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|  | Queensland kindergarten learning guidelineProfessional development | Resources |  |
|  | Selecting literacy resources to support the Queensland kindergarten learning guideline |

This list of book titles has been designed to help kindergarten teachers choose and buy reading materials to support their implementation
of the Queensland kindergarten learning guideline. The list has been organised around the five early learning and development areas:

* Identity
* Connectedness
* Wellbeing
* Active learning
* Communicating.

The books are also grouped by more specific focuses within each learning and development area.

The book titles selected provide rich resources for young children to enjoy and include titles provided by teachers participating in the kindergarten trial. The list is not intended to be exhaustive, but it is intended to help teachers build strong foundations for oral language and literacy development in the kindergarten program. These books encourage children to play with the sounds of language, to develop early literacy skills, to explore their interests and to develop a passion for reading. Teachers will, of course, select additional resources to meet the specific backgrounds and interests of the children with whom they are working. Careful consideration must also be given to providing resources that are responsive to the cultural and social contexts of the children, families and communities with whom teachers work.

When selecting resources for young children it is important to provide:

* a variety of texts, including fiction and simple information texts
* texts with repetition and rhyme to assist children in making connections between spoken and written words
* repetitive texts that encourage children to participate in the shared reading of stories
* humorous texts that engage children’s interests
* stories with visually appealing illustrations in a range of styles.

**Note:** This list has been adapted from the Education Queensland document Planning for Prep: *selecting literature resources to support the early years* *curriculum*. Unless otherwise noted, titles are available as standard picture books, that is, books combining text and illustrations.

## Learning and development area: Identity

### A kindergarten child who has a strong sense of identity:

* is building a sense of security and trust
* acts with increasing independence and perseverance
* is building a confident self-identity.

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| --- | --- | --- | --- | --- |
| LDA | Focus | Author/s | Book title/s | Formats |
| Identity | Confidence in ‘having a go’ | Giles Andreae | *Giraffes Can’t Dance* |  |
| Being accepted for who you are | Sofie Laguna | *Too Loud Lily* |  |
| Pride and confidence in who you are, problem solving | Pat Hutchins | *Happy Birthday Sam* |  |
| Overcoming fear or loneliness about separation from parents | Patrice Karst | *The Invisible String* |  |
| Seeking reassurance from mother about the first day of school | Audrey Penn | *The Kissing Hand* |  |
| Friendship | John Burningham | *Mr Gumpy’s Outing* |  |
| Friendship — company | Margaret Wild | *A Bit of Company* |  |
| Perseverance | Mary Diestel-Feddersen  | *Try Again, Sally Jane* |  |
| Overcoming fear | Nick Ward | *Come on, Baby Duck!* |  |
| Identity Connectedness | Cultural diversity | Eileen Browne | *Handa’s Surprise* |  |
| Aboriginal and Torres Strait Islanderpeoples, everyday life, connections to the environment | Bridget Priman | *Biddy’s Fishing-Line* |  |
| Aboriginal and Torres Strait Islanderpeoples, everyday life, connections to the environment, family | Sylvia Emmerton | *My Mob Going to the Beach* |  |
| Identity Communication | Poetry, humour, fun, rhyme | Meredith Costain | *Doodledum Dancing* |  |

## Learning and development area: Connectedness

### A kindergarten child who is connected with and contributes to their world:

* is building positive relationships with others
* shows increasing respect for diversity
* shows increasing respect for environments.

