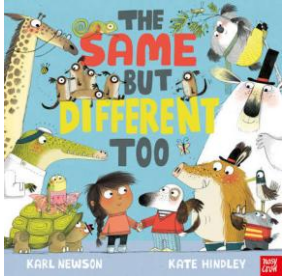
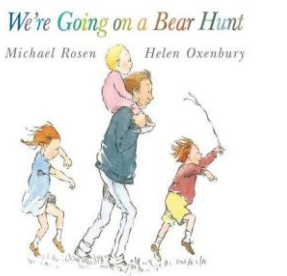
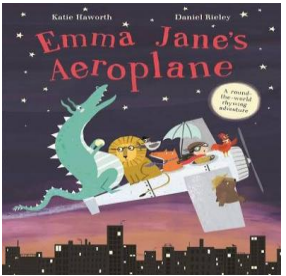
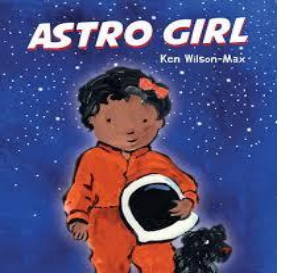
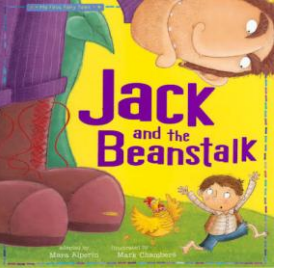
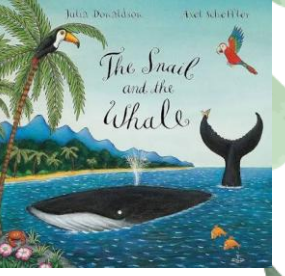


Nursery English Curriculum Map – Year B

Nursery	Autumn 1 Concept: Same & Different	Autumn 2 Concept: Growing, Eating, Exploring	Spring 1 Concept: Travel, People & Places	Spring 2 Concept: Discovery	Summer 1 Concept: Imagination & Adventure	Summer 2 Concept: Land & Sea
						
Literary Form	Rhyming picture book (fiction) with a repetitive text pattern.	Rhyming picture book (fiction); repetitive oral narrative with a predictable text pattern.	Narrative picture book (fiction); adventure story.	Narrative picture book (fiction); realistic fiction with an aspirational theme.	Traditional tale (fairy tale); narrative fiction.	Rhyming picture book (fiction); adventure story with repetitive rhyme and verse.
Focus Nursery Rhyme	Old MacDonald Had a Farm Exploring different animals, sounds, features and how animals are alike/different.	"Mary, Mary Quite Contrary" Links to growing plants, gardens and nature; supports vocabulary around flowers, planting and caring for living things; encourages exploration of the natural world.	"The Wheels on the Bus" Links to transport, journeys and communities; develops action, repetition, environmental sounds, role play and vocabulary about people and places.	"Twinkle, Twinkle Little Star" Space, curiosity, exploring the world, rhyme, repetition, listening skills and imaginative thinking.	"Row, Row, Row Your Boat" Encourages imaginative journeys, movement, storytelling and exploration; supports rhythm, rhyme, repetition and expressive actions.	"Once I Caught a Fish Alive" Sea life, counting, rhyme, repetition, actions, vocabulary development and exploring underwater creatures.
Focus Playground Game	"Duck, Duck, Goose" Exploring similarities and differences between children, turn-taking, listening, recognising others, social interaction and movement.	"What's the Time Mr Wolf?" Links to animals, movement, exploring environments, listening carefully and developing gross motor skills.	"The Farmer's in His Den" Exploring people and roles in communities, farming life, working together, turn-taking, singing, movement and imaginative play.	"Hide and Seek" Children hide while one child searches. Encourages exploration, problem-solving, observation, listening, turn-taking, confidence and understanding spaces in the environment.	"Ring-a-Ring o' Roses" Imaginative play, group participation, rhythm, movement, cooperation and joining in with familiar actions.	"Sharks and Fish" One child is the shark and the others are fish. Fish move around the space pretending to swim while the shark tries to tag them. Tagged fish can become sharks or go to a "safe reef". Supports imaginative play, gross motor skills, listening, cooperation and vocabulary linked to ocean life.
