

EYFS Long term Overview

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	All about me	Let's Celebrate	Would you rather?	Helping Hands	Our Wonderful World	Off we go!
Substantive knowledge	<p>Basic emotions (happy, sad, angry, scared).</p> <p>Family roles and relationships.</p> <p>Personal likes, dislikes, and interests</p> <p>Names of body parts (e.g., head, hands, feet).</p> <p>Settling into school. Children learn about themselves, their families, and their uniqueness, building confidence, social skills, and a sense of belonging.</p>	<p>Names and significance of key celebrations (e.g., Diwali, Christmas, Eid).</p> <p>Traditions like lighting candles, giving gifts, or sharing food.</p> <p>Simple concepts of time (birthdays, anniversaries).</p> <p>Recognizing and naming seasons (spring, summer, autumn, winter).</p> <p>Observing how plants, animals, and daylight change with the seasons.</p>	<p>Understanding how toys have changed over time (e.g., wooden vs. plastic).</p> <p>Recognising different toys (e.g., dolls, cars, puzzles) and their purposes.</p> <p>Exploring what toys are made of (wood, metal, fabric, plastic).</p> <p>Learning how to play collaboratively with toys.</p> <p>Simple comparisons (big/small, fast/slow, old/new).</p> <p>Understanding changes (e.g., sunny, rainy, snowy).</p>	<p>Names and roles of people who help us (doctor, firefighter, teacher).</p> <p>Tools or uniforms associated with these roles.</p> <p>Ways we can help at home or school.</p> <p>To understand the roles of helpful people in our community.</p> <p>Identifying appropriate clothes for each season (e.g., coat for winter, hat for summer).</p>	<p>Names of common animals, plants, and habitats.</p> <p>Weather types and how they affect us.</p> <p>Features of the natural world (mountains, rivers, trees).</p> <p>To care for living things.</p> <p>To care for the planet.</p>	<p>Naming and discussing emotions like excitement or nervousness.</p> <p>Knowing key people in Year 1 (teacher, teaching assistant).</p> <p>Beach, countryside, city breaks.</p> <p>Clothes, toiletries, toys, passports.</p> <p>Swimming, building sandcastles, exploring landmarks.</p> <p>Land (car, bus, train), air (plane), and water (boat).</p> <p>Why we choose certain transport (e.g., planes for far distances).</p> <p>Recognizing key parts (e.g., wheels, wings, sails).</p>
Key Vocabulary	Me, Name, Body, Face, Hands, Feet, Family, Feelings, Like, Dislike	Party, Birthday, Cake, Presents, Family, Celebration, Christmas, Diwali, Balloons, Candles	Toy, Doll, Car, Ball, Teddy, Play, Game, Old, New, Wooden, Plastic	Doctor, Nurse, Police, Firefighter, Teacher, Postman, Helper, Uniform, Hospital, Fire Engine	Nature, Animals, Plants, Trees, Flowers, Sun, Moon, Weather, Earth, Mountains, Oceans	School, Teacher, Classroom, Desk, Routine, Excited, Nervous, Friend, Playground, Beach, Suitcase, Travel, Airport, Pack, Hotel, Swimming, Passport, Sun Car, Bus, Train, Plane, Boat, Wheels, Wings, Journey, Ticket

