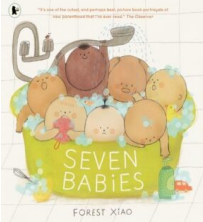
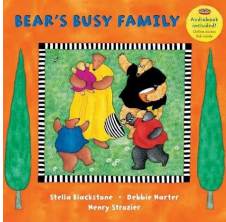
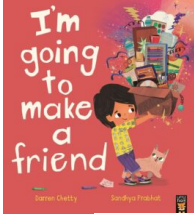
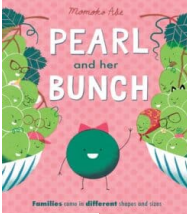
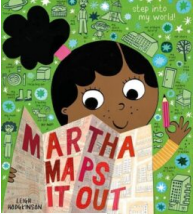
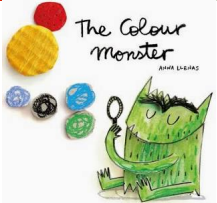


OUR CHILDHOOD CHAPTERS

AUTUMN 1	WHERE I BELONG		
THE BIG IDEA	Children develop a strong sense of identity, security and belonging as they discover who they are and the communities they are part of.		
	PRE-SCHOOL – ME AND MY HOME	NURSERY – MY FAMILY AND FRIENDS	RECEPTION – MY SCHOOL AND COMMUNITY
CHILDREN EXPLORE...	Me • My name and recognising that it belongs to me • My body and its main parts • My individual likes, dislikes and preferences • My feelings and beginning to express how I feel My Home • Who lives with me and the people who care for me • Familiar daily routines at home • My bedroom and familiar spaces within my home • People, objects and routines that help me feel safe and secure Becoming Independent • Developing independence with toileting • Washing and drying my hands • Beginning to put on my own coat and shoes • Helping to tidy away and care for our environment • Recognising when I need help and beginning to ask for it • Co-regulating with trusted adults to manage feelings and emotions	My Family • Immediate and wider family members and the relationships between us • Recognising that families can be different and are special in different ways • Talking about people who are special and important to me My Friends • Making friends and developing positive relationships • Learning to share spaces, experiences and resources with others • Taking turns and beginning to wait for others • Showing kindness and recognising kind actions My Nursery • Becoming familiar and confident with nursery routines • Understanding and following simple classroom rules and expectations • Recognising myself as part of a group and our nursery community Understanding Others • Noticing things we have in common with other people • Recognising and celebrating some of the things that make each of us unique Becoming Independent • Co-regulating with trusted adults and beginning to recognise strategies that help me manage my feelings	My School • Exploring our classroom and becoming familiar with how we learn and play within it • Getting to know the adults in school and understanding how they help us • Taking increasing responsibility for ourselves, our belongings and our learning environment My Community • Recognising familiar places and landmarks within our local community • Finding out about people who live and work in our community and the roles they play • Exploring simple maps and using them to represent familiar places and journeys • Walking locally to observe, explore and develop familiarity with the area around our school Belonging • Understanding what it means to be a good friend and build positive relationships • Showing kindness through our words and actions • Treating ourselves, other people and our environment with respect • Recognising when others may need help and beginning to offer support Our Diverse World • Recognising that all families are different • Exploring different types of homes and how people live • Beginning to recognise and value different cultures, traditions and ways of life Independence • Taking on simple classroom responsibilities and contributing to our class community • Using trusted adults to co-regulate when emotions feel difficult • Developing strategies to begin regulating our own feelings, behaviour and responses • Understanding and increasingly following our shared behaviour expectations

OUR CHILDHOOD CHAPTERS

KEY TEXTS	  			  			  		
STICKY SKILLS & KNOWLEDGE	• I know how to wash my hands. • I know how to put on my coat. • I know how to ask for help.			• I know every family is different. • I know friends are kind and help each other. • I know I am part of my nursery class. • I know people can be the same and different.			• I know a community is a group of people who live or work together. • I know my school is part of my local community. • I know communities are made up of different people and places. • I know people have different families, homes and cultures. • I know everyone has a role to play in our school community.		
VOCABULARY	FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
	Mummy Daddy eyes feet hair hands mouth nose toes tummy bed chair house table clean dirty soap tap towel wash dry wet	home family friend kind similar different	relative local neighbour	home family friend school	kind similar different belong	relative local neighbour culture	home family friend school community	kind similar different belong unique	relative local culture neighbour neighbourhood

