

THE MILL PRIMARY ACADEMY



Curriculum Principles

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Implementation: September 2016

Our core principles:

Community

Identity

Connection

Our school values:

Practice

Optimism

Persevere



THE MILL PRIMARY ACADEMY**CURRICULUM PRINCIPLES****Core principles**

These core principles run through our school in all our curriculum studies. They drive how we want our children to think, behave and how we want to shape their beliefs.

THESE ARE THE BIG QUESTIONS . . .**Community**

What community have I grown up in?
What family community do I have?
How do I contribute to the school as a community?
How can I contribute to the wider community?
What creates a community?

What type of community do I want to help create and who do I do it?

Identity

Who am I?
What do I believe?
What makes me, me?
Where do I get my beliefs?

What type of person do I want to be?

Connection

How am I connected to the location of where I am living?
How am I connected to people around me?
How do I connect to other people?
How do I connect my beliefs to my role in the world?

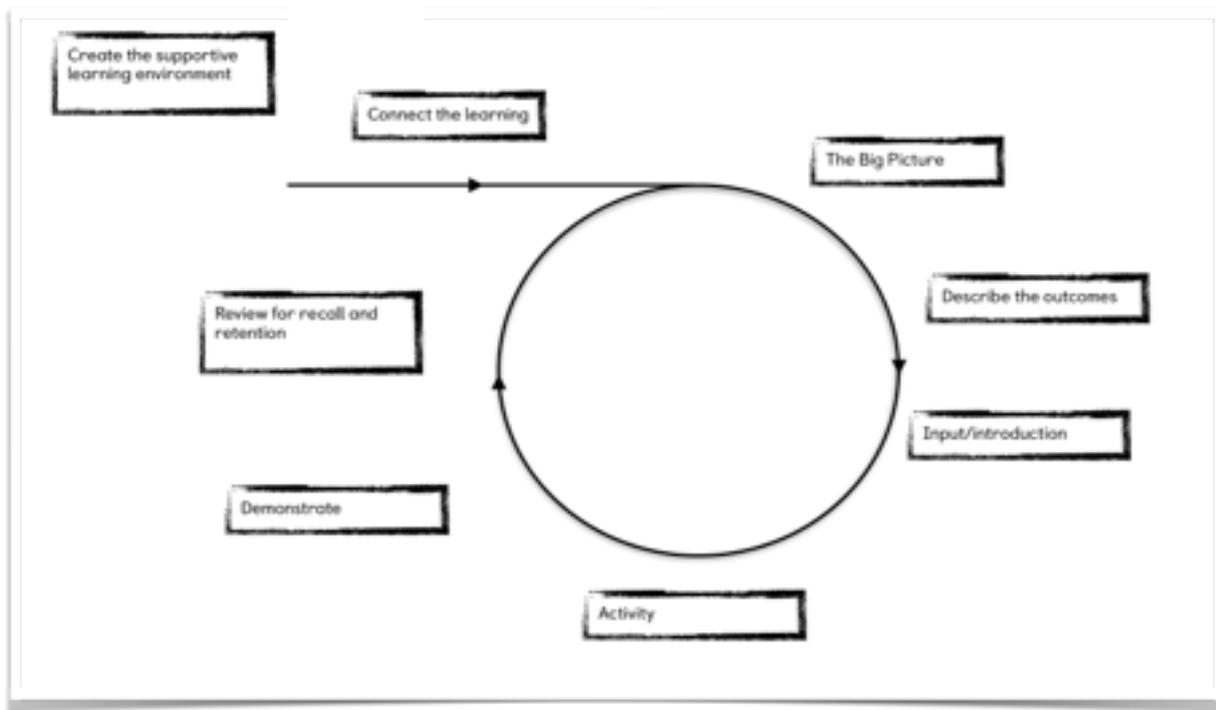
What connections do I want to make and hold on to?