<p>Enrichment</p>	<p>Walk to the local orchard</p> <p>Disco</p> <p>Visit from people who help us in school</p> <p>Parent visit to celebrate our learning.</p> <p>Porridge making/tasting</p>	<p>Bonfire in Forest School</p> <p>Diwali visitor</p> <p>World Nursery Rhyme Week</p> <p>Christmas Nativity singing in church</p> <p>Soup & bread making/tasting</p> <p>Shared reading with older year groups</p> <p>Don's birthday party</p>	<p>Toy Museum workshop</p> <p>Parent sharing of their favourite toys</p> <p>Library visit in Stamford</p> <p>Luna New Year celebrations</p> <p>Chinese food tasting</p>	<p>World Book Day</p> <p>Parent storytelling</p> <p>Visit to the Fire Station</p> <p>Visit from a doctor</p> <p>Visit by a Paramedic</p> <p>Visit to George's Food Hub</p>	<p>Growing vegetables</p> <p>Planting flowers</p> <p>Visit from an allotment holder</p> <p>Visit to local garden centre</p> <p>Visit to the local market</p>	<p>Visit to the seaside</p> <p>Visit from a local storyteller</p> <p>Visit from Yr 1 children</p> <p>Visit from a travel agent</p>
<p>Suggested reading Texts</p>	<p>What Makes Me? The Great Big Book of Families The Everywhere Bear The Colour Monster Giraffes Can't Dance Dear Zoo I like myself When God Made you – Farmer Duck</p> <p>Traditional Tale Goldilocks</p>	<p>Jolly Postman The Secret Birthday message Festival of Colours Funny bones The Night before Christmas Oi Frog Celebrations Around the World</p> <p>Traditional Tale Gingerbread Man</p>	<p>Kippers Toybox Dogger The Everywhere Bear Time to Move South for Winter Do I Have to Wear a Coat? All Around the World Animal Zoom to the Moon The Runaway Wok</p> <p>Traditional Tale Cinderella</p>	<p>The Same but Different Various non-fiction books about People Who Help Us.</p> <p>Traditional Tale The Enormous Turnip</p>	<p>Errol's Garden I can Grow a Sunflower Oliver's Vegetables The Very Hungry Caterpillar The Jack and the Beanstalk Titch Jasper's Beanstalk What the Ladybird Heard The Enormous Turnip Handa's Surprise The Tiny Seed Traditional Tale Jack and the Beanstalk</p>	<p>The Lighthouse Keeper's Lunch Snail and the Whale Sharing a Shell Look what I found at the seaside. Storm Blown Away Up and Down Lost and Found Stuck s Mr Gumpy's Motor Car A Squash and a Squeeze The Train Ride Me on the Map</p> <p>Traditional Tale Little Red Riding Hood</p>
<p>Songs, Rhymes and Poems</p>	<p>5 Little Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Monkeys</p>	<p>Incy Wincy Spider 5 Currant Buns The Big Ship Sails Twinkle Twinkle Christmas songs</p>	<p>Row, Row, Row Wind the Bobbin Up Twinkle Twinkle Chocolate Bar</p>	<p><i>Hickory, Dickory, Dock</i> The Grand Old Duke of York <i>5 Little Ducks</i></p>	<p><i>Jack & Jill</i> Tiny Caterpillar on a Leaf London Bridge 10 Fat Sausages</p>	<p>Wheels on the Bus Wiggly Woo Old Macdonald If You're Happy and you Know it</p>

	<p><i>Me</i> by Eloise Greenfield</p> <p><i>I Am Special</i> (Traditional Rhyme)</p>	<p>Nativity performance songs</p> <p><i>Celebration Time</i> by Judith Nicholls</p> <p><i>Diwali Is Here</i> by Bhavna Nancherla</p>	<p><i>Choices</i> by Shel Silverstein</p> <p><i>Would You Rather?</i></p>	<p><i>Helping Hands</i></p> <p><i>People Who Help</i> by Sue Cowling</p>	<p><i>Nature's Paintbox</i> by Judy Nayer</p> <p><i>The Sun Is Up</i> by Anonymous</p>	<p>10 Green Bottles</p> <p><i>Going on a Journey</i> by Michael Rosen</p>
RE	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	
Personal, Social and Emotional Development	<p style="text-align: center;">Key curriculum goals</p> <p style="text-align: center;">Manage personal needs independently Show resilience and determination</p> <p style="text-align: center;">Understand own feelings and be able to increasingly manage emotions in a variety of situations</p>					
<p>This term children will learn:</p> <p>Self-Regulation: Managing Self: Building Relationships:</p>	<p>To see themselves as a valuable individual. About their own feelings and labelling emotions. How to give focused attention to the teacher for short periods. To follow simple instructions. To tolerate brief delays. How to engage in PE. To try new activities and show independence. The rules of the classroom and to explain these. To put on own coat, jumper, shoes. To use the toilet when needed. To wash hands effectively. To demonstrate friendly behaviour towards others. To work and play cooperatively with others and take turns. To form positive relationships with adults and peers. To talk about and different food they eat.</p>		<p>Continue with last terms learning and.... To begin to regulate their behaviour. To begin to control their impulses. To work towards simple goals. To consistently follow simple instructions. To demonstrate resilience. To explain the reason for rules. To zip up own coat and put on gloves. To know to wash hands before eating/cooking. To demonstrate and explain how to be a sensible pedestrian.</p>		<p>Continue with last terms learning and.... To understand other feelings and regulate their behaviour accordingly. To set and work towards simple goals. To think about the perspectives of others. To give focused attention to their teacher, responding appropriately, even when engaged in an activity. To use perseverance. To talk about how to keep their bodies healthy through food and exercise. To understand which foods you should have more and less of. To explain the importance exercise, sleeping, hygiene. To show sensitivity to the needs of others.</p>	
Communication and Language	<p style="text-align: center;">Key curriculum goals</p> <p style="text-align: center;">Ask a relevant question and make relevant comments in return</p>					

