

Reception Curriculum overview



Part of the www.mulberryschoolstrust.org

Mulberry
Schools Trust



At Mulberry Wood Wharf Primary, our Early Years curriculum is grounded in research and pedagogy, focused on understanding how children learn best. We see each child as a unique individual with their own strengths, interests, and potential, and our curriculum is designed to celebrate and support this uniqueness.

Our curriculum is based on the seven areas of learning outlined in the Early Years Foundation Stage (EYFS) statutory framework, ensuring that children receive a broad and balanced foundation. These areas include:

- **Communication and Language**
- **Physical Development**
- **Personal, Social, and Emotional Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We use *Development Matters* as a key guidance document to plan carefully for each child's learning journey, ensuring they have a structured yet flexible path that aligns with their developmental needs and interests.

Our approach places a strong emphasis on *play* as a vital means through which children learn and develop. Through play, children engage with others, make sense of the world, build resilience, and express creativity. It is through playful interactions that children develop language, early literacy, and problem-solving skills, as well as the foundations of numeracy.

Communication and Language is central to our approach. We prioritise this area because strong language skills underpin all aspects of learning and are essential for forming relationships and expressing oneself. Our approach includes the *SHREC model* (Share, Respond, Expand, Conversation), which guides high-quality interactions and creates a vocabulary-rich environment to enhance children's communication skills.

The role of the *adult* is key in promoting high-quality interactions that support and extend children's learning. Adults are not only facilitators but also active participants in children's play, guiding, questioning, and providing meaningful dialogue that deepens understanding. Through responsive interactions, adults help children to develop their thinking, language, and problem-solving abilities. By fostering a nurturing and stimulating environment, adults' model social and emotional skills, encourage curiosity, and support children to develop the skills needed for lifelong learning.

Children's *wellbeing and involvement* are also key to our curriculum, as we know that children learn best when they feel secure, valued, and engaged. We use the Leuven Scales for wellbeing and involvement to ensure that every child feels included, respected, and emotionally supported, enabling them to engage fully in their learning.

Our **continuous provision** is carefully structured to provide children with rich, stimulating learning environments that encourage independence, curiosity, and creativity. Each area within our provision is thoughtfully designed, following the latest Ofsted guidance to ensure *no missed opportunities* for learning.

We place a strong emphasis on **early reading** and cultivating a *love of reading* from an early age. Research shows that children who are read to regularly are more likely to succeed academically, with improved language, concentration, and imagination. We support this by sharing stories, providing high-quality books, and making reading a joyful, integrated part of our curriculum.

Reception yearly overview of entitlement

Medium Term and Weekly plans go into more detail on the activities and learning taking place.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topics/themes (to include seasons across the year)</p> <p>UofW: Understand the effect of changing seasons on the natural world around them</p>	<p>Who do you think you are? <i>focus on building relationships, supporting emotional development, fostering confidence and security. exploring identities, emotions, and relationships and routines</i></p> <p>Seasonal change- autumn</p>	<p>To infinity and beyond and traditional tales (links with materials)</p> <p><i>continuing to build PSED skills, strengthening relationships and emotional awareness. C&L remaining central to all activities, fostering curiosity through science</i></p> <p>Seasonal change- winter</p>	<p>We are investigators!</p> <p>What if Little Red Riding Hood's grandma lived in the arctic? (re telling of the story, new version)</p> <p><i>Building on foundational knowledge of storytelling and traditional tales whilst linking scientific enquiry skills into their learning and decision making</i></p> <p>Seasonal change- spring</p>	<p>Where shall we go? Let's Open a new door (homes and people from other places in the world)</p> <p><i>A topic that allows children to understand about the wider world and how they can relate and connect and celebrate the similarities and differences in their own lives</i></p>	<p>Green fingers! What if Jack forgot what a plant needs to grow?</p> <p><i>Exploring the natural world and scientific enquiry, understanding life cycles and how to keep ourselves healthy</i></p> <p>Seasonal change- summer</p>	<p>Back to the future!</p> <p><i>Finding out about the past, supporting transition into year 1 growing up and changing and celebrating achievements – graduation</i></p>
Core Texts	<p>Nursery rhymes</p> <p>Non fiction Books on 5 senses</p> <p>The Hungry Caterpillar</p> <p>Eat up Gemma</p> <p>What The Ladybird Heard?</p> <p>Brown Bear What Do You See?</p> <p>Non fiction books – autumn</p>	<p>The 3 Little Pigs</p> <p>Whatever Next</p> <p>Aliens Wear Underpants</p> <p>Non fiction books on festivals and seasons</p> <p>Non fiction books – atlas and maps</p>	<p>The Gruffalo's Child</p> <p>Little Red Riding Hood</p> <p>Chinese New Year Non Fiction</p> <p>Mr. Wolfs Pancake</p> <p>Nonfiction books- winter</p>	<p>The gingerbread man</p> <p>open a door- to countries (non fiction books)</p>	<p>The Enormous Turnip</p> <p>Jack and the beanstalk (innovation)</p> <p>Oliver's vegetable</p> <p>non fiction – lifecycle books. -plants -chicks</p>	<p>The Very Hungry Caterpillar</p> <p>Non fiction on families and bodies*</p> <p>My Mum, My Dad, My Grandma (Nick Butterworth)</p>
Author theme: Julia Donaldson (The Gruffalo, The Gruffalo's child, Room on the Broom, Stick Man, A Squash and a Squeeze, Monkey Puzzle, Tiddler, where's my mum? The Snail and the Whale, Charlie Cooks Favorite Book, The Smartest Giant in Town)						
Phonics Read, Write Inc	Read single letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend	Blend sounds to read words Read short Ditty stories	Read Red Storybooks Read Set 1	Read Green Storybooks Read 4 double	Read Green Storybooks Read first 6 Set