OUR CHILDHOOD CHAPTERS

CURRICULUM DRIVERS	Every Child Has a Voice Children learn to express who they are by sharing their ideas, experiences, feelings and family stories, developing the confidence to communicate with others and knowing that their voice matters.	
	Every Child Belongs Children build secure relationships and begin to understand that they are valued members of their family, class and wider community. They learn that everyone is unique, everyone belongs and everyone deserves kindness and respect.	
	Every Child Has a Future Full of Possibility Children develop confidence, independence and self-belief as they explore the world around them. They begin to recognise that they can make choices, overcome challenges and play an important part in their community.	
BUILDING THE FOUNDATIONS FOR KS1	Geography This chapter lays the foundations for Year 1 Geography, where children will learn to use maps and aerial photographs, identify human and physical features, and compare their local community with places beyond their own experience. Children begin Year 1 with an understanding of: - homes, families and communities. - their local area and familiar places. - similarities and differences between people and places. - simple geographical vocabulary, including <i>home</i>, <i>school</i>, <i>community</i> and <i>local</i>.	
	Personal, Social and Health Education (PSHE) This chapter lays the foundations for Year 1 PSHE, where children will develop their understanding of relationships, belonging, identity and their role within a community. Children begin Year 1 with an understanding of: - belonging to different groups and communities. - friendships and positive relationships. - similarities and differences between people. - the importance of kindness, respect and inclusion.	
	Religious Education This chapter lays the foundations for Year 1 RE, where children will begin learning about different beliefs, families and communities. Children begin Year 1 with an understanding of: - people belong to different families and communities. - people live in different ways. - everyone is unique and valued. - communities are made up of different people.	

OUR CHILDHOOD CHAPTERS

AUTUMN 2		WONDER THROUGH THE SEASONS								
THE BIG IDEA		Children develop curiosity, awe and appreciation as they explore the beauty of light, seasonal change and the special celebrations that bring people together.								
		PRE-SCHOOL – WHATEVER THE WEATHER			NURSERY – FAMILY CELEBRATIONS			RECEPTION – LIGHTS AROUND ME		
CHILDREN EXPLORE...		Exploring Outside - Seasonal changes in the world around them as autumn moves towards winter - Experiencing rain, wind, sunshine and colder weather through their senses - Noticing simple changes in weather, daylight, trees and the natural environment - Exploring rain and water through playful experiences such as jumping in puddles - Observing clouds, light and shadows and noticing how they change - Exploring the effects of wind using streamers, scarves, bubbles and other materials			Light in Our Celebrations - How families mark and celebrate special occasions in different ways - Different ways that light is used in celebrations, including candles, lamps, lanterns and decorative lights - Simple similarities and differences between familiar celebrations - Family traditions and the special things people may do, make, eat, wear or share - Talking about and sharing their own experiences of celebrations and special occasions			Light Connects People Children explore: - Why people celebrate and how celebrations can bring families and communities together - Why light is important in different celebrations and some of the meanings it can represent - How traditions, stories and customs are shared between people and passed through families and communities - Recognising similarities between celebrations while understanding that each has its own traditions and meaning - Respecting that people may have different beliefs, traditions and customs from our own		
KEY TEXTS										
STICKY SKILLS & KNOWLEDGE		- I know there are different sources of light. - I know light and dark are different. - I know light can make shadows.			- I know people celebrate special occasions in different ways. - I know families have different traditions. - I know light is important in some celebrations. - I know Christmas, Diwali and Bonfire Night are different celebrations			- I know people celebrate special occasions in different ways. - I know families have different traditions. - I know light is important in some celebrations. - I know Christmas, Diwali and Bonfire Night are different celebrations.		
VOCABULARY		FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
		jump splash look	light dark shine bright sparkle wonder	shadow reflection season	light dark shine festival	bright sparkle wonder tradition	shadow reflection season Diwali	light dark shine festival celebration	bright sparkle wonder tradition custom	shadow reflection season Diwali Hanukkah