Links to Main EYFSP Area of Learning	Communication and Language (Listening, Attention and Understanding; Speaking); PSED (Self-Regulation; Building Relationships); Literacy (Comprehension); Understanding the World (People, Culture and Communities)	Communication and Language; Literacy (Comprehension); Physical Development (Gross Motor Skills); Expressive Arts and Design (Being Imaginative and Expressive)	Communication and Language; Literacy (Comprehension); Understanding the World (The Natural World); Expressive Arts and Design (Creating with Materials; Being Imaginative and Expressive)	Communication and Language; PSED (Managing Self); Understanding the World (Past and Present; The Natural World); Literacy (Comprehension)	Communication and Language; Literacy (Comprehension; Word Reading through story language); Mathematics (comparing size, measuring the beanstalk); Understanding the World (Plants); Expressive Arts and Design	Communication and Language; Literacy (Comprehension); Understanding the World (The Natural World); PSED (Building Relationships); Expressive Arts and Design

PSED + Human Themes	Diversity, inclusion, equality, acceptance, similarities and differences, belonging, kindness, respect	Family, adventure, courage, facing fears, perseverance, cooperation, exploring nature	Adventure, imagination, travel, curiosity, friendship, problem-solving	Dreams, ambition, perseverance, family support, gender equality, careers, space exploration	Bravery, greed, honesty, risk-taking, perseverance, justice, right and wrong	Friendship, teamwork, adventure, caring for others, environmental awareness, courage, exploration
Phonics and Early Reading Experience (Building Visual and Aural Skills)	Link to Phase 1 Aspect 4: Rhythm & Rhyme; Aspect 5: Alliteration; Aspect 6: Voice Sounds Join in with the rhyming text, identify rhyming pairs, sort objects by initial sound, use different voices for characters.	Link to Phase 1 Aspect 1: Environmental Sounds; Aspect 3: Body Percussion; Aspect 4: Rhythm & Rhyme; Aspect 6: Voice Sounds Recreate sounds (swishy grass, splashing river, squelchy mud), clap the rhythm of the repeated refrain, retell using expressive voices.	Link to Phase 1 Aspect 1: Environmental Sounds; Aspect 2: Instrumental Sounds; Aspect 6: Voice Sounds Listen to aeroplane and transport sounds, imitate engine noises, match transport sounds to pictures.	Link to Phase 1 Aspect 1: Environmental Sounds; Aspect 6: Voice Sounds; Aspect 7: Oral Blending & Segmenting Explore imagined space sounds, make countdown and rocket noises, orally blend and segment space-themed vocabulary (e.g. r-o-ck-et).	Link to Phase 1 Aspect 4: Rhythm & Rhyme; Aspect 5: Alliteration; Aspect 7: Oral Blending & Segmenting Find words beginning with the same sound (bean, beanstalk, bird), clap syllables, orally blend words from the story.	Link to Phase 1 Aspect 1: Environmental Sounds; Aspect 4: Rhythm & Rhyme; Aspect 5: Alliteration; Aspect 6: Voice Sounds Listen to sea and animal sounds, identify rhyming words, play alliteration games (slippery snail, wonderful whale), retell with expressive voices.
Early Years Foundation Stage Statutory Framework Covered by this sequence	EYFS Saltburn Literacy/English Curriculum – Based on Development Matters – 3 & 4 Year Olds					
	Prime Areas Communication and Language - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."			Specific Areas Literacy - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.		