THE MILL PRIMARY ACADEMY

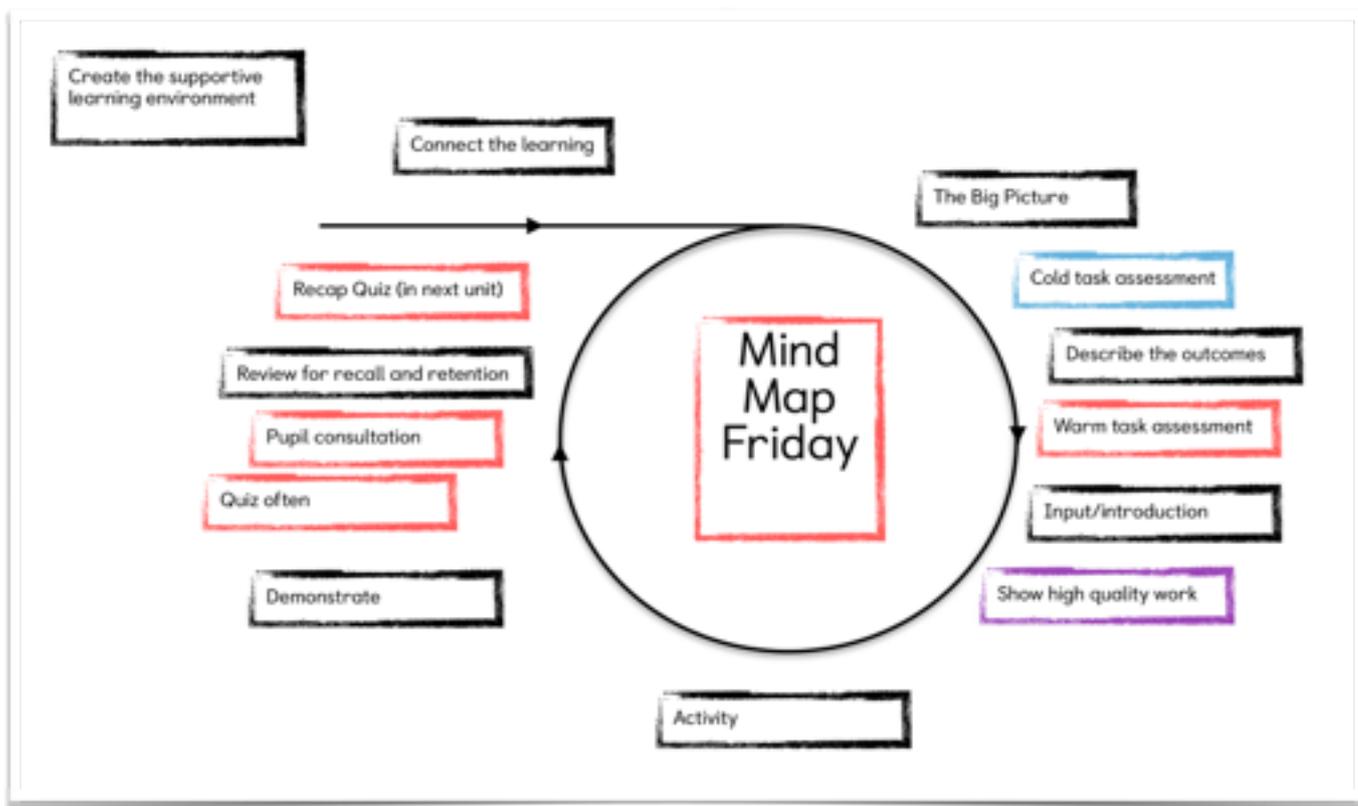
TEACHING AND LEARNING PRINCIPLES

ACCELERATED LEARNING

<http://bit.ly/2bVbiQR>



THE MILL LEARNING



PROFESSIONAL DEVELOPMENT PROGRAMME OFFER

All staff are entitled to a quality professional development offer.

Our professional development is matched to the needs of the school and is detailed in our year planner booklet.

Our Induction policy should be followed for all staff.

ALL TEACHERS SHOULD HAVE THESE IN PLACE:

Please ensure you have these and if not please talk to Chris Lane.

If it says **Mill** next to it we have particular ways of displaying these.

To support the organisation and use of these SMT will check all of these in SEPTEMBER, JANUARY AND MARCH.

Pupils

1. School council
2. Room 13
3. Eco monitors
4. Houses

Folders

1. Planning/curriculum
2. Assessment folder
3. Inclusion folder

Equipment

1. Laptop - numbered and logged
2. Ipad - numbered and logged

In class

SEN parent information leaflet
Trays labelled MILL
Language of term MILL
EAL leaflet class MILL

Visual timetable MILL Behaviour poster MILL
Visual timetable individual child MILL
Door sign MILL

Buff paper
Bilingual dictionaries
Vocabulary labels

Teaching principles

There are some teaching principles of 'good' practice that we believe are key. These principles will be seen in classes of good and outstanding teachers and teaching assistants. The headlines are here, more details are available from SMT, leadership and other good Dr Google sites....

1. Talk partners

(search for Shirley Clarke on google) <http://bit.ly/2bY8uqy>
regularly changed by the teacher
chosen randomly

2. Good questioning

(see Jamieleeclarke's teaching blog for Bloom's taxonomy) <http://bit.ly/2bIYSOI>
by teachers and teaching assistants
progression of questioning
need to move learning on and adapt to responses

3. Modelling

clear demonstration
can be broken in to 'reveal' steps

4. Random generation of responses

(Read Dylan Wiliam's *Inside the Black Box* leaflet) <http://bit.ly/1qKiHoP>
lollipop sticks
random hat (ICT tool)
other no hands strategies

5. Helicopter approach mixed with individual and group teaching

in order to assess and know when to move learning on teachers and teaching assistants need to use a variety of monitoring techniques of all children in class in order to judge how to move learning on; when to share children's successes/ideas; who to support or re-teach later in the day

6. Use of our peri-o-meter -

use the language of the peri-ometer in order for children to see and talk about the level of challenge in work.
children can self-select to challenge themselves or can be directed



7. Teaching assistant does not always work with SEN children

the children who need the most help need the teacher (the one who is the best qualified, in most instances). Ideally teaching assistants could be used to reteach children who need additional input or pre-teach children who would benefit.

8. Routines and resources

we all benefit from a routine; familiarity takes away some of the fear and worry.

ensuring all children have the right resources all the time takes skill, practise and time but is vital.

Behaviour management

1. We expect to see positive behaviour reinforced and children praised, roughly looking at 5 positives for every 1 negative.
 2. We expect to see positive names on display as well as any warnings (see above).
 3. Some children will need an individual tailored strategy for behaviour.
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NQT Offer

We believe, alongside the offer of TKAT training and support, the following activities, once completed, will enable our NQTs to make exceptional progress. All activities below must be completed by NQTs. NQTs need to take responsibility for arranging the items on the list, asking SMT for support. Evidence of asking for support where needed is recommended.

Our hints and tips in asking for support:

1. Written emails are good written evidence.
2. If at first you don't succeed try and try again. We would only credit you for showing persistence.
3. If you find that support is not forthcoming from your line manager/colleague or mentor then please 'bump' it up the chain.
4. We see asking for help a real strength and, in this profession, it is not something you can underestimate the importance of.

The following list should be completed in your NQT time and is up to **you** to arrange.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Observe behaviour management in 2 other classes (20 minutes max each)	Target Tracker training -		Target Tracker training -		Target Tracker training -
Observe Maths - Chris Clarke	Planning for higher ability - Andy Fenton				
Observe T4W - Stina Dale	Planning for EAL - Emma Gordon	Organise NQT Crawley meet (jointly)	Joint display on topic needed by school	Joint display on topic needed by school	Working towards next year - interests?
Observe Phonics session RWI	Planning for SEN - Kim Harper	Parent conversations - observe Kim		Organise Mill staff event	
Meet Kim Harper re SEN	Plan and deliver in other class	Plan and deliver in other class	Individual child monitor in Y1/Y2/Y6	Observe teacher in other school	
Meet Matt Lecuyer - TT	Observe in other TKAT school	EYFS observe and gather observation of children			

RWI - Read/Write Inc, Scheme by Ruth Miskin, TT - Target Tracker, Plan and deliver in other class - plan and deliver in SMT class observed by SMT member, Individual child monitor - ask for a child in Y1 (phonics), Y2,Y6 (SATs) to meet weekly and discuss work and next steps, T4W - Talk 4 writing

After each observation we expect you to fill in a simple self assessment stating what you have observed, what you will put in to place and how we would monitor you to see if that has been actioned. Every teacher is expected to visit one other school for one day and fill in a self reflection sheet.

