



Halwin Primary School – Reception Long Term Plan 2022 - 2023

Our EYFS curriculum is progressively sequenced and planned to acknowledge precise next steps in children’s learning. These next steps are addressed by children’s curiosities and fascinations. Termly topics introduce children to new learning experiences and mini topics are interwoven to acknowledge learning opportunities throughout the year.

All learning is underpinned by our curriculum drivers

Vocabulary: A child who can read, write and communicate well with a good vocabulary is a more confident child;

Identity: A child who knows themselves is a more confident child, has clearer aspirations and greater resilience;

Locality: A child who has a sense of place is a confident child;

Personality: A child who is inspired by others and who understands about people develops aspiration.

We acknowledge the four guiding principles that should shape practice:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

We also consider the three characteristics of effective teaching and learning:

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

For more information, please see termly unit knowledge organisers and our EYFS policy.

Communication and Language

Listening, Attention and Understanding

Speaking

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

At Halwin, quality discussions underpin our day, and our children’s language development is a vital component of our curriculum. Providing children with tools such as the ability to communicate their feelings and thinking processes, will enable children to self-regulate to ensure a conducive learning environment. A vocabulary rich environment is ensured through the written and spoken word. This vocabulary rich environment can be seen through exploring individual words, scaffolding conversation to introduce new words and their meaning, and through the art of storytelling and role play. The sequence of understanding and using a word, first in conversation and then in the written word, enables our pupils to thrive.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning through talk - Plan Do Review: articulating ideas; organisational talk; reflective talk and making connections; exploratory talk; building conversations; debating ideas Extending vocabulary	All about me, sharing experiences Social talk/phrases Group talk – good practice	Group talk – taking turns We are storytellers – story language through role play,	We are storytellers – story language through role play, Helicopter Stories, etc.	Presentational talk - our class We are storytellers –character descriptions	Presentational talk -our school We are storytellers –setting descriptions Rhyming	Presentational talk – our school family We are storytellers – performance skills Poetry

	Listening and attention 1-1– exploring the skills Listening to stories Following instructions	Helicopter Stories, etc. Asking ‘how’ and ‘why’ questions Listening and responding to stories Learning new songs	Listening and attention within a group– exploring the skills Describing experiences and events in detail.	Listening and attention within a large group Understanding who’ why’ when’ where’ and ‘how’ questions	Books and vocabulary - independent explorations	
Personal, Social and Emotional Development <i>Managing Self</i> <i>Self – Regulation</i> <i>Building Relationships</i>	Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Taught through 3D PSHE	Forming positive relationships Playing co-operatively, taking turns Feelings in myself and others Talking about likes and dislikes, wants and needs	Negotiate and problem solve Trying a range of new activities Work together Saying when I need help Describing myself positively	Understanding and following rules Talking about and sharing ideas Recognising what causes different feelings Personal Hygiene	The consequences of behaviour Why my family is special Recognising my achievements Knowing who looks after me and how	Why it is important to be active and healthy Recognising what my body is capable of Taking care of living things	Asking for Help when I need it Making good choices Understanding other peoples feelings
PSED Books	Ruby’s Worry The Colour Monster		The Colour Monster Goes to School The Worrysaurus		If All the World Were Anna Hibiscus	

<p>Books are a vital component of our curriculum. Key texts are highlighted under each area. However, our stock is continually evolving as we discover new.</p>	<p>How Are you Feeling Today? Too Shy for Show and Tell</p>		<p>Super Duper You Mine!</p>		<p>The Black Book of Colour</p>	
<p>Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Fine motor</i></p>	<p><u>Fine motor progression</u> -pincer grip, palm arch, in hand manipulation, thumb opposition, finger isolation, knuckle PIP and DIP joints -bilateral coordination, hand/eye coordination</p>					
	<p>Fine Motor activities to develop strength – i.e., playdough, threading, weaving Draw lines and circles using gross motor movements Teach and model correct letter formation.</p>	<p>Fine Motor activities - clay Develop muscle tone – good control when holding pens and pencils Use tools to effect changes to materials Teach and</p>	<p>Fine Motor activities – e.g., plasticene Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Fine motor activities with different mediums e.g., watercolour Hold pencil effectively with comfortable grip Forms recognisable letters most correctly</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors</p>	<p>Develop handwriting style that is fast, accurate and efficient Use scissors effectively Pencil control - colouring within lines, shape formation, etc.</p>

