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| **I Wish I’d Been Born a Unicorn – Rachel Lyon** |
| **Possibilities**  – How to learn to love yourself. The book is about a horse that isn’t happy with the way they are, and they feel as though no one likes them. Challenging stereotypes. In this endearing tale of a ‘mucky’ horse who is convinced that he’d be more popular as a unicorn. The cows and owl who help the smelly equine transform into a fabulous, horned creature care more about what he feels, than how he looks – and that, it turns out, is what real friendship is all about. |
| **Spirituality**  – Appreciation of the intangible, eg beauty, truth love and goodness. Understand and engage in feeling and values in literature |
| **Diversity**  -This text has strong links to British Values such as Mutual Respect and Individual Liberty. |

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| **What the Ladybird Heard – Julia Donaldson** |
| **Possibilities –**  Children will explore rhyming and a strong character presence that’s not a ‘loud’ character (ladybird). Resilience and reciprocity are prevalent because the animals are working together to achieve the same goal. |
| **Spirituality –**  Citizenship. The ladybird is being a good citizen by saving the farm. The story focuses on right and wrong with honesty. You do not have to be big and strong to have an impact. The farm animals are working together (metacognition links) |
| **Diversity –**  This text has strong links to British Values such as Mutual Respect, Individual Liberty, Rule of Law and Democracy. With this, the children discuss right and wrong. |

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| **Izzy Gizmo – Pip Jones and Sarah Ogilvie** |
| **Possibilities –**  Creating positives from negatives, Learning from mistakes, Adaptability. The children explore some of the metacognition values of the school Resilience through understanding to keep going even when things get hard, Reflectiveness to review progress and explore the direction learning is taking, Resourcefulness through asking questions and Reciprocity (Relating) which focuses on listening to others and working in groups. |
| **Spirituality –**  The children will explore the spirituality of the main character and appreciate the intangible. Children will recognise Izzy Gizmo has such a good heart to look after the crow when it is injured. |
| **Diversity –**  Regard for the heights of human achievement from all cultures & societies. The children will see a family which consists of a grandpa and granddaughter, the children discuss what type of family this might be – is Izzy just visiting? Does she live there? Children discuss either the similarities or differences compared to the characters personality and appearance.  This text has strong links to British Values such as Mutual Respect, Individual Liberty, and Tolerance of Different Cultures. |

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| **Cottonwool Colin – Jeanne Willis** |
| **Possibilities –**  The main character begins the story by being described as small and not able to do as much as their brothers and sisters. Soon enough they become a strong and independent character that ventures off into the world to explore. The children explore the possibility that they can achieve themselves, such as the character. |
| **Spirituality –**  Understand and engage in feeling and values in literature. The children will understand that the spirituality in this book links to Colin finding and believing in their true self and accepting himself for who he is. |
| **Diversity –**  This text has strong links to British Values such as Mutual Respect, Individual Liberty. |

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| **Poppy and the Blooms – Fiona Woodcock** |
| **Possibilities –**  The children will learn that anything they do (even something small) can make a huge difference. All the Blooms work together and building healthy relationships – liking to reciprocity (metacognition). |
| **Spirituality –**  Believing that you are good enough and if you work together you can achieve beauty. |
| **Diversity –**  This text has strong links to British Values such as Mutual Respect and individual Liberty. |

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| **Town Mouse, Country Mouse – Libby Waldon and Richard Jones** |
| **Possibilities –**  This is a traditional tale about a friendship between two mice from different areas. The book we use is a reimagined tale of two mice looking for their place in the big wide world. This opens possibilities for children to discuss friendships and comparing different areas. They will explore using communication technology to contact and work with people who are far away. |
| **Spirituality –**  The town mouse and the country mouse moral lesson is that it is better to live a peaceful life that has little and is secure than to live in a luxury that can end any moment in disaster. Although the town mouse had an abundant variety of delicious food, he had to always live in the fear that it would all go away. |
| **Diversity –**  Valuing others for their similarities and differences. They explore the lives of two different mice and link this to their own lives – do they live in the country or town? They will look at the diversity of the two different places.  This text has strong links to British Values such as Mutual Respect, Individual Liberty, Rule of Law and Democracy. |