







Reception at Kenton Primary School

School makes up an enormous part of a child's life. Teachers, other adults and children play a major role in making up a child's experiences, and the opportunities that they have for learning also leave their mark on development. A child's genetic background will influence their ability to learn, but good educational experiences can enhance these abilities.

Therefore, we need to provide these children with hands-on experiences to ensure that they have been exposed to as many different opportunities to succeed. To enhance their interactions, communication and language and their physical abilities. Hand on learning is learning by doing.

For this reason, we feel that introducing a theme to the children's learning will present them with new experiences and opportunities to explore new vocabulary whilst also following the children's interest through the continuous provision. Being mindful that if a particular topic does not capture the child's interests we have the flexibility to adapt and make changes to ensure that the children are interested and presented with plenty of opportunities for child led learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonderful Me 	Celebrations 	Gruffalo and Friends 	Spring has Sprung 	Magic and Mystery 	Mini Madness Ugly Bug Ball 
Characteristics of Effective Learning	Tryatops, Explorersaur, Askaraptor, Solveasoures Rex, Shareoynx, Stickosauras					
Curricular goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	<p><i>Tolerance, politeness and mutual respect</i> are at the heart of our aims, ethos and R.E curriculum.</p> <p><i>The importance of rules and laws</i>, - Our pupils are taught to respect the rules in place through different religions.</p> <p><i>Individual liberty</i> - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.</p> <p><i>Democracy</i> - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.</p> <p><i>Mutual respect</i> for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p><i>Tolerance, politeness and mutual respect</i> are at the heart of our aims, ethos and R.E curriculum.</p>					
Memorable Experience	Visit from a local doctor or nurse	Hold a party	Animal Encounter visit	Walk around our local area	Magic show performer	Mini Beast Ball

Key texts	Five Bears -whole school Funny Bones Dogger Super Duper Yo The Lion inside Incredible You	Kipper Birthday Maisy's Wedding Meg and Mog Nativity Story	The Gruffalo The Gruffalo's Child Room on the Broom Monkey Puzzle A squash and a Squeeze The snail and the Whale	Elmer and the Rainbow After the Storm - Percy Park Keeper Maisy's Wonderful Weather book How do you make a rainbow? Seasons	Meg and Mog Sylvester and the magic pebble Animal Magic Dilbert Dragon and the Magic Garden Kindness is Magic	What the Ladybird heard. Superworm Mad about Minibeasts Norman the Snail Elmer and the butterfly
Communication and Language	<p>Communication and language underpins and permeates all areas of learning and development.</p> <p>We recognise the crucial role that back and forth interactions play in developing language, understanding and relationships.</p> <p>Ongoing - model interactions - 'Good morning, how are you?', provide and expect children to use stem sentences - 'I particularly enjoyed it when.', chatty box, snack time talk time (big picture stimulus), daily story times/songs (including nursery rhymes and fiction, non-fiction, rhymes and poems), opportunities to try out and embed new words/wow words wall</p>					
	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Learn new Vocabulary and use it throughout the day. -listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities. -Explain how things Work and why they might happen. -Retell the story, once they 	<ul style="list-style-type: none"> -Use new vocabulary in different contexts. -Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> -Retelling stories with an increased knowledge of story language and vocabulary. -Relate the stories they have listened in their lives and their role-play. -Make up their own stories with beginning, middle and end. 	<ul style="list-style-type: none"> Able to talk about own abilities in positive way. -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. -Holding conversation in back and forth exchanges with adults and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Sharing experiences from their lives using full sentences including use of past, present and future tenses.
Literacy - comprehension	Listening to stories.	Beginning to retell stories.	Retelling stories with the recently	Building fluency and understanding.	Explaining the stories they have listened to	Demonstrate understanding of what has been read to them by

	<ul style="list-style-type: none"> -Joining in with rhymes and showing an interest in stories with repeated refrains. -Environment print. Having a favourite story/rhyme. -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. -Sequencing familiar stories through the use of pictures to tell the story. -Recognising initial sounds. Name writing activities. -Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> -Retell stories related to events through acting/role play. -Retelling stories using images / apps. Retelling of stories. -Editing of story maps and orally retelling new stories. Sequence story - use vocabulary of beginning, middle and end. -Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. -Enjoys an increasing range of books. -Actions to retell the story/story maps. 	introduced vocabulary. <ul style="list-style-type: none"> -Making up stories with themselves as the main character. -Encourage children to record stories through picture drawing/mark making. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Read a few common exception words matched to RWI. -Ensure home reading books match their phonic knowledge. -Using recently introduced vocabulary during discussions about stories and during role-play. 	<ul style="list-style-type: none"> -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. -Information leaflets about animals in the garden/plants and growing. -World Book Day Activities. Timeline of how plants grow. 	or have read themselves. <ul style="list-style-type: none"> -Retell a story with actions and / or picture prompts as part of a group. -Use story language when acting out a narrative. -Rhyming words. -Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. 	<ul style="list-style-type: none"> retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy - word reading	Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, -CVC sounds, reciting known stories, listening to stories with attention and recall. -Help children to read the sounds speedily. -Ensure books are consistent with their	Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. -Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. -Spotting diagraphs in words. -Show children how to touch each finger as they say each sound.	Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. -Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. -Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.	Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. -Reading: Story structure-beginning, middle, end. -Innovating and retelling stories to an audience, non-fiction books. -Listen to children read some longer words made up of letter-	Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. -Reading: Non-fiction texts, -Internal blending, -Naming letters of the alphabet. -Distinguishing capital letters and lowercase letters.	Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. -Reading: Reading simple sentences with fluency. -Reading CVCC and CCVC words confidently.