Linguistic Experiences - generated by high quality text	Rich descriptive vocabulary; language of comparison (same, different, alike); rhyming language; repeated sentence structures; vocabulary about identity and diversity; opportunities for discussion and prediction. Mainly written in the present tense to describe people and their characteristics.	Repetitive refrains; onomatopoeia (swishy swashy, squelch squerch); positional and prepositional language; descriptive vocabulary; sequencing language; oral storytelling and retelling. Mainly written in the present continuous tense ("We're going on a bear hunt...") with some simple present, creating an immediate, participatory feel.	Vocabulary related to transport and travel; descriptive language; imaginative storytelling; positional language (over, under, above, below); narrative sequencing; opportunities for prediction and discussion. Written mainly in the past tense to recount Emma Jane's adventure.	Rich vocabulary linked to space and exploration; aspirational language; descriptive adjectives; discussion vocabulary; imaginative storytelling; opportunities to explain ideas and ask questions. Mainly written in the present tense, with future-focused language that encourages children to think about dreams and aspirations.	Traditional tale vocabulary; repeated story language; descriptive adjectives; sequencing and time connectives (first, next, then, finally); comparative language (big, giant); oral retelling and story mapping. Written in the past tense, following the conventions of a traditional narrative.	Rich rhyming vocabulary; ambitious descriptive language; alliteration; onomatopoeia; geographical and environmental vocabulary; repeated patterns; oral retelling and discussion. Written mainly in the past tense, using rhythmic rhyme to tell the story of the snail's journey.
Physical Development Opportunities	Mirror movements with a partner; sorting and matching games; fine motor activities such as drawing self-portraits and creating collage faces; using tweezers to sort objects by similarities and differences; mark-making to represent themselves.	Large-scale movement and action sequences (swishing through grass, splashing through water, squelching through mud, tiptoeing through the cave); obstacle courses; dance and movement; body percussion; balancing, jumping, crawling and climbing to develop gross motor skills.	Aeroplane role play with running, stretching and balancing; making aeroplane movements; constructing aeroplanes from blocks or recycled materials; paper aeroplane folding; cutting, sticking and drawing to develop fine motor control.	Space-themed movement (rocket launches, moon walking, floating like astronauts); obstacle courses to represent astronaut training; fine motor activities such as building rockets, drawing planets, threading stars and using construction kits.	Climbing and balancing activities; pretending to climb a beanstalk; planting and digging; measuring tall beanstalks outdoors; role play; cutting, painting and collage to create giants and castles; manipulating natural materials.	Moving like different sea animals; large-scale travelling movements (sliding, stretching, swimming); yoga inspired by ocean animals; making snail trails in paint or shaving foam; playdough modelling of snails and whales; threading shells and water-based sensory play to strengthen fine motor skills.
Teaching Approaches	• Reading aloud and re-reading • Book Talk ('Tell Me') • Response to illustration • Role on the Wall • Looking at language (rhyming words and comparisons) • Shared reading • Shared writing • Drawing and annotating • Telling personal narratives • Role-play and drama • Bookmaking (All About Me / Our Class books) • Story mapping	• Reading aloud and re-reading • Book Talk ('Tell Me') • Response to illustration • Role on the Wall • Looking at language (rhyming words and comparisons) • Shared reading • Shared writing • Drawing and annotating • Telling personal narratives • Role-play and drama • Bookmaking (All About Me / Our Class books) • Story mapping •	• Reading aloud and re-reading • Response to illustration • Book Talk • Role-play and drama • Visualising • Freeze Frame • Hot seating (Emma Jane) • Story mapping • Shared writing • Drawing and annotating • Creative writing • Bookmaking (Travel journal or passport) • Real world experiences (airports, transport)	• Reading aloud and re-reading • Response to illustration • Book Talk ('Tell Me') • Role on the Wall • Visualising • Freeze Frame and Thought Tracking • Role-play and drama • Shared reading • Shared writing • Writing in role (as Astro Girl) • Sharing personal narratives ("What would