



Milverton Primary Reception Curriculum Map

We Care. We Aspire. We Belong.

We Care. We Aspire. We Belong

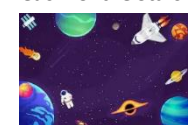
A play-based curriculum that builds strong foundations in language, self-regulation, early literacy and mathematics, and increasing independence.

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

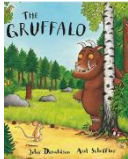
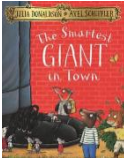
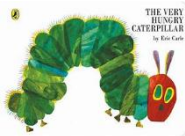
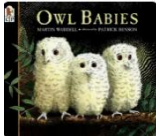
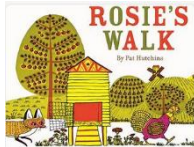
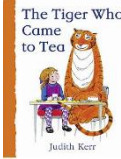
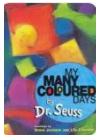
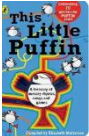
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 – 7 Weeks	Autumn 2 -	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me! 	Sparkle and Shine! 	Superheroes 	Ready, Steady, Grow! 	Reach for the Stars 	Off We Go! 
School Value Focus	We Care Build positive relationships, show kindness and respect to others, take turns, and care for themselves, their friends, and their environment as they settle into school life.		We Aspire Explore a range of professions, developing ambition and curiosity about future possibilities, and recognise that with effort, perseverance and learning, they can achieve their goals.		We Belong Strengthen their sense of identity and contribution within the wider community, celebrate diversity, work collaboratively, and recognise their place as valued members of the school and beyond.	
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Polar Regions Bonfire Night Remembrance Sunday Diwali Advent & Christmas Winter	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers Road Safety	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Spring	Night and day animals Space Explorers Dinosaurs Fossils – Mary Anning	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Summer
Possible Enhancements & WOW moments	Home corner Building site outside Pumpkin patch School tour Harvest festival Buddies Apple Pressing Milverton Village Walk Harvest Festival	Home corner- Christmas theme Pantomime Nativity Play Forest School Library visit Christmas Service	Emergency Services Station Doctors School Lunar New Year Valentine's day Pancake day Visits from real life superheroes Superhero day	Vets Farm Trip to the farm World book day Mother's Day Forest school Knights Hayes Minibeast Trip Easter Service	Posting letters Community Cafe	Travel agents Pirate ship Father's Day Sports day At the Seaside Museum Workshop Train Trip Forest School Teddy Bear's Picnic Year 6 Play
Role of the Adult	Adults build secure, trusting relationships so children feel safe, settled and confident. Adults are highly present, modelling routines, language and social interactions highly present, modelling routines, language and positive social interactions. They support children to manage emotions, develop independence in self-care and engage with learning. Adults introduce vocabulary, support communication and observe closely to understand each child's starting point, ensuring teaching is sensitive, nurturing and developmentally appropriate.		Adults extend children's language, thinking and learning through carefully planned interactions. Adults balance modelling with purposeful questioning and shared thinking, encouraging children to take increasing responsibility for their learning. They continue to adapt support to meet individual needs while gradually reducing scaffolding as children gain confidence and competence.		Adults step back wherever possible, prioritising observation and targeted intervention while expecting children to sustain learning, solve problems and manage routines independently. Adults create enabling environments that promote resilience, responsibility and sustained engagement, stepping back when appropriate while providing targeted support where needed. They support emotional readiness and confidence for transition, ensuring children leave Reception as capable, independent learners ready for Year 1.	

PRIME AREAS OF DEVELOPMENT	Personal, Social & Emotional Development	We will be learning to... Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs.	We will be learning to... Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	We will be learning to... Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	No Outsiders	Super Duper You	The Family Book	Hello, Hello	Blue Chameleon	Red Rockets & Rainbow Jelly	You Choose!
	PSHE	Oak Academy: New Beginnings	Oak Academy: Squeaky Clean	Oak Academy: Circle of Trust (Community)	Oak Academy: Circle of Life (Growing Up)	Oak Academy: Staying Safe	Oak Academy: Same and Different
	Communication & Language	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say "Good morning", and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. E.g. should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to... Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books e.g. life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence (e.g. let's play this together.)	We will be learning to... Use new vocabulary in different activities and areas of learning. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences)	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
	Physical Development	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Develop our tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Consolidate tripod grip. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.