	developing phonic knowledge.	-For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	-Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	sound correspondences they know: 'rabbit', 'himself', 'jumping'.		Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy - writing	Representing name and initial letter sounds. -Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. -Writing initial sounds and simple captions. -Use initial sounds to label characters / images. -Writing Names and Labels. -Writing messages. Practising correct letter formation.	Writing CVC words. Name writing. Labelling using initial sounds. -Story scribing. -Retelling stories in writing area. -Sequencing the story. -Practising correct letter formation.	Caption Writing and Tricky Words. -Writing some of the tricky words such as I, me, my, like, to, the. -Writing CVC words. Labels using CVC, CVCC, CCVC words. -Guided writing based around developing short sentences in a meaningful context. -Create a story board. Practising correct letter formation.	Begin to write simple sentences. 'Hold and write a sentence'. -Creating own story maps, writing captions and labels, writing simple sentences. -Writing short sentences to accompany story maps. Labels and captions. -Write a sentence. -Ensuring correct letter formation.	Writing simple sentences. 'Hold and write a sentence'. -Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. ⁷ -Form lower-case and capital letters correctly. Rhyming words. -Write 2 sentences. -Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. -Story writing, writing sentences using a range of tricky words that are spelt correctly. -Beginning to use full stops, capital letters and finger spaces. -Using familiar texts as a model for writing own stories. Write a character description. -Write three sentences with beginning, middle and end. -Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

<p>Mathematics (Mastering Number)</p>	<p>Build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is 	<p>Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link 	<p>Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
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	<p>made of one more than the previous number</p> <ul style="list-style-type: none"> develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts. 	<p>cardinality and ordinality through the 'staircase' pattern</p> <ul style="list-style-type: none"> order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Summer 2 - Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns with number's up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Understanding the World	The Natural World - Understand the effect of changing seasons on the natural world around them.					
	<p>People, Culture and Communities.</p> <p>Compare my life in the UK to the lives of others in a different country.</p>	<p>People, Culture and Communities.</p> <p>Festivals of light around the world</p>	<p>People, Culture and Communities.</p> <p>-Places we recognise Map making- journeys</p> <p>-Make own maps/ identify features</p>	<p>People, Culture and Communities.</p> <p>What places are special to me and my community?</p>	<p>People, Culture and Communities.</p> <p>What is magic like around the world?</p>	<p>People, Culture and Communities.</p> <p>Describe what you can see, hear and feel in the world of a mini beast.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>

						from stories, non-fiction texts and - when appropriate - maps.
	Understanding the past - Myself	Understanding the past- -Families	Understanding the past- -Animals in history	Understanding the past -the world around us	Understanding the past -objects	Understanding the past -Our environment Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	The Natural World Seasons - Autumn -Differences and changes over time - weather, animals and plants.	The Natural World -Exploring light and dark. How can we see in the dark? -Nocturnal animals - making sense of habitats. -Which animals are nocturnal?	The Natural World Seasons - Winter -Differences and changes over time - weather, animals and plants. -Melting ice experiments. -Non-fiction woodland environment and animals. -Comparing the Woodland animals to their local environment.	The Natural World Seasons - Spring -Differences and changes over time - weather, animals and plants. -Care and concern for living things. Planting Sunflowers, beans and other flowers	The Natural World -Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. -Create opportunities to discuss how we care for the natural world around us. -Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences	The Natural World Seasons - Summer - Differences and changes over time - weather, animals and plants. Observing minibeasts and looking after caterpillars. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural

						world around them, including the seasons and changing states of matter.
Festivals	Diwali Yom Kippur Harvest	Remembrance Day Guy Fawkes/Bonfire Night Advent Christmas	Chinese New Year Pancake Day	Mothering Sunday World Book Day St George's Day Internet safety day Easter		Healthy Eating Week World Environment Day
Religious Education	-	Why is Christmas special for Christians?	Which places are special and why?	Why is Easter special for Christians?	Which stories are special and why?	Why is the word God so important to Christians?
Personal, Social, Emotional Development	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. 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. <ul style="list-style-type: none"> * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere. 					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Managing Self: New Beginnings. -See themselves as a valuable individual. -Being me in my world. Class Rule Rules and Routines. -Supporting children to build relationships	Managing Self: Getting on and falling out. -How to deal with anger Emotions. Self - Confidence -Build constructive and respectful relationships. -Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Managing Self: Good to be me. Feelings. - -Learning about qualities and differences. -Celebrating differences Identify and moderate their own feelings socially and emotionally. -Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Relationships. -What makes a good friend? Healthy me. Random acts of Kindness. -Looking after pets. -Looking After our Planet. -Give children strategies for staying calm in the face of frustration. -Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Managing Self: Looking after others. Friendships. -Dreams and Goals. Show resilience and perseverance in the face of challenge. -Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food.