| LDA | Focus | Author/s | Book title/s | Formats |
| --- | --- | --- | --- | --- |
| Connectedness | Ideas about how to join a play situation,thinking about fairness | Michael Rosen | *This Is Our House* |  |
| Thinking about similarities anddifferences among people | Simon French & Donna Rawlins | *Guess the Baby* |  |
| Social responsibility | Paul Galdone | *The Little Red Hen* |  |
| Cat, neighbours, communityrelationships | Inga Moore | *Six-Dinner Sid* |  |
| Belonging | Marcus Pfister | *The Rainbow Fish* |  |
| Belonging — making friends, acceptingdifferences | Andrew Clements | *Big Al* |  |
| Respect for diversity | Jeannie Baker | *Window* |  |
| Exploring diversity and similarities | Mem Fox | *Whoever You Are* |  |
| Acceptance | Jeannie Baker | *Belonging* |  |
|  | Todd Parr | *It’s OK To Be Different* |  |
| Acceptance — challenging stereotypes | Laurie Stiller | *Princess Max* |  |
| Acceptance of self | Pablo Bernasconi | *Black Skin, White Cow* |  |
|  | Sally Odgers | *I’m Big Enough* |  |
| Acceptance of self — self-esteem | Lisa Shanahan | *Gordon's Got a Snookie* |  |
| Acceptance, humour | Mem Fox | *Tough Boris* |  |
| Australian animals | Mem Fox | *Possum Magic and other stories* |  |
| Connectedness | Celebrations | Diane Church | *Birthday Party* |  |
| Celebrations — diversity | Paula Wallace | *The World of Holidays*(Life around the world series) |  |
| Celebrations — Christmas | Chris Van Allsburg | *The Polar Express* |  |
|  | Mem Fox | *Wombat Divine* |  |
| Celebrations — Christmas, relationships | Emily Rodda | *The Long Way Home* |  |
| Celebrations — Christmas, family acceptance | Jennifer Beck | *Christmas Caravan* |  |
| Challenging stereotypes | John Winch | *Keeping up with Grandma* |  |
|  | Charlotte Zolotow | *William’s Doll* |  |
|  | Michelle Magorian | *Jump* |  |
| Challenging stereotypes, humour | Cornelia Funke | *Pirate Girl* |  |
| Family relationships, roles | Sheena Knowles | *Edward the Emu**Edwina the Emu* |  |
| Gender roles, shopping | Geoff Patton | *Shopping with Dad* |  |
| Gender roles, work, family ,shows dad as carer and mum as worker, | Libby Gleeson | *Where's Mum?**Mum Goes to Work* |  |
| Cultural diversity | Maya Ajmera & John D Ivanko | *To Be a Kid* |  |
|  | Eileen Browne | *Handa’s Hen**Handa’s Surprise* |  |
| Cultural diversity, acceptance | Katrina Germein | *Leaving* |  |
| Community | Katy Pike | *People Who Help Us* (Go facts series) | Photographs & text |
| Aboriginal and Torres Strait Islander peoples | Jacko Dolumyu & Hector Jandany | *The Bat and the Crocodile* |  |
|  | Agnes Lippo | *The Kangaroo and the Porpoise* |  |
| Connectedness |  | Leigh Maynard | *How the Tasmanian Tiger Got its Stripes* |  |
|  | David Mowaljarlai | *When the Snake Bites the Sun* |  |
|  | Molly Tasman Napurrurla | *The Spotted Cat* |  |
|  | Aunty Barbara Stacey | *Wanja, One Smart Dog* |  |
|  | Daisy Utemorrah | *Dunbi the Owl* |  |
| Family, fishing, camping | Elizabeth Honey | *Not a Nibble!* |  |
| Travel, acceptance | Alison Lester | *Are We There Yet? A Journey around Australia* |  |
| Self-esteem, acceptance | Georgie Ripper | *Little Brown Bushrat* |  |
| Inclusivity/diversity | Rosamund Elwin & Michele Paulse | *Asha’s Mums* |  |
| Inclusivity | Lesléa Newman | *Heather has Two Mommies* |  |
|  | Pat Thomas | *Don’t Call Me Special: a first look at disability* | Photographs & text |
|  | Henry Pluckrose | *Me and You* |  |
| Inclusivity — child in wheelchair | Jeanne Willis | *Susan Laughs* |  |
| Inclusivity — Down’s Syndrome | Jillian Powell | *Luke has Down’s Syndrome* |  |
|  | Berniece Rabe | *Where’s Chimpy?* |  |
| Inclusivity — Hearing impairment | Christobel Mattingley | *The Race* |  |
| Inclusivity — Multiple disabilities | Laura Dwight | *We Can Do It!* |  |
| Sharing, diversity, friendship | Marcus Pfister | *The Rainbow Fish**Dazzle the Dinosaur* |  |
| Colours, acceptance of self | Amanda Graham | *Picasso the Green Tree Frog* |  |
| Colours, acceptance of self, diversity | Eric Carle | *The Mixed-Up Chameleon* |  |
| Weather | Ute Fuhr | *The Wind*(First Discovery series) |  |
| Connectedness | Conservation | Jeannie Baker | *Window* | Photographs & text |
|  | Paul Humphrey | *Water* | Photographs & text |
| Lifecycle | Caroline Allaire | *Spiders* | Photographs & text |
|  | Vivian French | *Growing Frogs* | Photographs & text |
|  | Theresa Greenaway | *Tadpoles* | Photographs & text |
|  | Monica Hughes | *Snails*(Creepy creatures series) |  |
|  | Rebecca Johnson | *Turtle Tricks* |  |
|  | Victoria Parker | *Life as a Butterfly**Life as a Chicken**Life as a Frog* |  |
|  | Angela Royston | *Lifecycle of a Sunflower* |  |
|  | Yvonne Winer | *Frogs Sing Songs* |  |
| Lifecycle, emotive language | Lynley Dodd | *The Smallest Turtle* |  |
| Lifecycle, resources | Shel Silverstein | *The Giving Tree* |  |
| Lifecycle, seasons | Lois Ehlert | *Red Leaf, Yellow Leaf* |  |
| Lifecycle, seasons, calendar | Penny Matthews | *A Year on Our Farm* |  |
| Marine life | Jeannie Baker | *The Hidden Forest* |  |
| Marine life, emotions | Dyan Sheldon | *The Whale’s Song* |  |
| Nature | Patricia Whitehouse | *Leaves* |  |
| Observation | Ruth Brown | *If At First You Do Not See* |  |
| Connectedness | Plants | Katy Pike | *Caring for Plants*(Go facts series) | Photographs & text |
| Recycling | Irena Sibley | *Greta the Garbo* |  |
| Recycling, environment | Maureen O’Keefe & Katy Pike | *Why Recycle?*(Go facts series) | Photographs & text |
| Scientific concepts | Claire Llewellyn | *And Everyone Shouted, ‘Pull!’: A**first look at forces and motion* |  |
|  | Julian Rowe & Molly Perham | *Amazing Magnets* |  |