		Throughout the year we will.. Take part in ‘funky fingers’ activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
	PE	Real PE Unit 1 Balanceability Golden Mile	Real PE Unit 2 Balanceability Golden Mile	Real PE Unit 3 Dance Golden Mile	Real PE Unit 4 Gymnastics Golden Mile	Real PE Unit 5 Athletics/ Sports day Balanceability Golden Mile	Real PE Unit 6 Balanceability Golden Mile
SPECIFIC AREAS OF LEARNING	Phonics & Early Reading (Bug Club Phonics)	Phonics teaching in Reception is carefully sequenced and progressive, ensuring children build secure foundations in listening, speaking and early reading before moving on to more complex phonics knowledge. Teaching follows a systematic synthetic phonics approach (Bug Club Phonics), while remaining responsive to children’s development, confidence and readiness. Weekly planning is based around stories, songs and rhymes, supporting vocabulary development and sentence structure. Vocabulary progression is woven throughout our curriculum.					
		Consolidate Phase 1 <u>Phase 2</u> Week 1: s a tp Week 2: i n m d Week 3: g o c k + to Week 4: c k e Week 5: u r + the no go Week 6: Review & assess	<u>Phase 2</u> Week 7: h b Week 8: f ff l ll Week 9: ss + l into her Week 10: review Week 11: Practise & assess Week 12: Assess & consolidate	<u>Phase 3</u> Week 13: Review + j v Week 14: w x + me be Week 15: y z zz Week 16: qu + he my by she Week 17: Review & assess Week 18: Consolidate	<u>Phase 3</u> Week 19: ch sh Week 20: th ng + they Week 21: ai ee igh Week 22: oa oo oo + we are Week 23: Review & Assess Week 24: Consolidate	<u>Phase 3</u> Week 25: ar or ur Week 26: ow oi + you Week 27: ear air ure er + all was give Week 28: Practice & assess Week 29: Review & assess Week 30: Assess & consolidate	<u>Phase 4</u> Week 31: CVCC and CCVC Week 32: ccvcc/cccvcc/cccvcc + said have like so do some come were there little one when out what Week 33: Practice & assess Week 34: Review & assess Week 35: Consolidate
		Author of the Term: Julia Donaldson		Author of the Term: Oliver Jeffers		Author of the Term: Eric Carle	
	Literacy	We will be learning to... Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	We will be learning to... Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly	We will be learning to... Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters	We will be learning to... Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs Writing Children will write labels/phrases representing the sounds with a letter/letters	We will be learning to... Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 3 words and tricky words. Writing Children will write words which are spelt phonetically	We will be learning to... Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
	Possible Supporting Texts	The Tiger Who Came to Tea Our Class is a Family Sharing a Shell The Three Little Pigs A Place called Home Elmer Rosie’s Walk Martha Maps it Out The Colour Monster Goes to School Pumpkin Soup Oliver’s Vegetables	The Leaf Thief Jonty Gentoo The Jolly Christmas Postman Stick Man Giraffe’s Can’t Dance Lost & Found The Great Explorer The Christmas Story/Nativity The Jolly Christmas Postman The Gingerbread Man	The Great Race Winter Sleep Zog and the Flying Doctors Hospital Dog Topsy & Tim Series The Little Fire Truck Elves and the Shoemaker	Jack & the Beanstalk Jasper’s Beanstalk We’re Going on an Egg Hunt Matisse’s Magical Trail The Tiny Seed The Extraordinary Gardener The Enormous Turnip Superworm Mad about Minibeats The Very Hungry Caterpillar The Bad Tempered Ladybird Growing Frogs	Whatever Next Aliens Love Underpants The Way Back Home The Smeds and the Smoos How to Catch a Star Look Up! Tyrannosaurus Drip Harry and his Bucketful of Dinosaurs Owl Babies Dear Dinosaur Once There Were Giants	Tiddler Oh the places you’ll go Martha Maps it Out in Time Lucy & Tom at the Seaside Mr Gumpy’s Outing A Place Called Home Mr Gumpy’s Motor Car The Snail & The Whale Commotion in the Ocean The Train Ride What the Ladybird Heard on Holiday Handa’s Surprise
		Throughout the year we will.. Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					

