. Moving up Day- Transition Fun & Fears 1 - Express how I feel about moving to Y1. Fun & Fears 2 - Talk about worries and things I am looking forward to about Y1.


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<p>Physical Development</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Fine motor</p> <p>Daily opportunities for fine motor activities, mark making, painting, writing and drawing</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>	<p>Jungle Journey Nelson Handwriting Drawing Club Threading/puzzles Scissor skills Mark making/letter formation/ printing Pencil grip</p>
<p>Gross motor</p> <p>Weekly PE lessons Swimming Forest School Cooking</p>	<p>Jungle Journey Swimming Forest School GetSet4PE: Fundamentals Unit 1</p>	<p>Jungle Journey Swimming Forest School GetSet4PE: Fundamentals Unit 1 & Ball skills</p>	<p>Jungle Journey Swimming Forest School GetSet4PE: Ball skills</p>	<p>Jungle Journey Swimming Forest School GetSet4PE: Dance</p>	<p>Jungle Journey Swimming Forest School GetSet4PE: Dance & Gymnastics</p>	<p>Jungle Journey Swimming Forest School Sports Day GetSet4PE: Gymnastics</p>

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<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Comprehension Developing a passion for reading</p> <p>Sharing stories & book talk</p> <p>Drawing club & story words</p> <p>Word Reading Daily Sounds-write phonics</p> <p>Books consistent with developing phonic knowledge</p> <p>Writing A range of texts to use as stimulus</p> <p>Drawing club & story words</p> <p>Talk for Writing</p> <p>Use of Message Centre, message mouse & secret symbols</p>	<p>Learn the different sounds letters make, beginning to develop phonic skills of blending & segmenting CVC words Sounds-Write Unit 1, 2 & 3</p> <p>Recognise & write own names</p> <p>Make marks & write for different purposes e.g. making lists & labelling pictures</p> <p>Use print letter knowledge in their early writing and ascribe meaning to their marks</p> <p>Enjoy listening to stories linked to our topic such as 'The Big Umbrella' and 'The Little Red Hen'</p> <p>High frequency words - Reading Rocket 1</p>	<p>Continue to learn the different sounds letters make, continuing to develop phonic skills of blending & segmenting CVC words Sounds-Write Unit 4, 5 & 6</p> <p>Make marks & write for different purposes e.g. making story maps, lists for magic potions & labelling pictures</p> <p>Continue a rhyming string by making magic potions with rhyming objects – cat, rat, bat...</p> <p>Enjoy listening to stories linked to our topic – such as 'Leaf man' and 'Goldilocks and The Three Bears'</p> <p>High frequency words - Reading Rocket 2</p>	<p>Continue to learn the different sounds letters make, continuing to develop phonic skills of blending & segmenting CVC & introducing digraphs Sounds-Write Unit 7 & 8</p> <p>Make marks & write for different purposes e.g. writing messages, writing sentences & labelling pictures</p> <p>Use question words like where, what, who, why and which to ask questions about our topic</p> <p>Enjoy listening to stories linked to our topic – such as 'Supertato, Zog and the Flying Doctors' and 'Superkid'</p> <p>High frequency words - Reading Rocket 3</p>	<p>Continue to learn the different sounds letters make, continuing to develop phonic skills of blending & segmenting CVC, CVCC & CCVC words Sounds-Write Unit 8&9</p> <p>Enjoy listening to stories linked to our topic including, 'Handa's Surprise & 'Mama Panya's Pancakes'</p> <p>Use phonic knowledge to read and write simple words and sentences starting with a capital letter and ending with a fullstop.</p> <p>Use knowledge to retell familiar stories.</p> <p>Form letters correctly</p> <p>High frequency words - Reading Rocket 4</p>	<p>Continue to learn the different sounds letters make, continuing to develop phonic skills of blending & segmenting CVCC, CCVC & CCVC words and learn new digraphs Sounds-Write Unit 10&11</p> <p>Enjoy listening to stories linked to our topic including, 'What the Ladybird Heard', 'The Very Hungry Caterpillar', 'Mr Wolf's Pancakes & 'The Three Billy Goats Gruff'</p> <p>Use phonic knowledge to read and write simple words and sentences starting with a capital letter and ending with a fullstop.</p> <p>Form letters correctly</p> <p>High frequency words - Reading Rocket 5</p>	<p>Read simple sentences with increasing fluency. Reading CVCC, CCVC & CCVCC words with increasing confidence. Sounds-write consolidation of Unit 10&11</p> <p>Enjoy listening to stories linked to our topic including, 'Michael Recycle', 'Dear Greenpeace' and 'The Three Little Pigs'</p> <p>Begin to read and write more complex words and sentences.</p> <p>Use phonic knowledge to write information, labels, lists & familiar stories.</p> <p>Form letters correctly</p> <p>High frequency words - Consolidation</p>