OUR CHILDHOOD CHAPTERS

CURRICULUM DRIVERS	Every Child Has a Voice Children share their observations, ask questions and use rich language to describe the sights, sounds and experiences of the season.
	Every Child Belongs Children discover that families and communities celebrate in different ways, learning to value traditions, show respect and recognise the joy of coming together.
	Every Child Has a Future Full of Possibility Children become curious explorers, discovering new traditions, experiences and perspectives that broaden their understanding of the world beyond their own lives.
BUILDING THE FOUNDATIONS FOR KS1	Religious Education (RE) This chapter lays the foundations for Year 1 RE, where children will learn about different faiths, beliefs, celebrations and the importance of belonging to different communities. Children begin Year 1 with an understanding of: - different people celebrate different festivals. - festivals are often linked to beliefs and traditions. - light is important in many celebrations. - people celebrate in different ways.
	Science This chapter lays the foundations for Year 1 Science, where children will observe seasonal change and explore how the seasons affect the natural world. Children begin Year 1 with an understanding of: - light and dark are different. - there are different sources of light. - shadows are made when light is blocked. - seasons change throughout the year.
	Art & Design This chapter lays the foundations for Year 1 Art & Design, where children will explore colour, pattern, light and different artistic traditions. Children begin Year 1 with an understanding of: - light creates different colours, shadows and reflections. - artists and designers use light and colour in different ways. - celebrations often include patterns, symbols and decorations. - different cultures express ideas through art and celebration.

OUR CHILDHOOD CHAPTERS

SPRING 1		WONDERFUL WILDLIFE	
BIG IDEA		Children develop curiosity, empathy and respect as they explore the amazing variety of animals and the habitats they call home.	
	PRE-SCHOOL – ANIMALS I LOVE	NURSERY – ANIMALS AROUND ME	RECEPTION – ANIMALS AROUND THE WORLD
CHILDREN EXPLORE...	- Familiar pets and animals they recognise from their own lives and experiences - How pets and other familiar animals are cared for by people - Recognising simple animal features and imitating familiar movements and sounds - What animals need to stay healthy and happy, including food, water, shelter and care - Showing kindness, gentleness and care towards animals and other living things	- Woodland animals, birds and minibeasts that can be found in our local environment - Where local animals live and the different places they make their homes - Comparing animals and noticing simple similarities and differences in their appearance and features - Looking closely at animals and wildlife, developing observation skills and noticing details - Caring for habitats and understanding that our actions can help to look after living things	- A growing range of farm, zoo and wild animals from different parts of the world - Different habitats and environments, including contrasting places such as woodland, ocean, desert and polar regions - How animals have features that help them live and survive in particular habitats - Comparing animals and identifying similarities and differences in their features, needs and ways of living - How people care for animals and some of the ways we can help to protect wildlife and the places animals live
KEY TEXTS			
STICKY SKILLS & KNOWLEDGE	- I know that different animals make different sounds (e.g. <i>moo</i>, <i>baa</i>, <i>quack</i>). - I know that I use my lips, tongue and mouth to make different sounds. - I know that sounds can match things I know (e.g. <i>moo</i> is a cow).	- I know woodland animals, birds and minibeasts live in different habitats. - I know animals have different features to help them survive. - I know different animals eat different foods. - I know people can help care for wildlife.	- I know farm animals and zoo animals live in different environments. - I know all animals need food, water and shelter to survive. - I know animals are suited to the habitats they live in. - I know some animals use camouflage to help keep them safe. - I know people have a responsibility to protect animals and their habitats.