	Mathematics (NCETM Mastering Number)	We will be learning to... Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Count objects, actions and sounds accurately and with confidence. Subitise numbers 1-3	We will be learning to... Use talk to compare length, weight and capacity of different items. Continue, copy and create repeating patterns using colours, shapes and everyday objects. Name different 2D shapes, recognise and find similarities and differences between them.	We will be learning to... Count objects, actions and sounds accurately and with confidence. Subitise numbers 1-6 Match the correct numeral to a set of objects up to 10 and beyond. Explore number bonds for numbers 0–5 and some to 10.	We will be learning to... Find a number that is ‘one more than/one less than’ a given number. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10. Subitise numbers.	We will be learning to... Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	We will be learning to... Count objects beyond ten. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10.
	Understanding the World	History: How have I changed since I was a baby? Geography: What is special about our classroom and school? Science: What can I discover using my senses? RE: What makes places special to different people? + Harvest	History: What can photographs and objects tell us about the past? Geography: How can we describe and find places around us? Science: How do things around me look, feel and behave? RE: How is Christmas celebrated by different people? + Nativity	History: How are the lives of people in the past different from our lives today? Geography: What is our local area like? Science: How do animals, including humans, grow and change? RE: What makes people special?	History: What can we learn from the past? Geography: How is life different in places around the world? Science: What do plants need to grow? RE: Special People – Who was Jesus? + Easter	History: Who are the people who help make history and why are they remembered? Geography: How can we care for our world? Science: How does the world around us change throughout the year? RE: Why are some stories special?	History: How has transport changed over time? Geography: How do people travel to different places? Science: How can I investigate, test and explain what I find out? RE: How & why do some people care for the world?
		Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					
	Expressive Arts & Design	Art: What colours, lines and shapes can I see around me? DT: How do everyday objects work and what are they used for? Music: Sing Up!: The Sorcerer’s Apprentice & I’ve got a Grumpy Face	Art: How can I use different tools and materials to create marks and pictures? DT: How can I safely join, build and change materials when making something? Music: Sing Up!: Witch, Witch + Row, Row, Row your Boat	Art: How can I use my ideas and experiences to create my own artwork? DT: How can I design something to solve a problem or meet a need? Music: Sing Up!: Bird Spotting + Shake My Sillies Out	Art: How do artists use colour, texture and pattern to make their work interesting? DT Which materials and tools are best for my design? Music: Sing Up!: Up and Down + Five Fine Bumble Bees	Art: How can I combine different materials and techniques to create a piece of art? DT: How can I make and adapt my design so it works better? Music: Sing Up!: Slap, Clap, Clap + It’s oh so Quiet	Art: How can I talk about and improve my artwork? DT: How well did my design work and what would I change next time? Music: Sing Up!: Down there Under the Sea + Bow, Bow, Bow Belinda
Artist of the Term: Jackson Pollock			Artist of the Term: Henri Matisse		Artist of the Term: Andy Goldsworthy		
Daily Core Routines	Daily routines are intentionally embedded across the Reception curriculum to provide security, predictability and structure. These routines support children’s emotional regulation, independence and readiness to learn, reducing cognitive load and enabling children to engage purposefully with learning. Through consistent routines, children learn to manage transitions, organise themselves and take responsibility for personal care and classroom expectations with increasing independence. Daily routines include: Arrival and Settling Routine: self-registration, being greeted by adults, putting belongings away, calm transition task. Carpet Time Routines: sitting expectations, listening cues, turn-taking Provision Access Routines: choosing resources, using areas appropriately, tidying and resetting Physical Activity Routines: changing for PE/Forest School, equipment use, safety expectations, Daily Golden Mile Mealtime Routines: handwashing, sitting together, using cutlery, conversation expectations End-of-Day Transition: reviewing learning, sharing successes, preparing belongings						
Inclusive Practice and Adaptation	Adults adapt communication, routines, and expectations to meet individual needs. Visual supports, repetition, modelling, and flexible responses ensure all children can engage meaningfully. Children are supported to demonstrate learning in different ways and at different rates.			Adults adapt expectations, communication, and resources to ensure all children can participate meaningfully. Visual supports, modelling, and flexible outcomes are used to remove barriers, recognising that children demonstrate learning in different ways.		Adults adjust expectations, communication, and levels of support to ensure all children can participate successfully. Flexible outcomes are valued, recognising that children demonstrate readiness and achievement in different ways. Transition planning is responsive to individual needs, with reassurance and familiarity prioritised.	
Why this progression matters	This term establishes the emotional security, relationships and routines that underpin all later learning. By prioritising communication, emotional regulation and independence from the outset, children are supported to feel safe, settled and confident within the school environment. This secure foundation enables children to			This term builds deliberately on secure foundations by extending children’s language, thinking and capacity for sustained learning. As routines and expectations become embedded, children are increasingly able to use language to explain ideas, reason, predict and collaborate with others. Teaching focuses on deepening understanding, developing		The Summer term prioritises independence, application and transition readiness, enabling children to confidently apply what they know across contexts. Children are expected to sustain attention, regulate emotions independently, persist with challenge and take responsibility for their learning and behaviour. By reducing scaffolding and	