you like to be?") • Bookmaking (My Dream Job) • Real world experiences (space exploration) •	• Reading aloud and re-reading • Response to illustration • Book Talk ('Tell Me') • Role on the Wall • Visualising • Freeze Frame and Thought Tracking • Role-play and drama • Shared reading • Shared writing • Writing in role (as Astro Girl) • Sharing personal narratives ("What would you like to be?") • Bookmaking (My Dream Job) • Real world experiences (space exploration) •	• Reading aloud and re-reading • Shared reading • Response to illustration • Book Talk ('Tell Me') • Role on the Wall • Visualising • Freeze Frame and Thought Tracking • Story mapping • Shared writing • Writing in role (Snail or Whale) • Looking at language (rhyme, alliteration and descriptive vocabulary) • Creative writing • Bookmaking (Journey book) • Real world experiences (coasts, oceans, habitats)
Possible Extended Writing Outcomes	• Create a class book about ourselves using drawings, photographs and children's marks • Draw pictures of themselves and others and talk about their ideas • Add labels to self-portraits with adult support • Make marks to represent things that make us special • Create speech bubbles showing what characters might say • Share ideas orally and contribute to shared writing about similarities and differences	• Create a story map using drawings and marks to retell the journey • Make signs, maps and messages for the bear hunt • Draw and label different environments from the story with adult support • Make marks to represent sounds from the story (swishy swashy, squelch squerch) • Join in with shared writing to create a new adventure • Draw and talk about their own imaginary adventures	• Draw and make marks to represent journeys and places visited • Create passports, tickets or travel documents through role play • Add labels to pictures of different types of transport • Make maps of imaginary journeys • Create drawings of places they would like to visit and talk about them • Contribute ideas to a shared travel story	• Draw pictures of themselves as astronauts or future careers • Create space pictures with labels and meaningful marks • Make signs, buttons and controls for a space station role-play area • Create a class book about children's dreams and ambitions • Draw and talk about imaginary planets and space adventures • Take part in shared writing about space exploration	• Draw and sequence key events from the story • Create marks, labels and signs for the giant's castle or beanstalk • Make character drawings and talk about characters' feelings • Create shopping lists or messages linked to the story • Retell the story through drawings, small world play and shared writing • Create their own magical object or fairy-tale idea through drawing and mark-making	• Create drawings of journeys and add marks to represent places visited • Make postcards or messages from the snail's journey (with adult support) • Draw and label sea creatures and ocean environments • Create a class book about sea animals • Make marks inspired by the patterns and movement of snails and waves • Join in with shared writing to create a new animal adventure story

Other books with similar themes	<i>National Geographic Little Kids: First Big Book of People</i> – introduces children to people, cultures, clothing, homes and communities around the world. The Colour Monster – Anna Llenas: Emotions, self-awareness, understanding feelings; opportunities for children to name emotions, create emotion artwork and discuss how they feel. Owl Babies – Martin Waddell Family, separation, reassurance and belonging; opportunities to discuss parents/carers, siblings and how families look after one another. Guess How Much I Love You – Sam McBratney Love, family relationships and emotions; opportunities to discuss people who love and care for us and how we show affection. Peace at Last – Jill Murphy Family life, routines and relationships; opportunities to compare bedtime routines and discuss different family members. The Gruffalo – Julia Donaldson Family, independence and relationships; useful for discussing being brave, making choices and exploring away from home. A Squash and a Squeeze – Julia Donaldson Home, family and sharing space; opportunities to discuss who lives at home and how families share spaces.	