Professional Development Offer

Every teacher in NQT + 1 is expected to work towards a 'badge' either individually or in teams. Eco Schools, Sports badge, International Award, Artsmark. 3 days supply can be taken through the year for this work either in half days or full days.

ELKLAN

This course is for teachers and teaching assistants working with children with speech and language difficulties within primary schools, specialist units and schools supporting children with moderate learning difficulties. The emphasis is on practical activities to support communication skills and to help achieve this, learners will complete a portfolio of work which will enable the learner to gain accreditation for their work through the APT awards. Learners should be aware that accreditation involves practical activities with children and written work on a weekly basis. Please ask if you feel you would like to take advantage of this.

TALK FOR WRITING

All teachers and teaching assistants can visit Front Lawn Primary Academy as part of their professional development to see Talk 4 Writing in action in an accredited school. All staff have the opportunity to attend INSET training on T4W either at The Mill or Front Lawn or an alternative venue. Please ask if you feel you would like to take advantage of this.

READ/WRITE INC

All staff have an opportunity to attend Read/Write Inc training either in house or at an alternative venue. As a school we buy in to regular development days to develop/monitor and enhance our practice. We are currently an accredited school and wish to maintain that status.

STAFF MEETINGS

All staff are expected to attend ALL INSET days and will be paid if their work time does not fall on that day. All teaching assistants are welcome to attend teacher staff meetings for which the programme is published in advance.

CURRICULUM UNITS - THEME WEEK

Induction

Each class is named after an artist. The first two weeks include activities introducing the artist to the class and incorporating our curriculum themes.

Theme weeks

Every year we run theme weeks for the whole school; every class responds to the theme and produces work for a 'progression corridor' display and for parents to see in an open week following the theme.

- **Art/Writing Week:**

Every teacher chooses a piece of art and bases the curriculum on that. Each child produces a piece of writing to go on display by the end of the week.

- **Geography.Link School/International Week:**

Every year group compares Crawley/UK culture with another country/countries. e.g. Is food better in Nepal or England?

- **Science Week**

Each year group will investigate and discuss questions that are open for judgement and discussion. e.g. What is the best chocolate?

- **Being Safe Week**

Each year group will focus on how to be safe - themed around a giant/alien/other visitor etc.

TERM		Art/Writing	Geography Week	Science Week
1	Induction			
2		First week back		
4			2nd/3rd week back	
5	Being safe week			
6				2nd/3rd from last week

Over the year our curriculum units will include:

- Parent engagement event
- Trips
- Charity event/entrepreneurship
- Class assembly
- Work with/ show /audience of another year group

Literacy and numeracy lessons need to take place every day. Reinforced skills **MUST** be referred to in other lessons.

CURRICULUM UNITS - OUR UNITS

Curriculum Units:

1. Room 13
2. Games, including one card game
3. Farming and animals
4. Drama/musicality

Room 13

Room 13 is our student run art based studio. Each year group should run a 6 week brief on the principles of Room 13 (independence, entrepreneurship, persevering with a piece of work) using the skills they develop in Room 13.

Games, including one card game

Family is important to our philosophy, as is the tradition of card playing and sharing games with families. In one term every year children will share games or learn a game and we will encourage them to play games with others.

Farming and animals

We have animals at The Mill. The animals help to teach children about care of other living things; respect, empathy; food and food chains and of course natural resources.

Drama/Musicality

We believe that each child should experience and explore the skills and talents that sometimes remain hidden and untapped. We also believe that these subjects in particular teach skills that explore character traits such as self-expression and self-belief that go to the core of Identity.

Some principles that underline our planning:

- Defined outcome

Every unit has an outcome that is defined. We want children to know what they are working towards and it needs to be a 'real world' purpose. We believe that, given the outcome, children will be creative with their learning in achieving the outcome.

- Don't be scared to be wrong

Every teacher is a professional and is an expert in learning. They are the people to trust when it comes to making sure that children make and demonstrate progress. If planning doesn't work, then it needs to be changed; if lessons don't work then they need to be adjusted. Planning is the framework, not the script. We walk the walk on getting things wrong - we learn from mistakes and sometimes it is good to be scared.

- Start from what the children need to learn, not what should I be teaching

We are taking the freedom given (see our video) from being a 'good' school and an academy in choosing our own curriculum. We are aware that there still needs to be subject coverage over the year, a balance of subjects across the year and particular emphasis on linking writing, maths and science to the week's learning. Practice of those skills and linking the Big Picture learning are key elements of Mill Teaching.

- 3 pieces of work in topic books every half term

We are monitoring work through topic books and expect at least 3 pieces of **quality** work in topic books for each half term.

- Freedom to innovate

Planning will be reviewed and reflected on, we want to see what works. There is freedom to take calculated risk as long as the key questions are asked:

What are children learning? What progress are children making? What is the impact on the learning and progress of carrying out this?

- Each unit is made of key lessons and other lessons will need to be taught

We expect planning to be annotated to show reflections and planning discussions have taken place, from looking at children's learning.

Whole school theme weeks timetable

TERM	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Induction Identity						
2	Art/Writing						
3							
4	Geography week						
5	Being safe week						
6	Science week						

Induction Identity week - classes are expected to plan a unit based on their artist name for the class. The unit lasts the first two weeks and children will be expected to comment on their artist and art produced by their artist as well as forming an **identity** as a class.

Art/Writing week - Each teacher needs to choose a piece of artwork to base one-two weeks of work on. The outcome is a piece of writing that will result in the best writing being on display in the progression corridor (near the staffroom). The expectation is that children get to draft, redraft, redraft and then produce in best a piece of writing of which they are very proud. Other work/lessons can take place, the freedom is the teacher's. The artwork (copy of) needs to be chosen and bought/ordered in advance.

Geography week - each year we will give a whole school theme for work that goes on display. Themes have been comparison based. e.g. is dancing better in Nepal or England? Last year the theme for the week focused on Nepal.

Being safe week - last year a 'giant' visited us and clues were found. Each year group chose appropriate learning - from how to make friends if you are different to how to be safe online.

Science week - this has linked with Environmental studies in the past but has focused particularly on creating experiments through discussion and 'steering' where appropriate. Topics have included - 'What chocolate makes the best biscuit?' The results have been put on to displays.