## Learning and development area: Wellbeing

### A kindergarten child who has a strong sense of wellbeing:

* is building a sense of autonomy and wellbeing
* explores ways to show care and concern and interact positively with others
* explores ways to promote own and other’s health and safety
* explores ways to promote physical wellbeing.

| LDA | Focus | Author/s | Book title/s | Formats |
| --- | --- | --- | --- | --- |
| Wellbeing | Care and concern for others | Shirley Hughes | *Alfie Gives a Hand* |  |
| Exploring ways to express and regulate emotions | Deborah Nilan | *Annie’s Chair* |  |
| Exploring frustrations, fairness, differences, care for others | Holly Keller | *Cromwell’s Glasses* |  |
| Contentedness | Dom Mansell | *My Old Teddy* |  |
| Mother and child relationship | Morag Loh | *The Kinder Hat* |  |
| Relationships | Don Freeman | *Corduroy* |  |
| Relationships, belonging, emotions | Margery Williams | *The Velveteen Rabbit* |  |
| Acceptance | Lauren Child | *I Am Too Absolutely Small for School* |  |
| Emotions | Laurence & Catherine Anholt | *What Makes Me Happy?* |  |
| Emotions, descriptive words | Judith Viorst | *Alexander and the Terrible, Horrible, No Good, Very Bad Day* |  |
| Emotions, illness | Alison Lester | *I’m Green and I’m Grumpy* |  |
| Family | Bill Martin Jr & Eric Carle | *Baby Bear, Baby Bear, What Do You See?* |  |
|  | Jeannie Baker | *Grandmother* |  |
| Wellbeing |  | Anthony Browne | *My Dad**My Mum* |  |
|  | Mem Fox | *Shoes from Grandpa* | Also available in Japanese |
|  | Bob Graham | *Greetings from Sandy Beach* |  |
|  | Margaret Wild | *Our Granny* |  |
| Family— daily routines | Jan Ormerod | *Sunshine* |  |
|  | Jenny Wagner | *John Brown, Rose and the Midnight Cat* |  |
| Family, conservation | Rick Searle | *Follow Me* |  |
| Family, counting, creativity | Shirley Hughes | *Sally’s Secret* |  |
| Family, memories | Mem Fox | *Wilfrid Gordon McDonald Partridge* |  |
| Family, relationships | Mem Fox | *Koala Lou* |  |
|  | Pamela Allen | *Grandpa and Thomas**Cuthbert’s Babies* |  |
| Relationships | Eric Carle | *Do You Want to Be My Friend?* |  |
| Lifecycle, emotions | Robert Munsch | *Love You Forever* |  |
| Feelings, fears, sea, imagination | Margaret Wild | *There's a Sea in my Bedroom* |  |
| Friendship, descriptive language | Lisa Shanahan | *Bear and Chook* |  |
| Growth, diversity and shared needs | Simon French & Donna Rawlins | *Guess the Baby* |  |
| Growth, family, individuality | Pat Hutchins | *You’ll Soon Grow into Them, Titch* |  |
| Growth, human development | Giles Andreae | *There’s a House Inside My**Mummy* |  |
| Lifecycle, rhyme, humour | Fiona Wright | *Babies* |  |
| Growth, humour | John Burningham | *Avocado Baby* |  |
| Wellbeing | Human body | Janet & Allan Alhberg | *Funnybones* |  |
|  | Taro Gomi | *Everybody Poops* |  |
|  | Veronica Ross | *Fit and Well* (My healthy body series) |  |
| Human body, humour | Tony Ross | *I Want my Tooth* |  |
| Safety | Jane Pearson | *Safety First* |  |
| Safety, rules | David Shannon | *No, David!* |  |
| Repetition, gross motor actions | Eric Carle | *From Head to Toe* |  |
| Senses | Katy Pike | *My Five Senses*(Go facts readers series) |  |
| Healthy foods | Henry Pluckrose | *Food*(Read-about series) | Photographs &text |
| Healthy foods, humour | Lauren Child | *I Will Not Ever Never Eat a Tomato* |  |
| Wellbeing Connectedness | Healthy foods, humour, investigating plants | Vivian French | *Oliver’s fruit saladOliver’s vegetables* |  |