<i>National Geographic Little Kids: First Big Book of Birds / Animals</i> – encourages observation and discovery of living things. Oliver's Vegetables – Vivian French Growing food, vegetables and tasting; opportunities to explore different vegetables, discuss where food comes from and encourage children to try new foods. Oliver's Fruit Salad – Vivian French Fruit, eating and senses; opportunities to name fruits, explore colour, smell, taste and texture and make a simple fruit salad. The Gruffalo – Julia Donaldson Exploring the woodland; opportunities to explore woodland animals, habitats, positional language and sensory experiences. Owl Babies – Martin Waddell Animals, habitats and growth; opportunities to talk about baby animals, homes and how animals are cared for. The Very Hungry Caterpillar – Eric Carle Eating, growth and change; opportunities to explore different foods, counting, days of the week and the caterpillar's transformation. The Enormous Turnip – Traditional Growing vegetables, size and teamwork; opportunities to explore how vegetables grow, compare sizes and act out the repeated story.	<i>National Geographic Little Kids: First Big Book of Places to Go</i> – introduces familiar and interesting places around the world. Mr Gumpy's Outing – John Burningham People, journeys and shared experiences; opportunities to discuss who joins a journey, different ways of travelling and what happens on an outing. The Wheels on the Bus – Traditional Transport, people and community; opportunities to explore buses, passengers, movement and familiar journeys. Duck in the Truck – Jez Alborough Vehicles, journeys and problem-solving; opportunities to explore different vehicles, routes and helping others. Maisy Goes on a Bus – Lucy Cousins Travel and everyday journeys; opportunities to identify transport, discuss passengers and recreate a bus journey. Maisy Goes to London – Lucy Cousins Places, travel and landmarks; opportunities to explore a city, identify familiar landmarks and talk about travelling to different places.	<i>National Geographic Little Kids: First Big Book of Space</i> – introduces basic space vocabulary and encourages children's curiosity. Whatever Next! – Jill Murphy Space, imagination and exploration; opportunities to explore the idea of travelling to the Moon, discuss what might be found in space and create imaginative space journeys. The Very Hungry Caterpillar – Eric Carle Nature, observation and change; opportunities to discover how living things grow and change and observe the natural world. Dear Zoo – Rod Campbell Animals, characteristics and discovery; opportunities to identify animals, compare features and investigate where different animals live. Aliens Love Underpants – Claire Freedman Aliens, imagination and space; opportunities to explore aliens, rockets and imaginative ideas about outer space. Aliens Love Dinopants – Claire Freedman Aliens, dinosaurs and imaginative discovery; opportunities to explore imaginary creatures and space-themed vocabulary.	<i>National Geographic Little Kids: First Big Book of Dinosaurs</i> – introduces real dinosaurs and encourages children to investigate prehistoric life. The Wonky Donkey – Craig Smith Humour, imagination and character; opportunities to explore silly ideas, describe characters and create funny imaginary animals. Room on the Broom – Julia Donaldson Magic, friendship and adventure; opportunities to explore witches, flying and magical journeys and encourage imaginative role play. Pirates Love Underpants – Claire Freedman & Ben Cort Pirates, imagination and adventure; opportunities to explore pirate role play, treasure, ships, maps and simple journeys. Children can make pirate props, follow treasure maps and create their own pirate adventures. Goldilocks and the Three Bears – Traditional Tale Adventure, curiosity and problem-solving; opportunities to explore the three bears' home, compare size and role-play the story. The Gingerbread Man – Traditional Tale Adventure, repetition and characters; opportunities to join in with repeated language, act out the chase and create alternative endings.	<i>National Geographic Little Kids: First Big Book of Ocean</i> – introduces fish, whales, sharks and other sea creatures. Commotion in the Ocean – Giles Andreae Sea animals and ocean life; opportunities to explore different sea creatures, where they live and how they move through water. Barry the Fish with Fingers – Sue Hendra & Paul Linnet Underwater life and friendship; opportunities to explore fish, sea habitats and differences between sea creatures. The Rainbow Fish – Marcus Pfister Ocean life and relationships; opportunities to explore fish, underwater habitats and the importance of sharing and friendship. Mister Seahorse – Eric Carle Sea creatures and habitats; opportunities to explore seahorses and other underwater animals and how they live. The Fish Who Could Wish – John Bush Underwater environments and imagination; opportunities to explore fish, the sea and imaginative possibilities.