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Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>The math's curriculum is supported by White Rose Maths & EY Maths</p> <p>Maths lessons, maths area with accessible resources and activities in continuous provision</p>	<p>Getting to know you Opportunities for settling in. Introducing the areas of provision and getting to know the children. Key times of the day, and class routines. Exploring continuous provision inside and out. Where do things belong?</p> <p>Match, Sort, Compare Match, sort & compare objects, pictures and amounts.</p> <p>Measure and Pattern Compare size, mass and capacity. Exploring Pattern.</p>	<p>It's me 1,2,3 Subitise 1, 2 & 3 Representing 1,2& 3 Composition of 1,2,3 One more & one less</p> <p>Shape Circles & triangles Positional language</p> <p>1, 2, 3, 4, 5 Subitise 4 & 5 Representing 4 & 5 Composition of 4 & 5 One more & one less</p> <p>Measure and Shape Shapes with 4 sides Time</p>	<p>Alive in 5! Number - Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Conceptual subitising One more & one less</p> <p>Measure Compare mass & capacity</p> <p>Growing 6,7,8, Numbers to 8 Composition of 6,7 & 8 Making pairs - odd / even Doubles to 8 Combining 2 groups</p>	<p>Measure Length and height Time</p> <p>Building 9 and 10 Representing 9 & 10 Comparing No.s to 10 Number bonds to 10 Doubles to 10 Odds & evens Conceptual subitising</p> <p>Shape and Pattern 3D shape More complex patterns</p>	<p>Sharing & Grouping Doubling, sharing and grouping Even and odd</p> <p>Visualise, Build & Map Deepening understanding of patterns Building & describing position Exploring and creating maps</p>	<p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10</p> <p>How Many Now? Addition and Subtraction</p> <p>Shape Manipulate, compose and decompose 2D shapes Find 2D shapes within 3D shapes</p> <p>Consolidation</p>

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<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE and RSE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Recognise similarities & differences between ourselves & others</p> <p>Talk about past and present events in our lives and about special times</p> <p>Comment on photos of their family; naming who they are and what relation they are.</p> <p>Draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise changes that happen as humans grow and talk about themselves as a baby, now and in the future</p> <p>Find out about the festival of Harvest and making bread and soup</p>	<p>Understand some important processes and changes in the natural world around them, and about the four seasons, finding out what happens to the leaves and the animals in autumn</p> <p>Visit to Queenswood – Gruffalo trail and autumn walk.</p> <p>Talk about past and present events in their lives and about how they celebrate special times</p> <p>Use their five senses to explore the world around them.</p> <p>Find out about Autumn festivals & traditions including Bonfire Night, Diwali and the festival of Christmas</p>	<p>Use the five senses to explore the world around them</p> <p>Learn about changing states of matter such as water freezing and ice melting</p> <p>Learn about the different occupations of real life heroes such as doctors, nurses, police officers and firefighters</p> <p>Learn about historical heroes and heroines such as Grace Darling</p> <p>Think about themselves as a 'Superhero' and the things they can do to help in their home and the local community</p> <p>Find out about the Chinese New Year and how it is celebrated</p> <p>-</p>	<p>Find out about the traditions linked to Pancake Day, St David's Day, St Patricks Day and Easter</p> <p>Use 'Handa's Surprise' and other stories to explore life in Africa. Use globes and maps to identify different places in the World</p> <p>Learn about the variety of animals and plants that can be found in Africa & share non-fiction texts that offer an insight into contrasting environments</p> <p>Communicate their understanding of their own environment and contrasting environments through conversation and in play</p> <p>Tasting a variety of fruits from the story Handa's Surprise</p>	<p>Explore the natural world and understand the effect of changing seasons including looking for signs of spring & then summer.</p> <p>Learn about the lifecycles of different animals including butterflies and frogs</p> <p>Make observations of animals including minibeasts and about different animal habitats</p> <p>Find out about places that are special to different religions and cultures. Visit to Hereford Cathedral</p>	<p>Recognise similarities, differences, patterns and change</p> <p>Learn about different types of materials, their uses and their properties</p> <p>Explore the natural world and compare different environments</p> <p>Learn about how we can care for our world and why this is important</p>