Whole school planning timetable

TERM	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Drama/M Nursery Rhymes	Drama/M Songs for our school	Farming Pond studies/ woodland	Games Traditional	RM13 Animation for Year 1 Phonics	Drama/M Mary Poppins - family	RM13 Xmas fair/ portraits
2	Drama/M Nursery Rhymes		Games - What games did people play?	Farming - Organic foods and designing festival menus			Drama/M Shakespeare
3	RM13 Texture and Pattern	Games - Sharing Games		RM13 Art inspired Maths exhibition	Games - Games Master	Farming - fair trade and farming around the world	Farming - sustainable living
4	Games - Sharing Games	Farming Farm to table	RM13 Books and Printing illustrations /front cover		Farming - farming through the ages		Farming - sustainable living
5	Farming - Caring for animals	RM13 Shadow Puppets and story telling	Drama/M Tangled - community maps	Drama/M Lion King, community display	Drama/M Shrek - Mr and Mrs!	Games - Ageing population	SATS
6						RM13 Identity/ Hindleap/ portraits Big art	Games Dragons Den

RECEPTION

Drama/music - Nursery Rhymes CD - we wanted to produce a CD for parents to buy of children saying traditional nursery rhymes. We have thought that possibilities could include producing a front cover to put in to an old CD case as well as recording the nursery rhymes and then putting on a CD. We have put it in terms 1 and 2 so that you can stretch out the amount of time if you want to.

Room 13 - Texture and pattern - this unit was about finding textures and patterns in the school and the grounds within the school. We would like it to end up in a maths treasure hunt (perhaps a series of photos that children need to find with clues read by parents) to involve the parents possibly with their child, possibly with some older guides to help.

Games - Learning to play - the games unit is about sharing games and building up towards a games sharing afternoon with friends and families.

Farming - Caring for animals - understanding about sharing and caring for animals - ending up with a class book for our new Reception children to use when they come in on transition.

YEAR 1

Drama/music - Songs for school - we wanted to produce a CD for parents to buy of children singing. The focus for the singing needs to be story songs (Reception are doing Nursery rhymes), they may be reciting poems or made up songs.

Room 13 - Shadow puppets and story telling - the end outcome should be a show of the shadow puppets. What we had thought would be a good idea would be to make story sacks for after school club to use which had stories and puppets in.

Games - Taking turns - the games unit is about sharing games and building up towards a games sharing afternoon with friends and families.

Farming - Farm to table - about healthy eating and where food comes from. The outcome would be to cook a meal for parents or to create a recipe in order for parents to cook at home.

YEAR 2

Drama/music - Tangled Community Unit - we want to explore the idea of Community through the film Tangled. The outcome should be a community map to exhibit in the local library or community centre. It needs to explore what is in the community (of the school, of Ifield, of Crawley) and include discussion around what do we want these maps to show. Think about the **geography** skills needed for maps and there is possibility for touching on how the population has changed over time.

Room 13 - Story book - this unit was a driver for narrative writing. We wanted children to produce their own book (it can be made) with an emphasis on using printing skills to make a front cover and illustrations for the story. Think about the art skills needed for printing.

Games - What games did people play? - The outcome for this unit is card games - the outcome was to play cards with family and it should include cards being played at home with a pack we give them.

Farming - Pond studies - understanding about the wildlife around our pond and in it. The outcome for the unit is to make signs and to include classification of animals. It could be made into a wood walk around the Mill, exploring an information centre idea.

YEAR 3

Drama/music - Lion King Community Unit - this should be about community and family in other countries, exploring the identity and roles and responsibilities. This should end up in job descriptions for leadership roles within the school and how they would interview for positions of leadership - what qualities would they need. This year group could then be in charge of electing house captains.

Room 13 - Art inspired maths exhibition - We wanted children to explore maths in art. It needs to be deeper exploration than drawing Kandinsky shapes for example. The maths needs to be thought about and discussed and we would hope that a real depth to the maths came through. The outcome should be an exhibition of the art work for parents. It may be an exhibition showing maths in famous art work as well.

Games - Traditional games - The outcome for this unit is to go in to Year 1 and Manor Green and play games with those children, producing a games box full of different games for them to play with. This is about community and interpersonal skills.

Farming - Food used in celebration - we would like children to look at organising food for different events and festivals through the year. We would like children to design a RE menu book celebrating different festivals and the commonality of food used in celebrations in different cultures.

YEAR 4

Drama/music - Shrek Identity Unit - we want you to explore identity through the use of the Shrek film. We would like the outcome to be a Mr and Mrs style quiz show (google it if you are too young!) where parents are asked questions about their child. It may be that they are asked which of these character descriptions do you think your child has written? etc. We were imagining that a few choice children and parents would take part in the quiz whilst every child would have their own quiz to take home and play.

Room 13 - Animation for Y1 - we would like to support Year 1 in learning their phonics, particularly blending and segmenting and the use of monster words. We need children to explore how to market their phonics animation, and how they are going to explain the best way to use it. This may require market research and writing of reviews of things already in place.

Games - Games master - Looking at games across the world, focusing on different continents. The outcome for this unit is to design a games tournament which parents are invited to.

Farming - Farming through the ages - looking at civilisations and inventions (focus on **history** skills particularly primary and secondary evidence). Producing 3 sketches each showing the learning they have discovered in a horrible histories type way, with a focus on **history** skills. This can then go on to the school website.

YEAR 5

Drama/music - Mary Poppins Connections Unit - we want to use the film to explore what your family unit looks like. Is the film about the dad? (YES) what is the relationship of Mary Poppins to the family, is she always kind? How does Bert fit in to the family. We think it opens up possibilities for exploring children's families, conventional and otherwise. Who would they map out in their family and can they explain why and who they are, what their connection is to that person? We thought possible outcomes could be a family tree, beautifully illustrated, showing existing family or a photo portrait achieved through drama i.e. this is my family, you're going to be the uncle and you need to stand here, playing tennis; I'll be mum and I'll be ... etc. Either of these could be framed and then explained with a piece of writing and could make a lovely display to then be taken down next year - the current portraits could go to the children who would then be in Year 6.