	Personal independence – putting on coats	model correct letter formation. Cutting with scissors	Personal independence – fastening clothing	formed Show preference for dominant hand	Start to cut along a curved line	
Gross motor Taught through Arena PE	Yoga for core strength and balance Large scale construction for large muscle movements with resources such as hollow blocks, planks, tyres, crates, etc. Climbing frame/wall					
	EYFS FUNDamentals 1 Dance (Jo/Topic)	EYFS FUNDamentals 2 Dance (Jo/Topic)	Swimming EYFS Gymnastics 1	EYFS Games 1 EYFS Gymnastics 2	EYFS Games 2 Key Stage 1 Games 1	EYFS Striking & Fielding KS1 Athletics 1
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learn new vocabulary from stories, non-fiction, rhymes and poems					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.	Talk about events and characters in a story read to me. Answer simple questions about the text. Join in with rhymes and stories with repeated refrains Make predictions	Retell stories related to events through acting/role play. Retelling stories using images / apps.	Demonstrate understanding when talking about what I have read Use vocabulary and forms of speech that are increasingly influenced by their experiences of	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative. Use and create own story maps	Understand the difference between fiction and fact books Understands features of a book e.g., front and back cover, blurb, title, and terms author and illustrator

				books.	Story mountain - sequence story using visuals.	
Poetry Books Taught/Focus texts? (Book Spine/Write Stuff)	By Myself poetry Ruby's Worry	Firework night-poetry	Seasons-info text	Jack and the Jellybean stalk. Where the wild things are.	Grandad's Island	The Bear and The Piano Toys and games- info text
<i>Word Reading</i>	Phonic Sounds: Read Write Inc Recap pre-phonics skills "Fred Talk" Set 1 Sounds (Single letter) Reading: oral blending, blending CVC words Set 1 decodable words containing phonemes taught to date	Phonic Sounds: RWI Set 1 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Set 1 decodable words containing phonemes taught to date Set 1 Red Words (non-decodable) words taught to date Reading words with -s /s/ added at the end Spotting digraphs in words. Re-reading decodable texts at the appropriate level for fluency and prosody	Phonic Sounds: RWI Set 1 plus special friends Reading digraphs Set 2 Red words taught to date Set 2 decodable words containing phonemes taught to date Read some longer words made up of letter-sound correspondences Internal blending of CVC words Re-reading decodable texts at the appropriate level for fluency and prosody	Phonic Sounds: RWI Set 1 plus special friends and double consonants - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end Review Red words taught so far Re-reading decodable texts at the appropriate level for fluency and prosody	Phonic Sounds: Set 2 Reading short vowels with adjacent consonants • longer words and compound words Set 2 red words taught Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Re-reading decodable texts at the appropriate level for fluency and prosody	Phonic Sounds: LW Set 2 graphemes Reading a variety of words speedily and confidently. Read red words taught to date Reading simple sentences with fluency. Re-reading decodable texts at the appropriate level for fluency and prosody

<p>Phonics Books (In addition to the phonetically decodable, progressive reading schemes for home and school)</p>	<p><u>Developing Early Phonological Awareness</u> Tanka, Tanka Skunk Listen, Listen Lullabyhullabaloo Stomp, Chomp, Big Roars! Here Come the Dinosaurs! This is the Bear Choo Choo!</p>		<p><u>Introducing Segmenting and Blending</u> Hop on Pop Cat on the Mat Red Car, Red Bus Duck in the Truck Room on the Broom Shark in the Park Look</p>		<p><u>Exploring the Alphabet</u> Take Away the A Once Upon an Alphabet Exotic Animals A to Z Beautiful Birds</p> <p><u>Exploring Alternatives</u> The Snail and the Whale The Fly The Lonely Beast Kipper's Birthday</p>	
<p><i>Writing</i> Progressive, meaningful experiences: Use variety of tools Experiment with thick/ thin lines, curled, zig- zag, straight patterns Explore large movements, e.g., make water patterns Use 'chalk paint' to mark make on natural surfaces Use natural objects & body to mark make in mud, sand, gravel using different media Use tyres, shoes, wheeled toys to make tracks. Use natural resources for mark making & printing Splatter painting Use message pockets to communicate with class Letter orientation Name writing Letter formation Scoreboard Role play e.g., post office Make labels, lists, letters, spells and potions, captions, sentences, postcards, poems, rhymes, investigations,</p>	<p>Ascribe meaning to the marks that they make Ascribe meaning to marks they see in different places Can copy some letters. E.g., letters from their name To hear and say the initial sound in a word and attempt to write it with support</p>	<p>Can copy some letters. E.g., beginning to form letters from their name with correct pencil grip To hear and say the initial sound in a word and attempt to write independently To segment sounds in a simple CVC word and attempt to write independently</p>	<p>Form each letter correctly Hears and writes dominant sounds in words Attempts to write simple caption Spell RWI Set 1 Red words</p>	<p>Writes a simple caption/sentence with spaces between words Writes two syllable words</p>	<p>Spell RWI Set 2 Red words Segment and spell words containing adjacent consonants</p>	<p>Writes a sentence/s with a full stop with correct letter formation Writes a sentence/s with a full stop, correct letter formation and an awareness of capital letters. Once embedded - Writes a sentence/s with awareness of basic punctuation and spelling (e.g. set 2 red words) As above but with key features of narrative.</p>

