

## Core books at Woodgrange

NURSERY	
Book(S)	What learning does this support? How does it meet the children's needs?
<b>T2 OWL BABIES</b>	PSE - talking about own families, settling
<b>T3 DEAR ZOO</b>	Repetitive patterned text. Creating own versions using new animals.
<b>T4 TANKA TANKA SKUNK</b>	Phase 1 phonics skills - rhythm, steady beat and rhyme
<b>T5 THE 3 LITTLE PIGS</b>	Repetitive patterned text. PSE - working together
<b>T6 THE VERY HUNGRY CATERPILLAR</b>	UW - Growth and change. Relating to own experience of growing up and moving on to Reception.
RECEPTION	
Book(S)	What learning does this support? How does it meet the children's needs?
<b>SO MUCH</b>	Transition to Reception from different settings, repetitive text and family discussion to support settling.
<b>3 BILLY GOATS GRUFF</b>	Repetitive patterned text, links to new phase 2 phonics learning to support new learning.
<b>BEEGU</b>	PSE- Empathy - building on learning powers / characteristics of effective learning
<b>THE GIGANTIC TURNIP</b>	KU: Growth. PSE: Collaboration. Repetitive patterned text
<b>WHAT THE LADYBIRD HEARD</b>	KU: Animals and minibeasts, environments, hatching eggs (birth of chickens!)
<b>THE EVERYWHERE BEAR</b>	Rhyming text. Transition to year 1 - new challenges and learning adventures.
YEAR 1- class reading books storytime include books on the same theme/ setting etc to reinforce and embed vocabulary	
Book	What learning does this support? How does it meet the children's needs?
<b>BLUE PENGUIN</b>	Transition to Year 1. Strong SMSC links. Learning about feelings/values. Recognise right/wrong.
<b>DEEP IN THE WOODS</b>	Builds on traditional tales of EYFS. Environmental theme. Strong science link- seasons./ animals and habitats
<b>MEERKAT MAIL</b>	Opportunity to look at a different country/ habitats and climate, write letters, replacing Jolly Postman which was overly challenging due to the level of prior knowledge required

<b>PEARL POWER</b>	Strong female lead. British values, history focus. Strong oracy links.
<b>TRACTION MAN</b>	Adventure- very appealing to boys.
<b>PATTAN'S PUMPKIN</b>	Builds on traditional tales. Opportunity to look at different country and climate/ weather. History focus - flooding of Newham in the 1950's (Thames Barrier) Art focus.
<b>YEAR 2- class reading book storytime includes Chapter books that stretch vocabulary * new texts 2020-21</b>	
<b>Book</b>	<b>What learning does this support? How does it meet the children's needs?</b>
<b>LEAF (moved from summer term)</b>	Challenging environmental themes, PSHE- making newcomers welcome- transition to a new setting, empathy. Links to Y1 text supporting outdoor provision
<b>A MOUSE CALLED JULIAN*</b>	Science/design and technology/geography focus. Appeals to all children but very boy friendly. Links to Y1 text supporting outdoor provision
<b>LIGHTS ON COTTON ROCK*</b>	Presents different family makeup. Strong PSHE focus Links to space- a very popular non fiction topic- will cover significant space travellers such as Mae Jemison (History)
<b>MOTH (non fiction)*</b>	Environmental themes/ strong science/ history links- changes over time wide range descriptive vocabulary
<b>THE SECRET OF BLACK ROCK</b>	Environmental themes imagination, strong female lead, PSHE- addressing prejudice. Strong science link.
<b>JOURNEY</b>	No text book (series of 3) invites imagination, links to buildings/ architecture- london/ world cities journey into the unknown- highly supportive of transition to KS2 Perhaps Godwin could do book 2 or 3 in term 1 of Y3?????