Room 13 - Big Art Portraits Identity Unit - this unit was using a trip to Hindleap or equivalent, in order to explore who the children really are and how their identity is beginning to shape. We have thought that the portraits could be a hall art exhibit which would stay up through the next year. Ideas could be creating their own portrait in a style of an artist or using outlines of their profile (use old projection of light onto paper) they could write, draw inside. They should also write an explanation of who they are and core values they want to hold on to throughout their Year 6 and into secondary school. This should also be part of a display to keep until it is replaced next year.

Games - Ageing population - The idea of this is to make connections with the older generation, using a local nursing home to visit.

Farming - Fair trade - We would like children to be aware of fair-trade and to organise a fair-trade week. Trying to get the 'fair aware' school award.

YEAR 6

Drama/music - Shakespeare Unit - we want to explore Shakespeare as a story teller. The suggested plays to look at are MacBeth and Midsummer Night Dream. We thought an outcome could be an assembly. There will be obvious links to **history** and tudor times as well as trip to The Globe (but you would need to book very early).

Room 13 - Christmas fair - we would like year 6 to organise our Christmas fair. They would not need to come up with all the stalls as the PTA could do that but they could write invites to parents; design an advert for a local paper; write a persuasive letter to firms asking for donations; write a business plan for the Christmas fair, discussing tickets to shows for Christmas and a letter to parents explaining why we are charging for productions.

Games - Dragon Den - The outcome for this unit is to produce a game that can be presented at the Dragon's Den.

Farming - Sustainable living - the idea behind the unit is to look at sustainable resources and Eco schools award. The unit will include maths monitoring of meters and could involve persuasive or informative writing about electricity usage, photocopier usage, recycling lunch rubbish. There are a lot of ways in which their writing could be framed and used as a reminder about our 'green' duties.

WE ALSO HAVE A LITERATURE SPINE DETAILING THE BOOKS THAT EACH YEAR GROUP WILL READ.

Year 1/2

Julia Donaldson



Julia Donaldson is best known for *The Gruffalo* and other rhythmic and rhyme books. She has also created a series of Plays to Read for six characters to be performed in the classroom at KS1 level, to encourage the love of reading, poetry and performance. The site www.picturebookplays.co.uk gives guidance as to how selected picture books can be turned into classroom plays.

Simon Bartram



Dougal's Deep-sea Diary

Shortlisted for 2005 Kate Greenaway Medal. Meet Dougal, who's off on holiday doing what he likes best – deep-sea diving. He'd really love to see a mermaid or find the Lost City of Atlantis, and he doesn't mind helping out with the odd dolphin show. This is his diary . . .

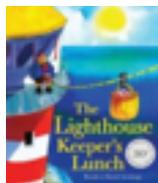
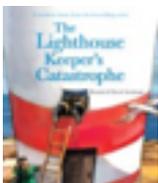
Man on the Moon

Looks at a day in the life of Bob. Find out what he does on the moon: cleaning and tidying, welcoming visitors, performing tricks for tourists and much more. He knows almost everything there is to know about the moon – but there's something going on behind his back that he hasn't spotted.

Watch Out for Sprouts!

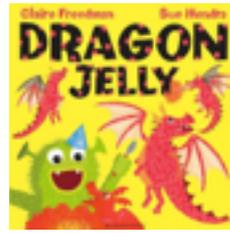
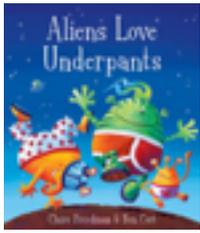
Every hectic spread is packed with doodles, poems and tidbits of trivial advice and information. In both words and pictures it offers a feast of tantalising material which encourages speculation and enquiry. There are poems about Dad, Sausages and, perhaps inevitably in a collection of this kind – toilets. But the fun is good and clean, nonetheless.

Ronda Armitage



Ronda Armitage is the author of many books for children, including the well-loved Lighthouse Keeper series of stories, which tell of the adventures of Mr. and Mrs. Grinling and their marmalade cat, Hamish.

Claire Freedman



Claire Freedman is best known for all her 'underpants' books. (Aliens love underpants, pirates and dinosaurs too!) Here are some other themes as well.

Spider Sandwiches

Do come to tea with Max, He has a MONSTER appetite, He eats such yucky, mucky food, His mealtimes are a fright. He LOVES to glug slug milkshake, Through a stinky hosepipe straw, And as for beetle biscuits ...He can ALWAYS munch one more! And this is just the beginning of Max's frightful mealtimes. From fish-eye cheese and bug burgers to snail trail sauce and cockroach curry, Max will feast on anything crawly, creepy, hairy and sticky.

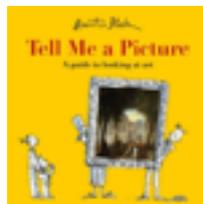
Monstersaurus

March 2012 Book of the Month. Monty loves inventing things and this time, with some bright green slime, a smelly sock, some mouldy cheese and strawberry jelly he creates – A Bogablob! More Monsters follow from some unwholesome mixtures until he produces a Monster with a truly deadly weapon – the Kiss!

Dragon Jelly

TA-DAH! It's DRAGON JELLY time, A sizzling scrumptious treat. It's red. It's wobbly. Best of all, It's SCARY HOT to eat ...! Max is having a MONSTER party. They play all sorts of yucky games then cool down in a fruit bat drool paddling pool! Then it's tea-time, with termite tarts, ear-wig rolls and eyeball birthday cake. But the REAL treat is the red-hot dragon jelly!

Quentin Blake



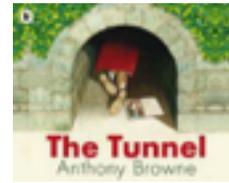
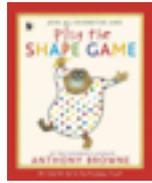
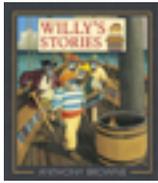
Tell me a picture

A welcome reissue of this glorious introduction to art for children, based on a wonderful exhibition at the National Gallery in 2001. Quentin Blake guides readers through his 26 chosen paintings, and, in his own quirky drawings, points out the story each painting tells, encouraging children to look at art in a completely inspirational way

Mrs.Armitage on Wheels

Mrs Armitage sets off for a quiet cycle with her faithful dog, Breakspear, but she just can't help thinking of ways to improve her bicycle. Before very long she has added three very loud horns, a bucket of water to wash her hands, a complete tool kit. And by the time she has also added a seat for Breakspear, two umbrellas, a cassette player and a mouth-organ, Mrs Armitage is riding a very eye-catching contraption. But it is when she finally adds the mast and sail, that Mrs Armitage really runs into trouble...