	<p>Converse in a back-and-forth exchange with friends and adults</p> <p>Express ideas and feelings with confidence</p>					
<p>This term children will learn:</p> <p><i>Listening, Attention and Understanding Speaking</i></p>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups about things that they like and are important to them.</p> <p>Children will begin to express their ideas.</p> <p>Children will be able to talk about their house and family members in a small group.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will start a conversation and begin to use new vocabulary throughout the day.</p> <p>Children will talk about their ideas and feelings, in mostly full sentences.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Children will engage in back-and-forth conversations with another child or familiar adult.</p> <p>Speaking Children will retell stories during their play.</p> <p>Children will talk in full sentences using a range of connectives, e.g. and, because beginning to use past and present tenses as appropriate</p>	<p>Listening, Attention and Understanding Children will retell/join in with stories and rhymes and follow/ participate without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Children will use speech to offer explanations of why things might happen or to solve problems.</p> <p>Children will begin to include future tense in their speech as appropriate.</p>	<p>Listening, Attention and Understanding Children will be able to comment on what they have heard and ask questions to clarify their understanding.</p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events in detail.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p> <p>Children will retell stories in their own words</p>
<p>Physical Development</p>	<p><u>Key curriculum goals</u></p> <p>To manage the school day successfully</p> <p>Use small objects effectively</p> <p>Use large objects with control and coordination</p>					
	<p>Gross Motor Children will learn to move and negotiate safely in a space. Children will learn to line up and walk in a line around school.</p> <p>Fine Motor</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Children will be able to use core muscle strength to sit at a</p>	<p>Gross Motor Children will move safely with confidence and imagination through movement.</p> <p>Children will handle tools, objects, construction and</p>	<p>Gross Motor Children will jump and land safely.</p> <p>Children will explore different ways to travel using equipment.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will be able to negotiate space successfully when playing with other children.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>

<p>This term children will learn:</p> <p><i>Gross motor and Fine motor skills</i></p>	<p>Children will develop the strength of their fingers & thumbs.</p> <p>Children will explore mark making using paint, crayons, pastels, pencils and chalk.</p> <p>Children will create simple representations of events, people and objects through mark making</p>	<p>table or on the floor effectively.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p> <p>Children will handle scissors, pencil and small equipment effectively.</p> <p>Children will draw lines, circles and shapes to draw pictures</p>	<p>malleable materials safely and with increasing control.</p> <p>Fine Motor Children will use cutlery appropriately.</p> <p>Children will draw increasingly complex representations such as a person with features (head, body, arms, legs, hair, eyes, mouth)</p>	<p>Children will balance on a variety of equipment safely and with control.</p> <p>Fine Motor Children will hold scissors correctly and cut out rather than just snip.</p>	<p>Fine Motor Children will hold scissors correctly cut out small shapes.</p>	
<p>Understanding the World</p>	<p style="text-align: center;">Key curriculum goals</p> <p style="text-align: center;">Know about their own family tree Be familiar with my local environment Know how to care for our environment and animals To know the seasons and the key features</p>					
<p>This term children will learn:</p> <p><i>Past and Present:</i></p>	<p>Introduce class timelines (Organise events using basic chronology)</p> <p>Talk about their own family history – parents and grandparents</p> <p>Understand how they have changed since they were babies</p>	<p>Understand some differences between things in the past and now – (days of the week) and drawing on their own experiences and what has been read in class (special celebrations from their past. Birthday, Diwali, Nativity). Begin to understand the past through characters, settings and events</p>	<p>Better understand the past through objects such as old toys compared to new toys.</p> <p>Children will be able to recognise some similarities and differences between toys and electrical objects, such as cameras.</p> <p>Children will organise toys using basic chronology, recognising</p>	<p>Children will comment on images of people who help us and their vehicles in the past.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Children will understand that dinosaurs were in the past.</p> <p>Children will observe changes over time by growing their own vegetables.</p>	<p>Children will compare transport from the past and present.</p> <p>Children will compare now and then holidays in the past.</p>