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Picture Books	Over the Shop Authors: JonArno Lawson (writer) and Qin Leng (illustrator) Encourages inclusion and acceptance: The story explores themes of family, community, and welcoming others, helping children understand that families and relationships can look different. Develops emotional understanding: Children can discuss feelings such as loneliness, kindness, friendship, and belonging. Supports language development: The detailed illustrations provide opportunities for children to describe what they see, predict events, and build vocabulary. Promotes creativity and imagination: Children can explore ideas about homes, shops, and communities through role play and discussion. Supports personal, social and emotional development: It encourages empathy and positive relationships with others. Hug Author and illustrator: Jez Alborough Explores emotions and relationships: The simple story helps children recognise feelings and understand the importance of love, comfort, and connection. Builds early communication skills: Repeated words and phrases encourage children to join in, develop confidence, and practise speaking. Supports understanding of empathy: Children learn about caring for others and responding to emotional needs. Develops listening and attention: The repetitive structure helps younger children follow the story and anticipate what happens next. Encourages discussion about families and friendships: Children can share their own experiences of hugs, care, and kindness.	Flashlight Author and illustrator: Lizi Boyd Encourages observation skills: The wordless illustrations encourage children to look closely, notice details, and talk about what they see. Develops communication and vocabulary: Children can create their own stories, describe pictures, and practise using descriptive language. Supports imagination and creativity: The idea of exploring with a flashlight encourages children to use their imagination and invent their own adventures. Builds confidence in storytelling: As there are no set words, children can become authors and share their own ideas. Develops understanding of the natural world: Children can explore themes such as animals, habitats, night-time, and the environment. Float Author and illustrator: Daniel Miyares Explores emotions and resilience: The story helps children understand feelings such as excitement, worry, disappointment, and perseverance. Encourages problem-solving: Children can discuss what the character could do when things do not go as planned. Develops early science concepts: The story introduces ideas about water, floating, movement, and the natural world. Supports imagination and creativity: Children can explore outdoor play, boats, weather, and adventures through discussion and role play. Develops language skills: The illustrations provide opportunities for children to predict, describe, and retell the story. Wolf in the Snow Author and illustrator: Matthew Cordell Develops empathy and kindness: Children learn about caring for others and helping someone who is vulnerable.	Row, Row, Row Your Boat Author: Traditional nursery rhyme (adapted and illustrated by many authors and illustrators) Develops early language skills: The repetition and rhyme help children recognise sounds, learn new words, and develop confidence in speaking. Supports phonological awareness: Singing the rhyme helps children hear rhythm, patterns, and sounds, which supports early reading skills. Encourages participation and confidence: Children can join in with actions, singing, and repeated phrases. Supports physical development: Actions such as rowing movements encourage coordination and movement. Develops imagination: Children can explore ideas about journeys, rivers, animals, and pretend play. A River Author and illustrator: Marc Martin Encourages curiosity about the world: Children explore rivers, landscapes, animals, and different environments. Develops imagination and creativity: The journey along the river inspires children to create their own adventures and stories. Builds vocabulary: Children can learn words linked to nature, travel, habitats, and geographical features. Supports observation skills: The detailed illustrations encourage children to look carefully and discuss what they notice. Promotes understanding of nature: Children can begin to appreciate the importance of rivers and the living things that depend on them. Journey Author and illustrator: Aaron Becker Encourages creativity and imagination: The wordless story	It Fell from the Sky Authors and illustrators: Terry Fan and Eric Fan Encourages curiosity and questioning: The story inspires children to wonder about the world around them and ask questions about unusual events. Develops imagination and creativity: Children can explore ideas about mystery, discovery, and how objects can become part of imaginative play. Supports social and emotional development: The story provides opportunities to discuss sharing, cooperation, fairness, and how we treat others. Develops communication skills: Children can describe what they see in the detailed illustrations, predict what may happen, and retell the story. Encourages problem-solving and critical thinking: Children can discuss ideas, make predictions, and think about different viewpoints. Builds understanding of communities: Children can explore how characters work together and how groups respond to new experiences. The Darkest Dark Authors: Chris Hadfield and Kate Fillion Supports emotional development: Children can explore feelings such as fear, worry, bravery, and confidence, especially around things they find scary. Encourages resilience and perseverance: The story shows children that they can overcome challenges and develop confidence. Inspires curiosity about space and science: Children are introduced to ideas about astronauts, rockets, planets, and exploration. Develops imagination: Children can explore the idea of space travel through play, storytelling, and creative activities.	