	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development	Cooperation and Moving Gross Motor: - -Cooperation games i.e. parachute games. -Climbing on outdoor equipment. Different ways of moving to be explored with children. -Help individual children to develop good personal hygiene. -Provide regular reminders about thorough handwashing and toileting.	Ball Skills and Wheeled Toys Gross Motor: -Ball skills- throwing and catching. -Crates play- climbing. -Skipping ropes in outside area dance related activities. -Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. -Two-wheeled balance bikes and pedal bikes. Ball Skills and Moving to Music	Gross Motor: Ball skills -Aiming, dribbling, pushing, throwing & catching, patting, or kicking. -Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. -Gymnastics / Balance.	Balance Gross Motor: -Children moving with confidence dance related activities -Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Obstacles	Gross Motor: -Obstacle activities children moving over, under, through and around equipment. -Encourage children to be highly active and get out of breath several times every day. -Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Team games Gross Motor: -Races / team games involving gross motor movements dance related activities. -Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor: -Dough activities. Daily name writing activities. -Threading, cutting, weaving, playdough. -Finger Gym activities. -Manipulate objects with good fine motor skills. Show preference for dominant hand. -Draw lines and circles using gross motor movements. -Hold pencil/paint brush beyond whole hand grasp.	Fine Motor: -Daily name/CVC writing activities. T -Threading, cutting, weaving, playdough. -Finger Gym activities. -Develop muscle tone to put pencil pressure on paper. -Use tools to effect changes to materials. -Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and	Fine Motor: -Daily name/CVC writing activities. -Threading, cutting. -Finger Gym activities. -Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. -Encourage children to draw freely. -Holding Small Items / Button Clothing / Cutting with Scissors.	Fine Motor: -Daily name/CVC writing activities. -Threading, cutting, weaving, playdough. -Finger Gym activities. -Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine Motor: -Daily name/CVC/sentence writing activities. T -Threading, cutting, weaving, playdough. -Finger Gym activities. -Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. -Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Fine Motor: -Threading, cutting, weaving, playdough. - -Fine Motor activities. -Form letters correctly -Copy a square Begin to draw diagonal lines, like in a triangle / -Start to colour inside the lines of a picture -Start to draw pictures that are recognisable / -Build things with smaller linking blocks, such as Duplo or Lego.

	-Pencil Grip - encourage tripod grip...	model correct letter formation.				Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.
Expressive Arts and Design	Creating with Materials -Self Portraits. -Use of the continuous provision and how to use the paint and workshop areas. -Autumn pictures - mixing colours and exploring textures.	Creating with Materials -Linking colour to festivals. -Firework pictures. -Christmas decorations, Christmas Cards -Diva lamps	Creating with Materials -Woodland pictures and scenes. -Chinese New Year Lanterns	Creating with Materials -Spring Pictures -Flower artwork	Creating with Materials -Magic pictures - exploring ink	Creating with Materials -Mini beast printing Safely use and explore a variety materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive. -Singing songs and learning some familiar songs - Harvest -Role play - home corner	Being Imaginative and Expressive. -Singing songs and learning some familiar songs - Christmas -Performing the Nativity -Role Play - home corner enhanced with Christmas	Being Imaginative and Expressive. -Singing songs and learning some familiar songs - Winter -Small world - Woodland -Chinese New Year Songs	Being Imaginative and Expressive. -Singing songs and learning some familiar songs - Easter -Role Play - garden centre -Small world - garden	Being Imaginative and Expressive. -Singing songs and learning some familiar songs -spring songs -Small world - magic show	Being Imaginative and Expressive. -Singing songs and learning some familiar songs - minibeast -Small world - mini beasts Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes.

Familiar Texts	Familiar Songs
The Gruffalo	Grand old Duke of York
Room on the Broom	Polly had a dolly
The Rainbow Fish	Peter Hammers
Ruby's Worry	How much is that doggy in the window
Aliens love Underpants	5 Currant buns
Stick Man	5 Little Speckled frogs
Lost and Found	5 little men in a flying saucer
Supertato	Little Bo Peep
Six Dinner Sid	Mary, Mary quite contrary
Farmer Duck	Down in the Jungle
Mr Gumpy's Outing	5 little monkeys jumping on a bed
Billy's Bucket	Sleeping bunnies
Dogger	10 in a bed
Tiddler	Hickory Dickory Dock
Funny Bones	Row, row, row your boat
Shark Park	Hey diddle, diddle
Brown Bear, Brown Bear, What do you see?	1,2,3,4,5 once I caught a fish
What do you do with a tail like this?	Baba black sheep
Zog	Mary had a Little Lamb
The Hungry Caterpillar	
Peace at Last.	
Mr Wolf's Pancakes	
Each Peach, Pear Plum	