		<p>encountered in stories.</p> <p>Begin to organise events using basic chronology, recognising things that happened before they were born., (Remembrance Day. Guy Fawkes)</p>	<p>things that happened before they were born</p>			
People, Culture and Communities	<p>Children will name and describe people who are familiar to them (who lives in my house)</p> <p>Children will talk about members of their immediate family.</p> <p>Children will know about features of the immediate environment – school (where I live, where I go to school).</p>	<p>Children will recognise that people have different beliefs and celebrate in different ways (festivals such as Diwali).</p> <p>Begin to understand that some places are special to members of their community. (Church).</p>	<p>Children will begin to Recognise some similarities and differences between life in this country and life in other countries (Chinese New Year, UK and The Arctic).</p>	<p>Children will explore their immediate environment using technology and maps</p> <p>Creating maps based on observations and stories (our route to school, our class walk).</p> <p>Draw information from a simple map.</p>	<p>Children will know that people in other countries may speak different languages.</p>	<p>Children will know that simple symbols are used to identify features on a map.</p> <p>Children will recognise some similarities and differences between life in this country and life in other countries.</p>
The Natural World	<p>Children will describe what they see, hear and feel when they are outside.</p> <p>Children will explore their immediate environment by visiting the local Orchard. They will pick their own fruit and learn about healthy eating</p>	<p>Children will begin to understand the effect of changing seasons on the natural world around them. (Exploring Autumn – natural materials)</p> <p>. Children will describe what they see, hear and feel whilst outside</p>	<p>Children will explore and care for natural world around them - (birds in winter).</p> <p>Children will make observations about animals and environments, discuss similarities and differences.</p> <p>Children will begin to understand the effect of</p>	<p>Children will make observations about animals and plants discussing similarities and differences.</p> <p>Children will understand processes and changes in the natural world., including the seasons – signs of spring and states of matter.</p>	<p>Life cycles (minibeasts, butterfly).</p> <p>Children will understand processes and changes in the natural world., including the seasons and states of matter.</p>	<p>Children will learn about Sea Creatures</p> <p>Children name parts of the human body, healthy eating, sleep and healthy teeth.</p> <p>Children draw pictures and make observations about animals and plants discussing similarities and differences.</p>

	Children will use the names of body parts.	Children will explore and ask questions about their outdoor space. <i>Children will make observations about animals discussing similarities and differences.</i>	changing seasons on the natural world around them. (Exploring winter. Animals hibernating). Children will explore changing states of matter - freezing and melting.	Children will recognise that some environments are different to the one in which they live.		Recognise that some environments are different to the one in which they live.
Expressive Arts and Design	<u>Key curriculum goals</u> Create masterpieces using interests and imagination. Perform a story, song, poem or rhyme to an audience					
This term children will learn: <i>Being Imaginative and Expressive</i> <i>Creating with Materials</i>	Children will sing and join in with rules and routine songs. Children will find the beat in music. Children will create simple representation of faces/familiar people. (Observational drawings, self-portraits. My family pictures) Children will role play: Indoors and out. Focus on families/homes. Acting out familiar everyday narratives Children will develop storylines into their pretend play – Birthday, Baptism.	Children will sing a range of well-known nursery rhymes and songs. Children will learn to find a rhythm in music. Children will march in time to the music. (the ants go marching). Children will Perform in a group (nativity). Children will draw simple representations of events, people and objects. (Fireworks. Key events – Diwali, birthdays)	Children will confidently recount familiar narratives and stories with peers or teacher. Children will learn to improvise in music. Children will develop storylines into their pretend play – Chinese New Year, Holi, Valentine’s. Children will explore moving toys and mechanical toys. Children will create simple representations of objects with increasing detail i.e. Wheels, wipers.	Children will move in time to the music. Children will perform songs, rhymes, poems and stories with others. Children will follow choreographed dance routines. Children will understand how to join materials such as through tape and glue. Children will choose appropriate materials for a purpose. (Junk model fire engine) Children will begin to plan designs with reasoning and collaborate with	Children will play an instrument following a musical pattern. Children will learn to improvise with two notes in music. Children will invent narratives and stories with peers and their teacher. Children will share their creations, explaining the process they have used, what they like about their work and if they would like to further adapt it. Children will begin to mix colours intentionally to create desired shades.	Children will invent their own narratives, stories and poems. Children will develop storylines into their pretend play – Moving to Year 1, Going on holiday, Travel Agents. Children will attend a live performance and share their feelings and responses. Children will share creations, talk about process and evaluate their work. Children will draw with distinctive features (i.e.