The Lion and the Mouse Author and illustrator: Jerry Pinkney Develops empathy and kindness: The story teaches children that everyone can help others, regardless of their size or abilities. Supports understanding of friendships and relationships: Children can explore themes of helping, forgiveness, cooperation, and respect. Encourages discussion of emotions: Children can talk about feelings such as fear, bravery, gratitude, and compassion. Develops communication and storytelling skills: The detailed illustrations allow children to describe events, predict what happens, and retell the story. Introduces moral understanding: Children begin to understand ideas such as kindness being rewarded and the importance of treating others well. Supports appreciation of animals and nature: Children can learn about lions, mice, and different habitats. Goldilocks and the Three Bears Author: Traditional fairy tale (adapted and illustrated by many authors and illustrators) Develops early literacy skills: The repeated structure, familiar phrases, and predictable pattern help children join in and build confidence with storytelling. Supports language development: Children can learn descriptive vocabulary such as big, small, hot, cold, hard, and soft. Encourages problem-solving and comparison skills: Children can explore size, quantity, and differences through the three bears' belongings. Develops understanding of feelings and behaviour: Children can discuss choices, consequences, respect for	Flotsam Author and illustrator: David Wiesner Encourages imagination and creativity: The wordless illustrations allow children to create their own stories, explore ideas, and use their imagination to interpret what is happening. Develops communication and storytelling skills: Children can describe pictures, discuss characters and events, make predictions, and practise retelling stories in their own words. Supports curiosity and exploration: The story encourages children to ask questions and explore ideas about the ocean, sea creatures, photography, and the unknown. Develops observation skills: The detailed artwork encourages children to look closely, notice small details, and make connections between different parts of the story. Builds vocabulary: Children can learn words linked to the seaside, marine life, technology, emotions, and discovery. Supports understanding of different perspectives: Children can explore the idea that everyone may experience and interpret the world in different ways. Encourages scientific thinking: The book provides opportunities to discuss the natural world, underwater habitats, and how cameras and images capture memories. Promotes creativity through play: Children can create their own imaginary underwater worlds through drawing, storytelling, and role play.
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	Mirror Mirror: A Book of Reversible Verse Author: Marilyn Singer Illustrator: Josee Masse Develops critical thinking: The reversible poems encourage children to look at ideas from different viewpoints and notice changes. Builds vocabulary and language skills: The rich words and imaginative descriptions support early literacy development. Encourages prediction and discussion: Children can talk about characters, events, and how perspectives can change. Supports creativity: The unusual format inspires children to experiment with words, storytelling, and different ways of expressing ideas. Introduces different perspectives: Children begin to understand that the same situation can be viewed in more than one way.	Explores friendship and trust: The story shows that friendships can form between unexpected characters. Supports emotional development: Children can discuss feelings such as fear, bravery, loneliness, and comfort. Encourages visual storytelling: With minimal words, children practise interpreting pictures and creating narratives. Introduces the natural world: Children can learn about animals, weather, snow, and different environments. The Snowman Author and illustrator: Raymond Briggs Encourages imagination and creativity: Children explore fantasy, magical experiences, and the idea of bringing toys or creations to life. Supports language development: The illustrations encourage children to describe events, sequence the story, and use storytelling vocabulary. Develops understanding of emotions: Children can explore friendship, excitement, wonder, and feelings of loss. Supports early literacy skills: Children practise predicting, retelling, and understanding story structure through pictures. Encourages discussion about experiences: Children can share their own memories of snow, winter activities, and special moments.	allows children to invent their own ideas, characters, and adventures. Develops storytelling skills: Children can practise sequencing events, predicting what happens next, and creating narratives. Builds confidence in communication: Children can describe illustrations using their own words and share different interpretations. Supports problem-solving skills: The main character faces challenges, encouraging children to think about solutions. Develops emotional understanding: Children can explore themes such as independence, courage, friendship, and belonging. Beaver Is Lost Author and illustrator: Elisha Cooper Develops empathy and emotional awareness: Children explore how it feels to be lost and the importance of helping others. Encourages problem-solving: Children can discuss ways the character might find their way home. Supports understanding of animals and habitats: Children learn about beavers, rivers, and the natural environment. Develops language and storytelling: Children can describe the illustrations, retell events, and predict what might happen. Promotes resilience and independence: The story encourages children to think about confidence, exploring safely, and overcoming challenges.	Builds vocabulary and communication: Children can discuss feelings, space, darkness, and adventures using new words. Encourages children to follow their interests: The story shows the importance of curiosity, dreams, and exploring new possibilities.	others' belongings, and how characters feel. Supports mathematical thinking: Concepts such as size, ordering, matching, and comparing are naturally explored through the story. Encourages role play and imagination: Children can act out the characters, recreate scenes, and develop confidence in imaginative play.	
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