OUR CHILDHOOD CHAPTERS

VOCABULARY		FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
		bird cat dog duck	animal pet care gentle explore wild	habitat woodland minibeast	animal pet care wildlife	gentle explore wild protect	habitat woodland minibeast camouflage	animal pet care wildlife environment	gentle explore wild protect adapt	habitat woodland minibeast camouflage conservation
CURRICULUM DRIVERS	Every Child Has a Voice Children develop the language to observe, describe and explain the natural world around them. Through discussion and first-hand experiences, they learn to: explain what they notice, compare similarities and differences and talk confidently about their own experiences with animals. Children learn that their observations and ideas matter.									
	Every Child Belongs Children develop empathy, kindness and respect for all living things. Through caring for animals, learning about their needs and understanding different habitats, children begin to recognise that every living thing deserves care and respect. Children understand that they are part of a wider world and have a role within it.									
	Every Child Has a Future Full of Possibility Children develop curiosity, awe and a lifelong interest in the natural world. Rich experiences encourage children to: explore beyond what is familiar, discover new environments, investigate and solve problems, imagine future roles such as vets, farmers, zookeepers, scientists and conservationists. Most importantly, children develop the confidence to ask, "I wonder..." because curiosity is where possibility begins.									
BUILDING THE FOUNDATIONS FOR KS1		Science This chapter lays the foundations for Year 1 Science , where children will identify and name common animals, describe and compare their features, and begin to understand the basic needs of animals. Children begin Year 1 with an understanding of: - animals have different names and features. - animals live in different habitats. - animals need food, water and shelter to survive. - pets, farm animals and wild animals have different needs. - people have a role in caring for animals and the natural world.								
		Geography This chapter lays the foundations for Year 1 Geography , where children will explore the local environment and begin to understand how places provide different habitats for living things. Children begin Year 1 with an understanding of: - animals live in different environments. - habitats can be found in different places. - people can care for and protect the environment. - the natural world is made up of different plants and animals.								

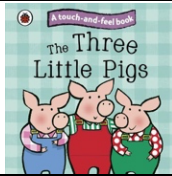
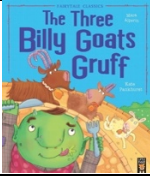
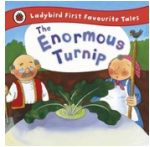
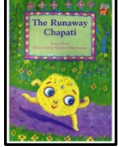
OUR CHILDHOOD CHAPTERS

SPRING 2	I CAN MAKE A DIFFERENCE		
THE BIG IDEA	Children discover that everyone has the power to help others. Through kindness, courage and compassion, they learn that even small actions can make a big difference to the people and world around them – Kindness is an Abbey Hill value.		
	PRE-SCHOOL – HOW CAN I HELP?	NURSERY – PEOPLE WHO HELP US	RECEPTION – PEOPLE WHO CHANGED THE WORLD
CHILDREN EXPLORE...	Helping Others - Helping with simple tasks at home and in school and beginning to contribute to their group - Caring for their own belongings and helping to look after shared resources - Showing kindness through simple words, actions and gestures - Sharing resources, taking turns and beginning to consider the needs of others - Looking after friends by noticing when someone may need help or kindness - Recognising that small helpful actions can make a positive difference to other people	Helping Our Community - Different people who help us in our everyday lives, at home, in school and in the local community - How people care for, protect and support others in different ways - The important jobs people do in our community and how these help everyone - How people within a community work together, cooperate and help one another - Ways they can contribute and help others within their own nursery, family and community	Making a Difference - Inspirational people, past and present, whose actions have helped others or made the world a better place - How the actions and choices of one person can positively influence the lives of others - How courage, kindness and determination can help people overcome challenges and bring about change - What it means to stand up for what is right, fair and important - How people can care for others, their communities and the wider world - Ways they can use their own choices and actions to make a positive difference within their school and community
KEY TEXTS			
STICKY SKILLS & KNOWLEDGE	- I know that being kind means being gentle with others. - I know that kind hands help and do not hurt. - I know that I can use my voice kindly (e.g. kind words, gentle tone).	- I know different people have different jobs to help us. - I know people who help us keep us healthy and safe. - I know everyone has an important role in the community. - I know I can help others too.	- I know one person can make a difference to many people. - I know some people are remembered because they helped others. - I know people can make the world fairer, safer or kinder. - I know courage and determination can bring about change. - I know people can make a difference in many different ways.