	engage positively with adults and peers, sustain attention and begin to access learning with confidence. Research shows that children learn best when they feel emotionally secure, and this term ensures readiness for deeper learning, collaboration and independence in the Spring term.		narrative skills and applying early phonics and mathematical concepts with growing independence. This progression reflects guidance that children need time to practise, revisit and deepen learning before moving on, ensuring skills are secure, meaningful and transferable.		increasing expectation, children develop resilience, confidence and self-belief. This ensures they leave Reception able to manage routines, explain their thinking and apply early literacy and mathematical skills independently, securing a strong transition to the increased demands of Year 1.	
What Reception Looks Like by the End of the Year	By the end of Reception, children: <ul style="list-style-type: none">Communicate confidently using a rich and appropriate vocabularySustain attention, manage emotions and resolve conflict independentlyApply phonics, early writing and number knowledge across play and structured learningDemonstrate curiosity, resilience and independence in preparation for Year 1					
Cultural Capital and Supporting Texts						
Cultural capital experiences are intentionally selected to broaden children’s understanding of the world, develop rich vocabulary and provide shared experiences that underpin talk, play and early writing. These experiences are carefully linked to classroom learning and deliberately revisited so that knowledge and language are strengthened and retained over time.						
Texts are chosen to develop language comprehension, emotional literacy and empathy, while reflecting diversity, identity and community. Books are revisited and discussed in depth, rather than used as one-off encounters, enabling children to develop secure understanding. Texts and experiences are returned to through talk, storytelling, role play, shared writing and reflection, ensuring children remember key knowledge, vocabulary and shared references and can apply them confidently across contexts.						
Cultural Capital Opportunities	Forest School Parents/Family Day Phonics Breakfast Apple Pressing Community Café Visits from different careers (PCSO, Office Staff, Builders) Black History Month Harvest Festival Hello Yellow Day Children’s Mental Health Week Diwali Bonfire Night Remembrance Day Christmas Hanukkah St Andrew’s Day Nativity		Internet Safety Day British Science Week Teeth & Bones Museum Workshop Easter Craft Session - Parents Theatre Visi Planetarium Forest School National Storytelling Week Lunar New Year Valentine’s Day Shrove Tuesday/Pancake Day Ash Wednesday/Lent Holi Easter Ramadan & Eid-al-Fitr World Book Day Mother’s Day St. David’s Day St. Patrick’s Day		Road Safety Grandparent visits – Holidays in the Past Caterpillar Net Pond Dipping Contains Art Trip At the Seaside Museum Workshop Forest School Earth Day St. George’s Day May Day Father’s Day Sports Day School Games Day Kingsmead Sports Festival	
British Values	Mutual respect Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	Mutual Tolerance In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	Rule of law In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	Individual liberty In addition to previous: Teaching in our RE and No Outsiders; Exploring our differences; How we are all unique;	Democracy In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	British Values In addition to previous: Our World;
Reading Spine	<div></div> <p>Lost and Found – Oliver Jeffers; The Gruffalo - Julia Donaldson; The Smartest Giant in Town - Julia Donaldson; The Very Hungry Caterpillar - Eric Carle; The Bad Tempered Ladybird - Eric Carle; Owl Babies - Martin Waddell; Handa’s Surprise - Elleen Brown; Rosie’s Walk – Pat Hutchins; Whatever Next! – Jill Murphy; The Tiger Who Came to Tea – Judith Kerr</p>					
Poetry Spine	<div></div> <p>My Many Coloured Days – Dr Seuss; This Little Puffin - A Treasury of Songs – Elisabeth Matteson; Sharing a Shell – Julia Donaldson & Lydia Monks</p>					