## Learning and development area: Active learning

### A kindergarten child who is a confident and involved learner:

* is building positive dispositions and approaches towards learning
* shows increasing confidence and involvement in learning
* engages in ways to be imaginative and creative
* explores tools, technologies and information and communication technologies (ICTs).

| LDA | Focus | Author/s | Book title/s | Formats |
| --- | --- | --- | --- | --- |
| Active learning | Problem solving, working past being upset | Shirley Hughes | *Alfie Gets in First* |  |
| Sense of environment, wonderful illustrations | Katrina Germein | *Big Rain Coming* |  |
| Engages imagination | Jane Tanner | *Playmates* |  |
| Aesthetic appreciation | Sue Venn | *Roy & Matilda: The Gallery Mice* |  |
| Aesthetic appreciation, alphabetic knowledge | Lucy Micklethwait | *I Spy: An Alphabet in Art* | Reproduction artworks & text |
| Colour perception, rainforests | Gwen Pascoe | *Deep in a Rainforest* |  |
| Colours, imagination, art | Justine Korman Fontes | *Black Meets White* |  |
| Computers | Stephen Bennington | *All About Computers* |  |
| Design and construction | Christine Harris | *Lucy’s Big Plan* |  |
| Factual, aesthetic appreciation | Henry Pluckrose | *Clay*(Find out about series) | Photographs & text |
| Imagination | Rodney Martin | *There’s a dinosaur in the park!* |  |
|  | Narelle Oliver | *The Very Blue Thingamajig* |  |
|  | Matt Ottley | *What Faust Saw* |  |
|  | Maurice Sendak | *Where the Wild Things Are* |  |
|  | Eric Carle | *Draw Me a StarLittle Cloud* |  |
| Active learning | Imagination, design, aestheticappreciation | Martin Waddell | *The Hollyhock Wall* |  |
| Imagination, introduction to art works | Stella Blackstone | *The Gallery Cat* |  |
| Animals | Garry Fleming | *The Very Ordinary Caterpillar* |  |
|  | Melanie Mitchell | *Butterflies: Life cycles* | Photographs & textBig book |
|  | Martin Waddell | *Owl Babies* | Vietnamese |
| Animal facts | Ruth Heller | *Animals Born Alive and Well**Chickens Aren’t the Only Ones* |  |
| Animal habitat | Narelle Oliver | *Baby Bilby, Where Do You Sleep?* |  |
| Animal needs, humour | Jackie French | *Diary of a Wombat* |  |
| Conservation | Tricia Oktober | *Wetlands* |  |
| Conservation — global theme | Kim Michelle Toft | *The World That We Want* |  |
| Conservation — natural vs builtenvironments, imagination | Jeannie Baker | *Where the Forest Meets the Sea* |  |
| Conservation — strong moral theme | Moses Aaron | *The Duck Catcher* |  |
| Farm life, threats to farm animals | Penny Matthews | *Pudding and Chips* |  |
| Farm animals, babies, animal roles | Jane Chapman | *Baa! Moo! What Will We Do?* |  |
| Seasons | Henry Pluckrose | *Changing Seasons* | Photographs & text |
| Factual, dinosaurs | Lee Davis | *Dinosaur Dinners* |  |
| Factual, machinery | Angela Royston | *Big Machines* |  |
| Active learningCommunicating | Aesthetic appreciation, shape | Lucy Micklethwait | *I Spy: Shapes in Art* |  |
| Creativity and imagination | Antoinette Portis | *Not a Box* |  |
| Imagination | Alison Lester | *Magic Beach* |  |
| Children in dramatic production | Penny Azar | *Encore! Encore!* |  |
| Humour, introduction to opera | Jim West | *The Dog Who Sang at the Opera* |  |
| Animals, posing questions, fun,imagination, facts | Lila Prap | *Why?* |  |
| Active learning Connectedness | Animal behaviour | Yvonne Winer | *Spiders Spin Webs* |  |
| Birdlife, camouflage, beautifulillustrations | Narelle Oliver | *The Hunt* |  |
| Aesthetic appreciation, diversity,acceptance | Nadia Wheatley | *Luke’s Way of Looking* |  |
| Visually beautiful, senses | Ed Young | *Seven Blind Mice* |  |
| Imagination | Eric Carle | *I See a Song* |  |
| Design, creativity, relationships | Stephen Michael King | *The Man Who Loved Boxes* |  |