OUR CHILDHOOD CHAPTERS

VOCABULARY		FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
		bag coat/jacket dress hat pants/knickers shoes trainers socks trousers cook mix pour	help share care kind brave fair	community job volunteer	help share care hero	kind brave fair compassion	community job volunteer service	help share care hero leader	kind brave fair compassion determination	community job volunteer service inspiration
CURRICULUM DRIVERS	Every Child Has a Voice Children learn that their ideas, choices and actions can have a positive impact. They explain, discuss and reflect on how helping others makes a difference.									
	Every Child Has a Future Full of Possibility Children are inspired by people who have made a difference and begin to believe that they, too, can show courage, kindness and compassion to improve the lives of others.									
	Every Child Belongs Children discover that communities are built through kindness, cooperation and helping one another. They learn that everyone has an important part to play.									
BUILDING THE FOUNDATIONS FOR KS1		History This chapter lays the foundations for Year 1 History, where children will learn about significant individuals who have shaped the world and explore why they are remembered today. Children begin Year 1 with an understanding of: - people have different jobs and roles in society. - some people help others through their work. - one person can make a difference to many people. - some people are remembered because of the positive changes they made.								
		Personal, Social and Health Education (PSHE) This chapter lays the foundations for Year 1 PSHE, where children will continue developing their understanding of relationships, responsibility and their role within the wider community. Children begin Year 1 with an understanding of: - everyone can make a positive difference. - helping others is an important part of a community. - people have different responsibilities. - we can all contribute to our community in different ways.								

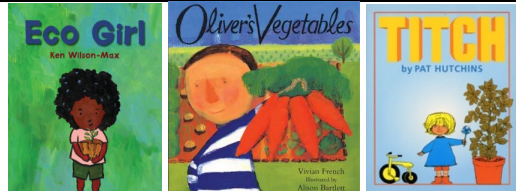
OUR CHILDHOOD CHAPTERS

SUMMER 1	STORIES FROM NEAR AND FAR								
THE BIG IDEA	Children discover that stories are treasured all over the world. Through traditional tales, they develop imagination, curiosity and an appreciation of different cultures, recognising that stories help people share values, traditions and experiences across generations.								
	PRE-SCHOOL – STORIES I KNOW			NURSERY – STORIES ACROSS EUROPE			RECEPTION – STORIES AROUND THE WORLD		
CHILDREN EXPLORE...	- Familiar traditional tales from England, enjoying predictable language, repetition and repeated refrains - Recognising familiar story characters and the places and settings in which stories happen - Joining in with repeated words, phrases and refrains as their familiarity with stories grows - Retelling familiar stories through talk, small-world play, imaginative play and role-play			- Traditional tales originating from different European countries, beginning to recognise that stories come from different places - Comparing familiar stories and noticing simple similarities and differences between characters, settings and events - How traditional tales can communicate simple messages, values and lessons - Recognising familiar characters, settings and repeated patterns that occur across different traditional tales - How stories can be shared between people and places, connecting cultures through storytelling			- Traditional tales originating from different cultures and continents, locating some of their places of origin on maps and globes - Comparing stories from around the world and identifying similarities and differences in characters, settings, events and themes - How stories can reflect the values, traditions and experiences of the people and cultures from which they come - How listening to stories from different places can help us learn about and appreciate people, cultures and ways of life beyond our own - Understanding that treasured stories can be told, retold and passed from one generation to the next		
KEY TEXTS	  			  			   		
STICKY SKILLS & KNOWLEDGE	- I can join in with repeated words in a story. - I know stories like <i>We're Going on a Bear Hunt</i> have special repeated parts. - I know listening carefully helps me join in at the right time.			- I know different countries have different traditional tales. - I know traditional tales often teach us something. - I know some stories have similar characters and events. - I know stories can be passed down from one generation to another.			- I know stories are told in countries all around the world. - I know traditional tales help us learn about different cultures. - I know stories can have similar themes, even when they come from different countries. - I know people have shared stories for many generations. - I know stories help us understand the world and the people in it.		
VOCABULARY	FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
	book bear read run through	story character book imagine retell adventure	author setting traditional	story character book journey	imagine retell adventure compare	author setting traditional Europe	story character book journey culture	imagine retell adventure compare treasure	author setting traditional Europe continent