	masdtl ngockubfelhr jvywzx	sounds into words orally masdtl ngockubfelhr rjvywzx	masdtl ngockubfelhr jvywzx	Special Friends masdtl ngockubfelhr jvywzx sh qu th ng ch nk	consonants masdtl ng ockubfelhrjvywzx sh qu th ng ch nk	2 sounds ay ee igh ow oo o oar or air ir ou oy
Communication and Language (C&L)	<p>Understand how to listen carefully and why listening is important</p> <p>Develop social phrases.</p> <p>Learn new vocabulary</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Engage in story times.</p>	<p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Engage in story times.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Learn new vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in non-fiction books.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use new vocabulary in different contexts.</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Use new vocabulary in different contexts.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>
Personal, Social and Emotional Development (PSED)	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs-</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Manage their own needs- personal hygiene</p> <p>Know and talk about the</p>	<p>Express their feelings and consider the feelings of others</p> <p>Manage their own needs- personal hygiene</p> <p>Know and talk about the</p>	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Think about the perspectives of others.</p> <p>Show resilience and</p>	<p>Know and talk about the different factors that support their overall health and wellbeing;</p> <p>Think about the perspectives of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing; - healthy eating</p> <p>See themselves as a valuable individual.</p>

	<p>personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing;</p>	<p>different factors that support their overall health and wellbeing;</p>	<p>their overall health and wellbeing;</p>	<p>perseverance in the face of challenge.</p> <p>identify and moderate their own feelings socially and emotionally.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>
Physical Development (PD)	<p>PE: Athletics coach</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully:</p>	<p>PE: Dance Coach</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>PE: Football coach</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>PE: Cricket Skills</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>PE: Multisports and multigames</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>PE: Games</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Literacy (Lit)	<p>Lit: Read individual letters by saying the sounds for them.</p> <p>Lit: Blend sounds into words, so that they can read short words made up of</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Blend sounds into words, so</p>	<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Write short sentences with</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and</p>



	<p>known letter-sound correspondences.</p> <p>Lit: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Lit: Read a few common exception words matched to the school's phonic programme.</p>	<p>that they can read short words made up of known letter-sound correspondences</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p>Maths – White Rose</p>	<p>White Rose Units:</p> <p><i>Match Sort and compare</i></p> <p><i>Talk about measure and patterns</i></p> <p><i>It's me, 123</i></p> <p>Development Matters:</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p>	<p>White Rose Units:</p> <p><i>Circles & Triangles</i></p> <p><i>12345</i></p> <p><i>Shapes with 4 sides</i></p> <p>Development Matters:</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Subitise.</p>	<p>White Rose Units:</p> <p><i>Alive in 5</i></p> <p><i>Mass & capacity</i></p> <p><i>Growing 6 7 8</i></p> <p><i>Length, height and time</i></p> <p>Development Matters:</p> <p>Compare length, weight and capacity.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Subitise.</p> <p>compare numbers.</p> <p>Understand the 'one more than/one less than'</p>	<p>White Rose Units:</p> <p><i>Length, height and time</i></p> <p><i>Building 9 and 10</i></p> <p><i>Explore 3D shapes</i></p> <p>Development Matters:</p> <p>Compare length, weight, and capacity.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Understand the 'one more than/one less than'</p>	<p>White Rose Units:</p> <p><i>To 20 and beyond</i></p> <p><i>How many Now?</i></p> <p><i>Manipulate, compose and decompose</i></p> <p>Development Matters:</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Continue, copy and create</p>	<p>White Rose Units:</p> <p><i>Sharing and grouping</i></p> <p><i>Visualise, build and map</i></p> <p><i>Make connections</i></p> <p>Development Matters:</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>

			relationship between consecutive numbers Explore the composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Subitise.	relationship between consecutive numbers. Subitise.	repeating patterns. Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise.	Continue, copy and create repeating patterns.
Understanding of the World (UofW)	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	Draw information from a simple map Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them	Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live.	Recognise that people have different beliefs and celebrate special times in different ways Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Expressive Arts and Design (EAD) + Music lessons	Music: Percussion Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Music: Singing Reception Level 1 Create collaboratively, sharing ideas, resources and skills Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses.	Singing Reception Level 2 Singing as a group Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Singing Reception Level 1 Leading a performance Develop storylines in their pretend play Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance, performing solo or in groups	African Drumming Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills.