recipes, plans, diagrams, stories, maps, invitations, cards, diary, comic strips						
Books to inspire writing and storytelling	Wild! Look Up Little Red Rapunzel Journey			The Word Collector Ralph Tells a Story One Day, The End, Very Short, Shorter Than Ever Stories Rocket Writes a Story A Squiggly Story		
Mathematics <i>Number</i> <i>Numerical Patterns</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Taught Through White Rose	<u>Early Mathematical Experiences</u> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do	<u>Phase - It's Me 1 2 3!</u> <u>Number</u> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 <u>Measure, Shape and Spatial Thinking</u> Circles and Triangles	<u>Phase - Alive in 5! Number</u> Introducing zero Comparing numbers to 5 Composition of 4 & 5 <u>Measure, Shape and Spatial Thinking</u> Compare Mass (2) Compare Capacity (2)	<u>Phase - Building 9 & 10 Number</u> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 <u>Measure, Shape and Spatial Thinking</u> 3d-shapes Patterns	<u>Phase - First Then Now Number</u> Adding More Taking Away <u>Spatial Thinking</u> Spatial Reasoning (2) Compose and Decompose <u>Phase - Find my Pattern Number</u>	<u>Phase - On the Move Number</u> Deepening Understanding. Patterns and Relationships <u>Spatial Thinking</u> Spatial Reasoning (4) Mapping

	<p>things belong? Positional language.</p> <p><u>Phase – Just Like Me!</u> <u>Number</u> Match and Sort Compare Amounts</p> <p><u>Measure, Shape and Spatial Thinking</u> Compare Size, Mass & Capacity Exploring Pattern</p>	<p>Positional Language</p> <p><u>Phase – Light and Dark</u> <u>Number</u> Representing Numbers to 5. One More and Less.</p> <p><u>Measure, Shape and Spatial Thinking</u> Shapes with 4 Sides. Time</p>	<p><u>Phase - Growing 6, 7, 8</u> <u>Number</u> 6, 7 & 8 Combining 2 amounts Making pairs</p> <p><u>Measure, Shape and Spatial Thinking</u> Length & Height Time</p>	<p>CONSOLIDATION</p>	<p>Doubling Sharing & Grouping Even & Odd</p> <p><u>Spatial Thinking</u> Spatial Reasoning (3) Visualise and Build</p>	<p><u>Phase - To 20 and Beyond</u> <u>Number</u> Building Numbers Beyond 10 Counting Patterns Beyond 10</p> <p><u>Spatial Thinking</u> Spatial Reasoning (1) Match, Rotate, Manipulate</p>
Maths Books	<p>Earnest Remainder of One A Place for Zero The Rabbit Problem Along Came a Different Counting Creatures The Hungry Caterpillar The Great Pet Sale</p>	<p>How Many Seeds in a Pumpkin? One is a Snail, 10 is a Crab How Many Jellybeans? Actual Size Oi, Frog! Going on a Bear Hunt The Bad-Tempered Ladybird How Many Legs?</p>	<p>My Granny Went to Market One Hundred Angry Ants 365 Penguins Prehistoric Actual Size Hooray for Fish Superworm Who Sank the Boat? My Cat Likes to Hide in Boxes</p>			
<p>Understanding the World</p> <p><i>People, Culture & Communities</i></p> <p><i>The Natural World</i></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building</p>					