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Expressive Arts & Design	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops					
<p>Daily opportunities for mark making, drawing, painting, within provision</p> <p>Workshop area with a wide range of tools & resources readily available for creating and making.</p> <p>Construction, block play, role play, small world and building areas.</p> <p>Daily singing and access to musical instruments</p> <p>Weekly art lessons with specialist art teacher</p>	<p>Draw & paint pictures of themselves & their families</p> <p>Think about colours & use them appropriately in our pictures</p> <p>Use a range of materials to make collages & models of people & faces</p> <p>Find out about the artist Arcimboldo and his portraits using fruit and veg</p> <p>Act out stories and sing songs linked to our topic including acting out the story of 'The Little Red Hen'</p> <p>Explore sounds and how they can be made. Tap out rhythms</p>	<p>Place and arrange natural autumn materials to create pictures and patterns</p> <p>Think about autumn colours & use them appropriately in our pictures, using a range of materials to make pictures & collages of autumn & of fireworks</p> <p>Creating magic potions & making wands.</p> <p>Find out about the artist Andy Goldsworthy</p> <p>Use natural resources to construct homes for woodland animals</p> <p>Learn new songs and rhymes linked to our topic</p> <p>Act out stories & role play including the story 'Goldilocks and the Three Bears'</p>	<p>Use a range of materials including vegetables to design and create superheroes</p> <p>Explore, use and refine a variety of artistic effects to create pictures of dragons.</p> <p>Listen attentively to and talk about music, expressing our feelings and responses.</p> <p>Watch and talk about Chinese lion and dragon dances, expressing our feelings and responses.</p> <p>Learn new songs linked to our topic</p> <p>Act out stories & role play</p>	<p>African drumming and dancing</p> <p>Draw & paint and create pictures of different African plants & animals using a variety of tools & media</p> <p>Use malleable materials and appropriate tools – clay, salt dough to make and decorate snakes</p> <p>Observational drawings of different types of fruit from the story Handa's Surprise</p> <p>Learn rhymes and songs about animals.</p> <p>Easter Craft Day</p>	<p>Draw & paint and create pictures of different plants & animals using a variety of tools & media</p> <p>Observational drawings of spring plants including daffodils. Think about colours & use them appropriately when creating pictures</p> <p>Using paint to create symmetrical butterflies</p> <p>Use a range of materials to make collages & models of a variety of animals including minibeasts</p> <p>Act out stories and sing songs linked to our topic including building bridges and acting out the story of 'The Three Billy Goats Gruff'</p>	<p>Draw & paint and create pictures of different plants & animals using a variety of tools & media</p> <p>Think about colours & use them appropriately when creating pictures</p> <p>Use a range of materials to make collages & models of a variety of animals including sea creatures</p> <p>Act out stories and sing songs linked to our topic including acting out the story of 'The Three Little Pigs'</p>

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<p>More Texts</p> <p>Additional texts linked to our key themes and topics – we will continue to add to this list</p>	Pete the Cat books Lucy's Picture by Nicola Moon My World, Your World Rosie Revere Engineer All About Families: Usbourne Julian is a Mermaid: Jessica Love Mae Jemison: Mary Nhin	The Tiny Seed Amazing Grace The Gruffalo Stickman The Magic Porridge Pot Room on a Broom	Penguin Pig Zog Superworm	Easter Story The Runaway Pancake Handa's Hen Mama Panya's Pancakes	The Very Busy Spider The Bad Tempered Ladybird Incy Wincy Spider Aesops Fables	Here We Are: Oliver Jeffers The Rainbow Fish One Plastic Bag Dear Greenpeace The Snail and the Whale