				Sing in a group or on their own, increasingly matching the pitch and following the melody.		
Personal, Social and Health Education (PSHE) Sessions are linked to PSED development matters statements	Being Me in My World Who am I and how do I fit in?	Celebrating Differences Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Computing (links to all areas of learning –see MTP)	Ijam - Learning about composition and what different sounds and instruments sound like together. The class will be able to do this through a number of different apps escalating in difficulty.	Iprogram: the class will start to learn what coding is. Looking at different technology throughout the home and in other environments and discuss their uses. Through looking at different technology they will start to understand how and why things work the way they do.	Ianimate: learning about 2D and 3D animation. Using a variety of apps pupils will animate characters and draw cartoons, thinking about how to express emotion by manipulating facial expressions and recording their voices.	Icreate: focus on different art mediums. Exploring drawing and painting, interior design, and computer-generated design. Throughout this course the class will also have the opportunity to explore the evolution of the camera and learn about the first photo ever taken.	Icommunicate: Looking at different ways of communication the class will start emailing Alex the Alien. Alex would like to attend a school on the planet Earth, but he does not know anything about the planet. Using apps and class discussions the pupils will read emails from Alex to ascertain what he would like to know, go, and research for him, and then report their findings back at the end of the lesson.	Itech: This is an introduction to basic film plotting and film making using the app 'Toontastic.' Working in groups, students will work towards plotting a story arc consisting of three parts. Groups will have to create scenes and characters to complete their story lines.
Visitors/offsite visits/Experiences We carefully consider trips and visits, ensuring they are thoughtfully linked to specific areas of learning. Each trip or visitor is planned to combine multiple areas of learning, both during and after the experience. Providing valuable opportunities for children to connect what they have learned in the classroom with the wider world. By reflecting on these visits, we can support ongoing discussions about the past, helping children	Local Café City farm	Visits from police, bus driver, doctor, nurse, vet farm worker, shopkeeper Science Museum/Stratford storytelling centre Visit church Picnic to the moon (linked to book) Planting spring bulbs Festival of Arts	Cook stir fry for Chinese New Year Drink hot chocolate outside Visit synagogue Idea store/local library Playing in the snow (weather dependent)	Senses – exploring food Foods from other cultures Mosque visit World book day Spring show – gingerbread man Soanes centre	Planting a seed, taking photographs as the seed grows, what does a seed need to grow? Planting vegetables Hatching eggs experience	End of year trip – Beach Butterfly experience Tea party/banquet Wimbledon and strawberries Sports day Fire service visit

<p>develop a deeper understanding of the world around them. Integral to our approach, enhancing learning and creating lasting memories that continue to enrich their educational journey throughout the year.</p>		<p><i>Watch 'The snowman'</i></p> <p><i>Perform nativity show (starshine musicals)</i></p> <p><i>Watch a pantomime (in school)</i></p>				
---	--	--	--	--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Festivals (include Eid)</p> <p>PSED: See themselves as a valuable individual</p> <p>Think about the perspectives of others</p> <p>KofW: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community</p>	<p>Halloween storytelling day</p> <p>Rosh hashanah- Honey cake</p>	<p>Bonfire night</p> <p>Christmas</p> <p>Divali</p> <p>Hannukah</p>	<p>Chinese New Year</p> <p>Shrove Tuesday</p>	<p>Mother's Day</p> <p>Easter</p> <p>St Patrick's day</p> <p>International Women's Day</p> <p>St David's day</p> <p>St Georges day</p>		<p>Father's Day</p>



Workshops (also see parent support worker for additional courses)	Learning through play Introduction to EY assessment	Phonics- reading/ writing (R) School nurse and healthy routines Costume making- Christmas show Parents evening	Mark making matters Importance of Oracy	Costume making workshop Parents evening	Early reading and writing Managing anxiety and building confidence	Transition Rec- Year 1
---	--	---	--	--	---	------------------------

In our weekly entitlement we also:

Cooking activity every week based on children's interests which we link to all the areas of learning.

Helicopter Stories – Vivian Gussin Paley (**C&L, PSED, LIT**)

Weekly PSHE lessons – **Jigsaw**

Key books have been listed above, teachers will also use books that fit with the topic including a non-fiction book focus each half term

Transition preparation will be included in the summer terms.

Seasons will be explored through the provision and local environment throughout the year Using the outdoor garden throughout the year

Celebration assembly – weekly

Half termly letter sent to parents/carers to detail the plans for the half term.

All children take home a library book, a big cat book and a Read, Write Inc book matched to their ability

Give me 10 – a weekly session where parents can come and read with their child for 10 minutes at the start of the day

Core books that all pupils should have regular exposure to:

- Goldilocks and the 3 bears
- The Three Billy Goats Gruff
- Little Red Hen
- Owl babies
- The Gruffalo
- MonkeyPuzzle
- Handa's surprise
- Jasper's beanstalk
- a Squash and a squeeze The
- Rainbow Fish
- We're going on a bear hunt
- What the ladybird heard




Mulberry

Wood Wharf Primary

Mulberry Wood Wharf Primary
20 Brannan Street, London E14 9ZR

 020 7790 6327

 www.mulberrywoodwharf.org