Anthony Browne



Willy's Stories

A stunning picture book with a story to each spread to inspire a child's own imagination into what happens next and all linked to 10 classic stories. Join Willy the gorilla as he becomes a character in each of these classic stories including to a mysterious desert island with a footprint in the sand; down a deep, dark rabbit hole full of curious objects; or perhaps on board a pirate ship, face to face with Captain Hook. Each adventure leaves a question for you the reader to continue your own adventure and perhaps guess into which classic story Willy's adventure has taken him?

The Shape game

The rules of the The Shape Game are very simple: the first player quickly draws any abstract shape at random, the second looks at it and then transforms it into something recognisable. It could be anything - a face, a dinosaur or a fried egg.

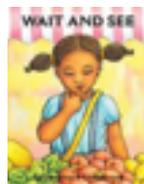
Hansel and Gretel

Hansel and Gretel is perhaps the darkest and greatest of the fairytales from the Brothers Grimm. This extraordinary book brings the classic childhood tale to a new generation.

The Tunnel

Once upon a time there lived a brother and sister who were complete opposites and constantly fought and argued. One day they discovered the tunnel. The boy goes through it at once, dismissing his sister's fears. When he doesn't return his sister has to pluck up the courage to go through the tunnel too. She finds her brother in a mysterious forest where he has been turned to stone...

Eileen Browne



Handa's Surprise

This is a bestselling picture book - brought to life with an animated DVD!A

Handa puts seven delicious fruits in a basket for her friend Akeyo. Which fruit will Akeyo like best, she wonders. After a long walk to the next village, the answer turns out to be a big surprise

Dyan Sheldon



The Moon Dragons

When a king discovers that there are still singing moon dragons high up on the mountainside, he offers a room full of gold to anyone who can bring one to him. The beautiful dancing dragons only reveal themselves to Alina, a young peasant girl, but she preserves the secret of their whereabouts, knowing that there are some things far more precious than a room full of gold

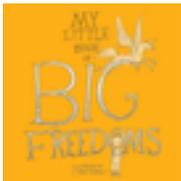
The Garden

When Jenny finds an arrowhead in her twentieth century garden she finds it holds the key to the past. In a beautiful dreamscape, Jenny discovers that the flint can bridge the gap in time between past and present America. With wonderment she meets the American Indians whose culture has been absorbed into the land her garden is built on

The Whales' Song

Lilly dreamt about whales. In her dreams she saw them, as large as mountains and bluer than the sky. In her dreams she heard them singing.

Chris Riddell



My Little Book of Big Freedoms

My Little Book of BIG Freedoms is a beautiful, inspiring book for everyone, young and old. Inside you'll find sixteen drawings by Chris Riddell, Children's Laureate, encapsulating the freedoms and protections people enjoy every day in the UK, but often never notice. They are taken from our Human Rights Act and simplified as: life, protection, freedom, safety, fairness, justice, family, belief, thought, togetherness, love, solidarity, ownership, knowledge, hope and mercy.

The Hunting of the Snark

They sought it with thimbles, they sought it with care; They pursued it with forks and hope; They threatened its life with a railway-share; They charmed it with smiles and soap. Lewis Carroll's magnificent nonsense poem The Hunting of the Snark features an unlikely cast of characters drawn from the Jabberwocky in Through the Looking Glass.

Jon Klassen



I Want My Hat Back

The bear's hat is gone, and he wants it back. Patiently and politely, he asks the animals he comes across, one by one, whether they have seen it. Each animal says no, some more elaborately than others. But just as it he begins to lose hope, lying flat on his back in despair, a deer comes by and asks a rather obvious question that suddenly sparks the bear's memory and renews his search with a vengeance. Told completely in dialogue, this quirky take on the classic repetitive tale plays out in sly illustrations laced with visual humour and winks at the reader with a wry irreverence that will have kids of all ages thrilled to be in on the joke

This Is Not My Hat

Winner of the Kate Greenaway Medal 2014 - Winner of the UKLA Book Awards 3-6yrs 2014 - Winner of the [2013 Caldecott Medal](#). One of Julia Eccleshare's Stand-out Children's Book of the Year 2012 Best-selling illustrator Jon Klassen follows up his successful *I Want My Hat Back* in this witty, almost wordless picture book about a tiny fish who steals a hat from a very big fish - and hopes to get away with it. The eloquent but simple illustrations show the audacious behaviour of a hapless fish heading for disaster

Mini Grey



Hermelin the Detective Mouse

Shortlisted for the 2015 UKLA Book Awards 3-6 years Hermelin is a noticer. He is also a finder. The occupants of Offley Street are delighted when their missing items are found, but not so happy to learn that their brilliant detective is a mouse! What will happen to Hermelin? Will his talents go unrewarded?

Traction Man is Here

With an action outfit for every occasion, Traction Man patrols the house. He is never less than stylishly turned out and expertly accessorised. He is the last word in heroic fashion flair - until, that is, the day that he is presented with an all-in-one knitted green romper suit.

Toys in Space

What happens when you leave your toys out in the garden at night? They get beamed into space - that's what! Join our plucky band as they explore the cosmos, and help out one lonely alien along the way...

Steve Cole



Whether you're a reluctant reader or an avid one this brilliant series with four titles out so far – Ouch, Thumb, Sock and now Pigeon – is set in a school where weird things happen each and every day. They will certainly provide hours of entertainment and there's plenty of humour and lots of jokes to make you laugh out loud. The two main characters, Sam and Sara get up to all sorts of mischief as well as solving mysteries – all in a school day's work!

Astrosaur Series

The broad plot synopsis of the Astrosaurs series is that the dinosaurs were not in fact wiped out when a large meteor hit the earth millions of years ago; they had in fact discovered space travel during the Triassic period and had already left earth by the time the meteor struck. The dinosaurs subsequently settled in a part of space called the Jurassic Quadrant, which is divided between the carnivores and herbivores; between the two sectors is a neutral area of space. The two factions broadly stay at peace by avoiding each other, but invariably trouble flares up between the two from time to time.