	Children will learn and explore work by the Artist Wassily Kandinsky	<p>Children will name Primary colours and select colours for a purpose.</p> <p>Children will manipulate clay to the desired effect – diva lamps.</p> <p>Children will experiment mixing with primary colours</p> <p>Children will role play: Indoors and out. Enhance with celebrations (birthdays, Christmas, etc). Acting out familiar narratives from own experiences and those exposed to during stories,</p> <p>Children will learn and explore work by the Artist Andy Goldsworthy</p>	<p>Name secondary colours and explore what happens when they mix colours. Children will safely explore different techniques for joining materials.</p> <p>Children will explore and experiment with different materials and begin to compare textures.</p> <p>Children will role play: Indoors and out. Enhancement to include key stories from topic. Acting out familiar narratives from stories</p> <p>Children will learn and explore work by the Artist Matisse</p>	<p>others (joint junk model police station). Children will make props and costumes for different role play scenarios, working collaboratively, sharing ideas and resources with peer/s.</p> <p>Children will learn and explore work by the Artist Van Gogh</p>	<p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Children will role play: Indoors and out. Enhancement to include occupations (teachers, gardeners, scientists) Acting out familiar narratives from own experiences and those exposed to during stories, enrichment activities and teaching</p> <p>Children will learn and explore work by the Artist Takashi Murakami.</p>	<p>scales on a fish, a gleaming light on their lighthouse)</p> <p>Children will role play: Indoors and out. Enhancement to include occupations (presenter, film makers, rescue teams, lighthouse keeper) Acting out familiar narratives from own experiences and those exposed to during stories, enrichment activities and teaching.</p> <p>Children will learn and explore work by the Artist Lowry.</p>
Literacy	<p>Key curriculum goals</p> <p>Read simple sentences and books with enjoyment</p> <p>Retell a story through play</p> <p>Write with fluency and pleasure</p>					
Comprehension	Children can comment on the things they have heard in a story.	Children can answer simple recall questions about a story which has been read to them.	<p>Children will retell stories during their play.</p> <p>Children can anticipate where appropriate key events in stories.</p>	Children can use and understand recently introduced vocabulary	Children can use vocabulary that are increasingly influenced by their experiences of books.	Children will retell stories in their own words