## Learning and development area: Communicating (Combined oral language and literacy)

### A kindergarten child who is an effective communicator explores and expands ways to use language and explores and engages with literacy in personally meaningful ways.

Significant learnings:

* spoken and nonverbal communication
* age-appropriate speech patterns, vocabulary and sentence structures
* using language for a range of purposes
* skills for listening and taking turns in conversations
* positive engagement with a variety of print and multimedia texts and the arts
* exploring symbols and patterns in language
* exploring text purposes and meanings
* confidence and interest in exploring reading and writing behaviours.

| LDA | Focus | Author/s | Book title/s | Formats |
| --- | --- | --- | --- | --- |
| Communicating | Rhyme and great words | Jez Alborough | *Where’s my Teddy?* |  |
| Alphabet with Australian words andillustrations | Bronwyn Bancroft | *Possum and Wattle: My Big Book of Australian Words* |  |
| Descriptive language, story mapping | John Winch | *The Old Woman Who Loved to Read* |  |
| Folktale, beauty, generosity | Jeff Brumbeau | *The Quiltmaker’s Gift* |  |
| Historical, cultural knowledge | Marcia Williams | *Greek Myths for Young Children* |  |
| Humour | Jez Alborough | *Where’s my Teddy?* |  |
|  | Ronda Armitage | *The Lighthouse Keeper’s Lunch* |  |
|  | Doreen Cronin | *Click, Clack, Moo: Cows That Type* |  |
|  | Colin McNaughton | *Captain Abdul’s Pirate School* |  |
|  | Ann Weld | *Dinnertime!* |  |
| Communicating | Humour, communication | Janet & Allan Ahlberg | *The Jolly Postman* |  |
| Humour, descriptive language | Lynley Dodd | *Hairy Maclary series* |  |
| Humour, family | Margaret Mahy | *The Man Whose Mother was a**Pirate* |  |
| Humour, family, pets | Gene Zion | *Harry by the Sea* |  |
| Humour, language | Frank Moffatt | *Farmer Beans and the Pantry**Frog* |  |
| Humour, language play | Pamela Allen | *Waddle Giggle Gargle* |  |
| Humour, repetition | Keith Faulkner | *Wide-mouthed frog* |  |
| Animals, rhyme | Giles Andreae | *Rumble in the Jungle* |  |
| Language | Margaret Wild | *Nighty Night!* |  |
| Language — humour | Pamela Allen | *The Pear in the Pear Tree* |  |
|  | Mary Murphy | *The Flyaway Alphabet* |  |
| Language, listening, respect, folktale | Tomie de Paola | *Strega Nona* |  |
| Language, repetition, sequencing,humour | Robert Broomfield | *Mrs Mopple’s Washing Line* |  |
| Poetry | Elizabeth Honey | *Honey Sandwich* |  |
| Humour, playing with the sounds oflanguage | Pamela Allen | *Fancy That!* |  |
| Humour, invites children to join in | Pamela Allen | *Bertie and the Bear**Belinda**Mr McGee and the Perfect Nest**Mr McGee and the Biting Flea* |  |
| Communicating | Repetition, invites children to join in | Eric Carle | *‘Slowly, Slowly, Slowly,’ Said the**Sloth**Pancakes, Pancakes!* |  |
| Bill Martin Jr & Eric Carle | *Polar Bear, Polar Bear What Do**You Hear?**Brown Bear, Brown Bear What Do**You See?* |  |
| Mem Fox | *Where is the Green Sheep?**Boo to a Goose**Time for Bed* |  |
| Eve Sutton | *My Cat Likes To Hide in Boxes* |  |
| Humour, chaos and rhyme | Mem Fox | *The Magic Hat* |  |
| CommunicatingConnectedness | Language, repetition, humour, diversity | Kiersten Jensen | *Possum in the House* |  |