J. K. Rowling



Harry Potter and the Philosopher's Stone

When a letter arrives for unhappy but ordinary Harry Potter, a decade-old secret is revealed to him that apparently he's the last to know. His parents were wizards, killed by a Dark Lord's curse when Harry was just a baby, and which he somehow survived. Leaving his unsympathetic aunt and uncle for Hogwarts, a wizarding school brimming with ghosts and enchantments, Harry stumbles upon a sinister mystery when he finds a three-headed dog guarding a room on the third floor. Then he hears of a missing stone with astonishing powers which could be valuable, dangerous – or both. An incredible adventure is about to begin!

Fantastic Beasts and Where to Find Them

As featured in the first year set texts reading list in Harry Potter and the Philosopher's Stone, Fantastic Beasts and Where to Find Them is an extensive introduction to the magical beasts that exist in the magical, non-Muggle world. Some of the animals featured in the A-Z you will have already met in the existing Harry Potter books: for example Hippogriff, Flobberworm, Kappa – others you certainly won't: read on to find out exactly what a Chizpurfle is, or why one should always beware of the sinister Lethifold ...As Albus Dumbledore says in his introduction, this set text book by Newt Scamander has given the perfect grounding to many a Hogwarts student. It will be helpful to all Muggles out there too ...On reading the book you will also find that Harry, Ron and (in one instance) Hermione – couldn't resist graffitiing the book, and adding their own personal hand-written opinions.

Terry Deary



Horrible Histories

No more nice-guy nonsense about history. It's time to learn it the horrible way. Yes – history can be horribly boring when you learn it in the classroom. But with all the nasty bits left in, it's historically funny! Laughs, disasters and disgusting jokes from the reigning kings of yuck – author Terry Deary and cartoonist Martin Brown.

The Sea Monsters (Victorian Tale Series)

It's 1838, and Patrick and Grace Leary are aboard The Sirius, set to become the first ever ship to sail from Dublin to New York using only steam power. But their cousin Ben is on board Brunel's giant steam ship the Great Western in Bristol, and he's convinced he'll be in New York before them. With fires causing havoc, Brunel getting injured and one ship running out of coal, which steam driven sea monster has the power to win this dangerous race?

Twisted Tunnels (Victorian Tale Series)

Jenny and her grandfather are toshers. They survive by finding things in the sewer – anything they can sell, and they can sell almost anything. It's a horrible life, but they are managing. Until the building of the London Underground Railway destroys huge parts of the slums and takes away even their meagre home. Fascinating story of the human cost of the Underground

Cressida Cowell



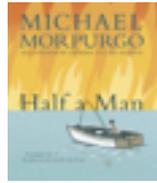
How to train your Dragon

Jokes flow thick and fast from this most original and inventive Viking adventure, which launched the career of a Viking with a difference. Hiccup Horrendous Haddock grew up at a time of dragons but he was not always a hero. He had to learn to fight them. To do so he had to pass the Dragon Initiation Programme, an awesome schedule run by Gobber the Belch, idiot in charge of initiation on the Isle of Berk. Hiccup was by no means a natural high achiever when it came to dragon training but after many hilarious mishaps, he soon got the hang of it and was on the way to becoming a Hero.

Incomplete World of Dragons

Long ago, the world was full of dragons. But what happened to them? Where are they now? These pages are taken from the notebooks of Viking Hero Hiccup Horrendous Haddock the Third when he was just a boy. A keen dragonwatcher, Hiccup paints a picture of the brilliance and fire and spirit of that lost dragon world. Featuring dragon profiles, dragon anatomy, dragon riding tips and lots more must know info e.g. how to spot the difference between an arsenic adderwing and a glow worm (you don't want to mix those two up) and what to do when confronted with a Hellsteether. This is a must for all keen dragonwatchers out there...

Michael Morpurgo



Kensuke's Kingdom

Michael's parents buy a yacht, and take him off to sail round the world. Washed overboard in a fierce storm, Michael finds himself on the shore of a remote island – and soon discovers he's not alone. Kensuke, a former Japanese soldier, survived the war and the bombing of Hiroshima, but his family perished. As an extraordinary bond forms between the two, Kensuke faces a heart-breaking choice: can he give up the secluded life he's built for himself to help reunite Michael with his parents? Knowing the pain of losing his own family, Kensuke knows which way he has to decide...

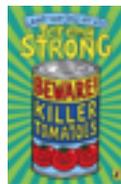
Listen to the Moon

Shortlisted for Children's Book Award 2016, Books for Older Readers category – September 2015 Book of the Month A beautiful and captivating tour de force of family, love, war and forgiveness, this is a major new novel from the author of War Horse and Private Peaceful, Michael Morpurgo and is set in World War One on the Isles of Scilly. A tale in which things that were lost may still wash up, once again, on the shore. As ever with Michael it is always a story of family and stories.

Half a Man

One of our Books of the Year 2014 Former Children's Laureate Michael Morpurgo deftly captures the devastating and long lasting impact of war in this stunning and beautifully produced short story. Michael's grandfather is badly disfigured by his horrific experiences in the war. One of only three to be rescued after his ship is torpedoed, he is patched up in hospital and survives but his face is badly disfigured and his hands have been reduced to stumps. Initially scared of how he looks and how quiet he is, Michael grows closer and closer to him as he gets older and as he begins to understand something of the trauma that has shaped this very special and courageous man.

Jeremy Strong



Many of Jeremy Strong's titles are particularly suitable for struggling, reluctant and dyslexic readers aged 8+

The Hundred-Mile-an-Hour Dog

Trevor's mum has offered him GBP30 to walk the dog every day of the holidays. But Streaker is no ordinary dog, she's a rocket on four legs with a woof attached! Trevor enlists the help of best friend Tina to keep Streaker under control – with some hilarious results!

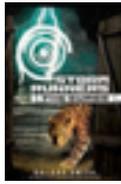
Don't Go In The Cellar

When Zack finds the words "Don't go into the cellar" written on the wall of his bedroom in the family's new room he immediately wants to do so. Especially since the house doesn't have a cellar! Luckily, when Laura comes to stay, she is just as keen as he is to set out and find it! Where can the cellar be and what can be in it? It's a search that leads to many surprises – and some good jokes!