This term children will learn:		Children can use and understand recently introduced vocabulary.				
Word Reading (Phonics)	Phonics starts on day 1 of school Children will read the first 16 Set 1 sounds Learn to orally blend: Word Time 1.1 to 1.3	Children will read 25 Set 1 single letter sounds Children will learn to blend: Word Time 1.1 to 1.4	Children will read 25 Set 1 single letter sounds speedily Children will blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5	Children will read Set 1 Special Friends Children will read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Children will be able to talk about the characters and feelings in the books that they are reading.	Children will review Set 1 sounds speedily Children will read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Children will review Word Time 1.1 to 1.6 Children will read simple sentences consistent with phonetic knowledge and re-read books to build fluency and enjoyment.	Children will be able to read simple sentences consistent with phonetic knowledge. Children will be able to answer questions about what they have read. Children will review Set 1 Phonics Green Words and read with fluency.
Writing	Children will ascribe meaning to the marks they make (emergent writing, drawing and mark making). Children begin to develop correct pencil grip Children will begin to use correct letter formation such as when beginning to write their name or initial sounds of words. Learn that print/marks carry meaning – emergent writing.	Children will attempt letter formation to write for a purpose (name labels, cards, invitations, tags) Children will begin to write simple CVC words (consonant, vowel, consonant) Children will develop drawings with more detail	Children will learn to structure a sentence in speech before writing. Children will use an effective pencil grip and sit correctly at the table. Children will continue to develop their use of correct formation of letters. Children will write simple CVC words (consonant, vowel, consonant).	Children will begin to attempt simple caption/sentence structure. Children will begin to write simple sentences using phonic knowledge and non-decodable words (Red words)	Children will begin to write a wider range of words with more phonetic accuracy. Children will begin to write multisyllabic words by using RWInc strategies (Fred fingers), and breaking them into smaller 'chunks' Children will show confidence in spacing words out on the page and using mostly correctly formed letters.	Children will independently write simple sentences with phonetic accuracy Children will produce writing which can be easily read by others Children will confidently read back own work
Mathematics	<u>Key curriculum goals</u>					

	<p>Develop a deep understanding of numbers to 10. Recognise the patterns of the counting system. Compare quantity and amounts in different contexts</p>					
This term children will learn:	<p>Getting to Know You: Counting, routines, and matching objects. Just Like Me: Matching, sorting, comparing size, amounts, and patterns. It's Me, 1, 2, 3: Counting to 3, number representation, and circles/triangles. Light & Dark: Numbers to 5, counting objects, and comparing quantities</p>		<p>Alive in 5: Composition of 5, zero, comparing mass, and capacity. Growing 6, 7, 8: Counting to 8, combining groups, and length/height. Building 9 & 10: Counting to 10, comparing numbers, and exploring 3D shapes.</p>		<p>To 20 and Beyond: Numbers beyond 10, counting patterns, and spatial reasoning. First, Then, now: Addition and subtraction stories, and comparing quantities. Find My Pattern: Doubling, sharing, and odds/evens. On the Move: Deepening numbers to 20, patterns, and problem-solving</p>	
Recommended text:	<p>Getting to Know You</p> <ul style="list-style-type: none"> <i>The Button Box</i> by Margarett S. Reid <i>Each Peach Pear Plum</i> by Janet & Allan Ahlberg <p>Just Like Me</p> <ul style="list-style-type: none"> <i>Elmer</i> by David McKee <i>Pattern Fish</i> by Trudy Harris <p>It's Me, 1, 2, 3!</p> <ul style="list-style-type: none"> <i>Three Little Pigs</i> (Traditional Tale) <i>Mouse Count</i> by Ellen Stoll Walsh <p>Light and Dark</p> <ul style="list-style-type: none"> <i>Can't You Sleep, Little Bear?</i> by Martin Waddell <i>Peace at Last</i> by Jill Murphy 		<p>Alive in 5!</p> <ul style="list-style-type: none"> <i>Five Little Ducks</i> by Penny Ives <i>Ten Black Dots</i> by Donald Crews <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> <i>Six Dinner Sid</i> by Inga Moore <i>How Many Legs?</i> by Kes Gray <p>Building 9 & 10</p> <ul style="list-style-type: none"> <i>Nine Ducks Nine</i> by Sarah Hayes <i>One Is a Snail, Ten Is a Crab</i> by April Pulley Sayre 		<p>To 20 and Beyond</p> <ul style="list-style-type: none"> <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Big Numbers</i> by Edward Packard <p>First, Then, Now</p> <ul style="list-style-type: none"> <i>Ten Apples Up on Top!</i> by Dr. Seuss <i>Mr. Gumpy's Outing</i> by John Burningham <p>Find My Pattern</p> <ul style="list-style-type: none"> <i>A Pair of Socks</i> by Stuart J. Murphy <i>Simon's Sock</i> by Sue Hendra <p>On the Move</p> <ul style="list-style-type: none"> <i>We All Go Travelling</i> by Sheena Roberts <i>Duck in the Truck</i> by Jez Alborough 	
Parent engagement opportunities						