<i>Past and Present</i>	important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Meaningful experiences Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting, hypothesising and problem solving. Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds. Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring a wide range of outdoor environments. Experiencing weather.</p> <p>Taught Through Kapow History and Geography .Understanding Christianity RE and Plymouth Science</p>	<p>My World Talking about my life and my history alongside that of my family; look at photos of my own life events and those of family members; talk about how we celebrate significant life events. Discuss where we live and where this fits in the local area, country and the world; make simple maps and diagrams and talk about the features of our classroom and school grounds; Discuss my own body and how it has changed as I have grown from a baby to a child; compare this to a variety of animals that live in our local area; how can I look after my body and keep it healthy?:</p>		<p>The World Around Me What is the weather like in different seasons; how the world around us changes through the seasons; what is the weather like in our country; Where we live and where this is on the map of Britain; Growing plants; parts of a plant; planting seeds and watching them grow; experimenting with what plants need to grow, what happens if we put them in the dark? What happens if we don't water the seeds? Famous Explorers; Who was Christopher Columbus and what did he do? Who was Matthew Henson and what did he achieve? Who is Felicity Aston?</p>		<p>Material World What features can we see in our local area? Drawing simple sketch maps; what is life like in Shanghai; The features that can be seen in the landscape Talking about my favourite toy; comparing to the toys my parents and grandparents played with; Naming common materials and their properties; comparing materials and discussing why they are chosen for different objects; testing different materials and exploring their properties;</p>	
UTW Books	<p>Lucy and Tom go to School Paper Dolls</p>		<p>Maps: Aleksandra Mizielska The Big Book of the UK Maps of the United Kingdoms Olivers vegetables Rosie Plants a radish The Tiny Seed</p>		<p>Dogger Old Bear Stories The Teddy Bear Soggy The Bear stories</p>	

		The Great Explorer				
<p>Expressive Arts and Design</p> <p><i>Creating with materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Inviting musicians in to play music will extend children’s insights into new musical worlds. Discussing changes and patterns as a piece of music develops will encourage children to listen attentively.</p> <p>At Halwin, we believe that open-ended experiences enable children to develop their creative thought processes. Therefore, loose parts and open-ended materials are part of our daily timetable.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u><i>Meaningful experiences</i></u> Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk through their ideas, have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools, model</p>	<p>Collage Henri Matisse Exploring colour choice, experimenting with different materials; using simple tools to create shapes and textures</p>	<p>Painting John Dyer Enjoy using a variety of tools including different size brushes and tools. Explore what happens when they mix colours. Use particular colours for a purpose</p>	<p>Drawing Kenojuak Ashevak Experiment with a variety of media. 2. Begin to control the types of marks made with the range of media. 3. Develop a range of tone using a pencil and use a variety of drawing techniques. 4. Draw lines of different shapes and thickness, using 2 different grades of pencil. 5. Investigate textures by describing, naming, rubbing and copying.</p>	<p>Print William Morris Enjoy taking leaf rubbings e.g. leaf, brick and coin. 2. Create simple pictures by printing from objects. 3. Develop simple patterns by using objects.</p>	<p>Textiles Jilly Edwards Enjoy playing with and using a variety of textiles and fabrics. 2. Decorate a piece of fabric. 3. Experiment with simple weaving e.g. paper, twigs. 4. Experiment in fabric collage e.g. layering fabric.</p>	<p>3d art Barbara Hepworth. . Enjoy a range of malleable media such as clay, papier-mâché and salt dough. 2. Cut shapes using scissors and other modelling tools. 3. Understand that different media can be combined to create new effects. 4. Construct with a purpose in mind,</p>

<p>making, using resources purposefully expressing real life experiences, making props and resources to support and extend their imaginative play, painting and printing techniques, explore colour, texture, shape and patterns, make representations of their ideas and experiences, develop hand-eye coordination and fine motor skills.</p>			<p>6. Communicate something about themselves.</p>			<p>using a variety of resources. 5. Select tools and techniques needed to shape, assemble and join materials they are using.</p>
<p>EAD Books</p>	<p>Luna Loves Art The Magical Tree: A Children's Book Inspired by Gustav Klimt Little Blue and Little Yellow</p>		<p>Beautiful Oops The Dot Vincent's Starry Night I Can Only Draw Worms</p>		<p>'I spy' series The Pencil It's Not a Box Mix It Up</p>	

Do You Love Bugs?

Slow Down

It Starts with a Seed

An Egg is Quiet

Somebody Swallowed Stanley

The Great Kapok Tree

A Seed is Sleepy

A Nest is Noisy

Pumpkin Soup

The Extraordinary Gardener

We Build Our Homes

A story About Afiya

Astro Girl

The Lost Homework

Hats of Faith

Shu Lin's Grandpa

Golden Domes and Silver Lanterns

So Much

The Jasmine Sneeze

Nimesh The Adventurer

Peepo!

Grandma's Bill

How Cities Work

Building a Home

Ada Twist, Scientist

Rosie Revere, Engineer

The Street Beneath my Feet

Small in the City

Penguinpig

Troll Stinks!