A Perfectly Ordinary School

Frankie would like school – except that everyone teases him just because he is so tall. Changing schools seems like a good idea but what will Monster School be like? Frankie soon finds himself at one of the strangest schools ever – and that's the teachers! After a hilarious week at Monster School, Frankie knows how to turn into a werewolf, remove his own head and behave like a vampire. What will his old class mates think when he shows them his new skills?

Roland Smith



Tentacles

Marty and Grace O'Hara's globe-trotting parents disappeared while on assignment for a nature magazine, and now they're living with their Uncle Wolfe, a scientist fascinated by cryptids—creatures that appear in myths but haven't been proven to exist, such as the Loch Ness Monster. Wolfe is planning an expedition to New Zealand to track a giant squid, and he's rented a huge (and possibly haunted) freighter for the trip. But someone on board is determined to sabotage their mission—and if Marty and Grace keep poking their noses into things, they might end up the saboteur's next victims!

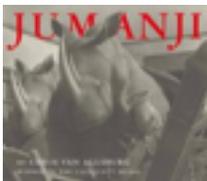
The Surge

Chase and his friends Nicole and Rashawn have just survived Hurricane Emily, the storm of the century, but their troubles are just beginning. Though they've made it to the safety of Nicole's family's farm — the winter home of the Rossi Brothers Circus — the flood waters are rising and they need to reach higher ground. The circus's lions have escaped their cages, and a mean and unpredictable leopard is also on the loose. And then, of course, there's the problem of the wildlife preserve next door! Have Chase and his friends lived through a terrifying night only to face a new danger?

Elephant Run

In 1941, bombs drop from the night skies of London, demolishing the apartment Nick Freestone lives in with his mother. Deciding the situation in England is too unstable, Nick's mother sends him to live with his father in Burma, hoping he will be safer living on the family's teak plantation. But as soon as Nick arrives, trouble erupts in this remote Burmese elephant village. Japanese soldiers invade, and Nick's father is taken prisoner.

Chris Van Allsberg



The Chronicles of Harris Burdick

This inspired collection of short stories is based on the original illustrations of Chris Van Allsburg in his esteemed and mysterious *The Mysteries of Harris Burdick*, and features many remarkable, best-selling authors in the worlds of both adult and children's literature: Sherman Alexie, M.T. Anderson, Kate DiCamillo, Cory Doctorow, Jules Feiffer, Stephen King, Tabitha King, Lois Lowry, Gregory Maguire, Walter Dean Myers, Linda Sue Park, Louis Sachar, Jon Scieszka, Lemony Snicket, and Chris Van Allsburg himself.

The Mysteries of Harris Burdick

"His disappearance is not the only mystery left behind. What were the stories that went with these drawings? There are some clues..."

Who is Harris Burdick? Where did he disappear to? And how was he going to finish his stories?

Chris Van Allsburg presents a series of loosely related drawings each accompanied by a title.

The Polar Express

Late one Christmas Eve, a boy boards a mysterious train: The Polar Express bound for the North Pole. Once there, Santa offers the boy any gift he desires. The boy asks for one bell from the harness of a reindeer. The bell is lost. On Christmas morning, the boy finds the bell under the tree. The boy's mother admires the bell, but laments that it is broken — for you see, only believers can hear the sound of the bell.

About This Book

The game under the tree looked like a hundred others Peters and Judy had at home. But they were bored and restless and, looking for something interesting to do, thought they'd give Jumanji a try. Little did they know when they unfolded its ordinary-looking playing board that they were about to be plunged into the most exciting and bizarre adventure of their lives. In his second book for children, Chris Van Allsburg again explores the ever-shifting line between fantasy and reality with this story about a game that comes startlingly to life. His marvelous drawings beautifully convey a mix of the everyday and the extraordinary, as a quiet house is taken over by an exotic jungle.

Shaun Tan**The Singing Bones**

Wicked stepmothers, traitorous brothers, cunning foxes, lonely princesses: There is no mistaking the world of the Brothers Grimm and the beloved fairy tales that have captured generations of readers. Now internationally acclaimed artist Shaun Tan shows us the beautiful, terrifying, amusing, and downright peculiar heart of these tales as never before seen

The Arrival

In a heartbreaking parting, a man gives his wife and daughter a last kiss and boards a steamship to cross the ocean. He's embarking on the most painful yet important journey of his life — he's leaving home to build a better future for his family. Shaun Tan evokes universal aspects of an immigrant's experience through a singular work of the imagination. He does so using brilliantly clear and mesmerizing images. Because the main character can't communicate in words, the book forgoes them too. But while the reader experiences the main character's isolation, he also shares his ultimate joy.

Tales from Outer Suburbia

The follow-up to Shaun Tan's stunner *The Arrival*.

An exchange student who's really an alien, a secret room that becomes the perfect place for a quick escape, a typical tale of grandfatherly exaggeration that is actually even more bizarre than he says...

Ali Sparkes**Frozen in Time**

Book of the Year in the 2010 Blue Peter Award and winner of the 'Book I Couldn't Put Down' category Award. A page-turning mystery-adventure with a pleasingly old-fashioned feel as two children, frozen by cryonic suspension by their father in 1956, are miraculously brought back to life by two other children in 2009. There are loads of clues to follow and several mysteries to be solved as well as a lot of enjoyable confusion and surprise as children from 'then' see childhood 'now'.

Unleashed 1: A Life and Death Job

Prize winning Ali Sparkes has created a fresh new series about a group of children with special powers. In stories brimming with adventure and danger, the kids live together using all their combined skills to keep the enemies that face them at bay. Lisa can hear the dead speak. They plague her with their needs but, can she also harness her special power and use the dead to help her? The first in a thrilling, action-packed series.

Roald Dahl



Roald Dahl has a humorous writing style for children.

He uses specific names and figures of speech which compliments the different character in his or her personality and features. Such as Augustus Gloop to name a fat and greedy boy in the story Charlie and the Chocolate Factory. These exaggerate the characters traits as such making them seem either more evil or a better hero.

Roald Dahl's has a creative and humorous style when it comes to writing children's books such as James and the giant peach or The Twits. With lots of sound words, interesting adjectives and humorous poems, it makes his books an interesting and enjoyable experience for young readers.