## Learning and development area: Communicating

### A kindergarten child who is an effective communicator explores and engages with numeracy in personally meaningful ways.

Significant learnings:

* exploring number symbols and their purposes
* confidence and interest in counting and exploring patterns and relationships
* exploring mathematical thinking, concepts and language.

| LDA | Focus | Author/s | Book title/s | Formats |
| --- | --- | --- | --- | --- |
| Identity | Animals, humour, mathematicallanguage, rhyme, acceptance | Libby Hathorn & Anna Pignataro | *The Great Big Animal Ask* |  |
| Conservation, counting, observation | Pamela Allen | *The Great Big Animal Ask* |  |
| Counting | Pat Hutchins | *Ten Red Apples* |  |
|  | Eric Carle | *1, 2, 3, to the Zoo**10 Little Rubber Ducks* |  |
|  | Pat Hutchins | *1 Hunter* |  |
|  | Penny Ives | *Five Little Ducks* | Big book |
|  | Mem Fox | *Let’s Count Goats* |  |
| Counting — multicultural | Kathryn Cave | *One Child, One Seed: A South**African counting book* | Big book |
| Counting — subtraction of numbers | Yvonne Winer | *Mr Brown's Magnificent Apple**Tree* |  |
| Counting — observation | Pat Hutchins | *The Doorbell Rang* |  |
| Counting — visual detail | Graeme Base | *The Waterhole* |  |
| Counting, invites children to join in | Pamela Allen | *My First 1 2 3* |  |
| Counting, repetition | Penny Dale | *Ten in the Bed* |  |
| Identity | Counting, rhyme | Zita Newcome | *Five Little Monkeys: Over 50**Counting and Action Rhymes* | Also available in Vietnamese |
| Counting, colour, repetition and humour | Esphyr Slobodkina | *Caps for Sale: A Tale of a Peddlar, Some Monkeys and Their Monkey Business* | Big book |
| Counting, sequencing, days of the week | Eric Carle | *The Very Hungry Caterpillar* | Also available in Vietnamese |
| Days of the week | Eric Carle | *Today is Monday* |  |
| Mathematical concepts | Henry Pluckrose | *What Size Is It?*(Let’s explore maths series) |  |
| Positional concepts | Sheila Rivera | *Above and Below* | Photographs & text |
| Problem solving | Pamela Allen | *Alexander’s Outing* |  |
| Money, counting, sequencing creativity | Phoebe Gilman | *The Wonderful Pigs of Jillian Jiggs* |  |
| Measuring volume, conservation | Pamela Allen | *Mr Archimedes’ Bath* |  |
| Repetition, sequencing, memory andhumour | Pat Hutchins | *Don’t Forget the Bacon!* |  |
| Shape | Anthony Browne | *The Shape Game* |  |
|  | Nicola Tuxworth | *Let’s Look at Shapes* |  |
| Shape — exploring shapes | Diyan Leake | *Circles* | Photographs & text |
| Time, movement of the sun, behaviour | Eric Carle | *The Bad-Tempered Ladybird* |  |