OUR CHILDHOOD CHAPTERS

CURRICULUM DRIVERS	Every Child Has a Voice Children become confident storytellers as they listen, retell, role-play and create stories. They develop rich vocabulary, express their ideas and emotions, and begin to understand that everyone has a story worth sharing.
	Every Child Has a Future Full of Possibility Children develop imagination and curiosity as they explore stories from different parts of the world. They begin to understand that there are many ways of living, thinking and seeing the world, inspiring them to dream, create and believe that their own stories are still waiting to be written.
	Every Child Belongs Children discover that stories connect people across families, communities and cultures. They learn to value different traditions and recognise that, although stories may come from different places, they often share common themes of kindness, courage, fairness and hope.
BUILDING THE FOUNDATIONS FOR KS1	Geography This chapter lays the foundations for Year 1 Geography, where children will begin learning about countries and places beyond their own locality. Children begin Year 1 with an understanding of: • stories come from different countries and cultures. • people live in different places around the world. • countries can have their own stories and traditions. • the world is made up of many different places.
	Religious Education (RE) This chapter lays the foundations for Year 1 RE, where children will continue exploring different beliefs, cultures and traditions. Children begin Year 1 with an understanding of: • stories are important to different people and cultures. • traditions are passed from one generation to another. • people share stories for different reasons. • stories can help us learn about different cultures.

OUR CHILDHOOD CHAPTERS

SUMMER 2		GROWING TOGETHER								
THE BIG IDEA		Children develop curiosity, patience and responsibility as they discover how living things grow and change. Through nurturing plants from seed to harvest, they begin to understand that growth takes time, care and perseverance.								
		PRE-SCHOOL – WATCHING THINGS GROW			NURSERY – GROWING PLANTS			RECEPTION – GROWING FOR OTHERS		
CHILDREN EXPLORE:		- Flowers, plants and trees in their immediate environment, noticing their different features - Leaves and other visible signs of seasonal change in the natural world - Looking closely at plants and noticing simple similarities and differences in their size, shape, colour and features - How plants and other living things grow and change over time - Caring for plants and beginning to understand that living things need to be looked after			- A variety of flowers, plants and vegetables and recognising some of their different features - Seeds and the process of planting them, observing how they begin to grow into plants - What plants need to survive, including water, light and suitable conditions for growth - How to care for growing plants through regular watering and gentle handling - Observing, describing and comparing changes in plants over time as they grow			- Planting seeds and following the process of growth from seed to mature plant - Taking increasing responsibility for caring for plants and vegetables as they grow - What plants need to grow and thrive and what can happen when their needs are not met - Harvesting fruit and vegetables when they are ready and recognising that growing food takes time and care - Developing an understanding of where some of our food comes from and making connections between plants, growing and the food we eat - Preparing and tasting food they have grown, experiencing the journey from seed to harvest to plate		
KEY TEXTS										
STICKY SKILLS & KNOWLEDGE		- I know plants are living things. - I know plants grow and change over time. - I can water plants to help them grow.			- I know plants need water, light and air to grow. - I know plants grow from seeds. - I know different plants grow in different places. - I know some plants grow flowers and some grow food.			- I know plants need water, light, air and space to grow well. - I know roots, stems and leaves all have different jobs. - I know fruit and vegetables grow in different ways. - I know food can be grown, harvested and eaten. - I know we can care for plants to help them grow.		
VOCABULARY		FIRST 100 WORDS & BEYOND			TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
		flower tree little big	plant seed grow care change nature	root stem leaf	plant seed grow flower	care change nature nurture	root stem leaf vegetable	plant seed grow flower harvest	care change nature nurture thrive	root stem leaf vegetable germinate

OUR CHILDHOOD CHAPTERS

CURRICULUM DRIVERS	Every Child Has a Voice Children observe, predict and explain changes as they care for plants. They use new vocabulary to describe growth, ask questions, share ideas and reflect on their discoveries.
	Every Child Belongs Children learn that living things depend on care and responsibility. By working together to nurture plants and harvest food, they develop cooperation, patience and an appreciation of the role they play in caring for the world around them.
	Every Child Has a Future Full of Possibility Children discover that with time, care and perseverance, small beginnings can lead to wonderful outcomes. As they grow plants from seed to harvest, they begin to understand that they, too, can grow, achieve and flourish.
BUILDING THE FOUNDATIONS FOR KS1	Science This chapter lays the foundations for Year 1 Science, where children will identify common plants, understand the basic structure of plants and observe seasonal changes throughout the year. Children begin Year 1 with an understanding of: - plants are living things. - plants need water, light and air to grow. - plants grow from seeds. - different parts of a plant have different jobs. - some plants provide the food we eat.
	Design & Technology This chapter lays the foundations for Year 1 Design & Technology, where children will learn where food comes from and begin preparing simple dishes safely. Children begin Year 1 with an understanding of: - fruit and vegetables are grown. - food comes from plants. - plants need care before they can be harvested. - growing food takes time and patience.

OUR CHILDHOOD CHAPTERS

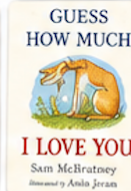
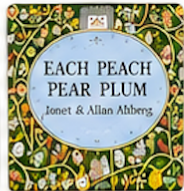
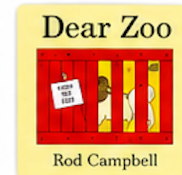


Books to Treasure



SET 1 – PRE-SCHOOL

1. Dear Zoo – Rod Campbell
2. Kitchen Disco – Clare Foges
3. Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr.
4. Shark in the Park! – Nick Sharratt
5. Wow! Said the Owl – Tim Hopgood
6. Eat Your Peas – Kes Gray
7. Peace at Last – Jill Murphy
8. Owl Babies – Martin Waddell
9. Guess How Much I Love You – Sam McBratney
10. We're Going on a Bear Hunt – Michael Rosen
11. Where's Spot? – Eric Hill
12. Each Peach Pear Plum – Janet & Allan Ahlberg
13. The Train Ride – June Crebbin
14. Hug – Jez Alborough
15. Can't You Sleep, Little Bear? – Martin Waddell
16. Meg and Mog – Helen Nicoll
17. Funnybones – Janet & Allan Ahlberg
18. M Is for Mango – Atinuke (Illus. Angela Brooksbank)
19. I Love You, Blue Kangaroo! – Emma Chichester Clark
20. The Bear, the Hare and the Fair – Em Lynas



SET 2 – NURSERY

1. A Tree for Everyone – Tony Durand
2. Oi Frog! – Kes Gray
3. Tiddler – Julia Donaldson
4. Find Your Happy – Emily Coxhead
5. Whatever Next! – Jill Murphy
6. Actually, the Alligator – Nicola Killen
7. The Tiger Who Came to Tea – Judith Kerr
8. The Very Hungry Caterpillar – Eric Carle
9. The Gruffalo – Julia Donaldson
10. Elmer – David McKee
11. Hairy Maclary from Donaldson's Dairy – Lynley Dodd
12. Dogger – Shirley Hughes
13. Not Now, Bernard – David McKee
14. The Leaf Thief – Alice Hemming
15. Aliens Love Underpants – Claire Freedman
16. Harris Finds His Feet – Catherine Rayner
17. The Adventures of the Dish and the Spoon – Mini Grey
18. Not a Stick – Antoinette Portis
19. Jack and the Flumflum Tree – Julia Donaldson
20. Beegu – Alexis Deacon



SET 3 – RECEPTION

1. The Night Pirates – Peter Harris
2. Giraffes Can't Dance – Giles Andreae
3. One Tiny Dot – Lucy Rowland
4. The Friendship Bench – Wendy Meddour
5. The Everywhere Bear – Julia Donaldson
6. The Proudest Blue – Ibtihaj Muhammad & S. K. Ali
7. Frank Is a Butterfly – Sue Downing
8. Where the Wild Things Are – Maurice Sendak
9. Small's Big Dream – Manjeet Mann
10. The Jolly Postman – Janet & Allan Ahlberg
11. The Invisible String – Patrice Karst
12. The Lion Inside – Rachel Bright
13. The Wonky Donkey – Craig Smith
14. Little Sheku and the Animal Orchestra – Sheku Kanneh-Mason
15. April Underhill, Tooth Fairy – Bob Graham
16. Milo and the Magical Stones – Marcus Pfister
17. This Is Not My Hat – Jon Klassen
18. Foggy, Foggy Forest – Nick Sharratt
19. Mrs Pepperpot – Alf Præysen
20. The Bookshop on Lemon Tree Lane – Mike Lucas



.....  Stories to share.
Memories to make.

 Words to grow.
Imaginations to spark.

 Treasures to keep
for a lifetime.