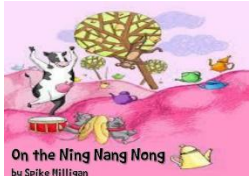
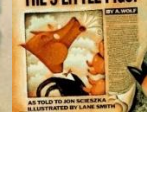
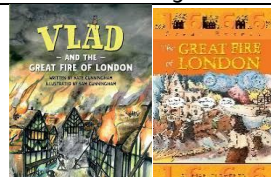
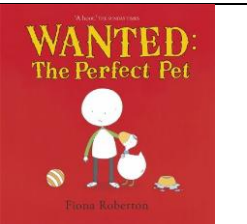
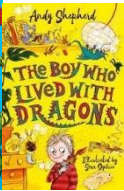
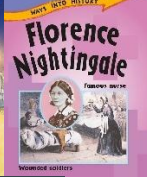
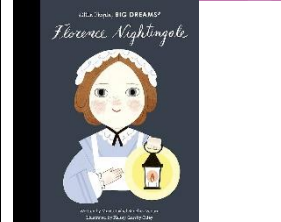
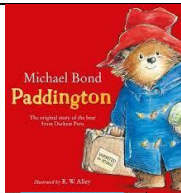
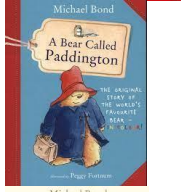




H.C.P.S. Year 2 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	The Jungle Book Halloween	Remembrance The Three Little Pigs Christmas	The Great Fire of London The Plague	The Boy Who Grew Dragons	Florence Nightingale	Paddington Bear Life Skills and Safety
Texts	  	    	     	  	  	  
English	<u>Extended Write</u> Letter - Cross-curricular writing linked to The Jungle Book topic Poetry - Cross-curricular writing linked to The Jungle Book topic Poetry - Cross-curricular writing linked to Remembrance Wanted Poster - Cross-curricular writing linked to The Three Little Pigs Story Retell - Cross-curricular writing linked to The Three Little Pigs <u>Big Write</u> Description – Science cross-curricular writing linked to The Jungle Book topic Description – Cross-curricular writing linked to Christmas <u>Writing Process</u> Character description - Cross-curricular writing linked to The Jungle Book topic		<u>Extended Write</u> Information text - History cross-curricular writing linked to The Great Fire of London topic. Book Review - History cross-curricular writing linked to The Great Fire of London topic. Poetry - History cross-curricular writing linked to The Great Fire of London topic. Explanation – Science cross-curricular writing linked to The Boy Who Grew Dragons topic (plants) Story - Cross-curricular writing linked to The Boy Who Grew Dragons topic <u>Big Write</u> Description – History cross-curricular writing linked to The Great Fire of London topic. Description – Cross-curricular writing linked to The Boy Who Grew Dragons topic <u>Writing Process</u>		<u>Assessed Writing</u> Diary entry - History cross-curricular writing linked to Florence Nightingale topic Letter - History cross-curricular writing linked to Florence Nightingale topic Book Review - Cross-curricular writing linked to Paddington topic Description – Cross-curricular writing linked to Paddington topic Comic strip - Cross-curricular writing linked to Paddington topic Letter – Transition letter to new teacher	

	Letter - Cross-curricular writing linked to The Three Little Pigs		Diary - History cross-curricular writing linked to The Great Fire of London topic. Instructions – Cross-curricular writing linked to The Boy Who Grew Dragons topic			
Spelling/ Phonics	Phase 5 review and consolidation The or sound spelt a before l and ll. Soft c . Adding the suffix -y (1) (to words ending in a short vowel and a consonant). Adding the suffix -y (2) (to words ending in e). Adding the suffix -ly (to words to make adverbs). The n sound spelt kn and gn. The igh sound spelt y.		Adding the suffix -ing (1) (to words ending in a short vowel and a consonant). Adding the suffix -ing (2) (to words ending in e or ie). The j sound. The o sound spelt a after w and qu. Suffix ed Adding the suffix -ed (swapping y for i). Adding the suffix -ed (3) (<i>dropping e to add -ed, and revision of doubling final consonant and swapping y for i</i>). The r sound spelt wr. Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e). Adding the suffixes -er or -est (2) (swapping y for i). Adding the suffixes -er or -est (3) (doubling consonant, where the root word ends in short vowel plus consonant).		The ee sound spelt ey. Adding the suffix -ness (1) (adding to a root word with no change to the root word). Adding the suffix -ness (2) (swapping y to i). Words ending in -le. Words ending in -el. Words ending in -al. Adding the suffix -ful Adding the suffix -less. Adding the suffix -ment. Words ending in -tion. Adding the suffix -es (where the root word ends in y). Contractions not = n't Contractions other The possessive apostrophe (singular nouns) Homophones and near homophones Common exception words	
Maths	<u>Place Value</u> To count objects to 100 by making 10s. To partition numbers to 100. To write numbers to 100 in words. To compare and order numbers to 100. To count in 2s, 5s and 10s. To count in 3s. To recognise odd and even numbers. <u>Addition and Subtraction</u> To complete number bonds to 10 and 20 and 100. To complete numbers bonds within 10 and 20. To make Fact Families within 20. To know related facts to 100. To add and subtract 2-digit numbers and 1s. To add and subtract 2-digit numbers and 10s. To add and subtract 2-digit numbers.	<u>Addition and Subtraction</u> To complete number bonds to 10 and 20 and 100. To complete numbers bonds within 10 and 20. To make Fact Families within 20. To know related facts to 100. To add and subtract 2-digit numbers and 1s. To add and subtract 2-digit numbers and 10s. To add and subtract 2-digit numbers. To add 3 1-digit numbers <u>Multiplication and Division</u> To recognise and make equal groups. To use the multiplication and division symbols in number sentences. To use arrays. To make double and halves.	<u>Fractions</u> To recognise and find ½, ¼, 2/4, ¾ and 1/3 of objects, numbers and shapes. To recognise non-unit and unit fractions. To count in fractions. <u>Time</u> To tell the time to the hour, half hour, quarter hour and nearest 5 minutes. To write the time to the hour, half hour, quarter hour and nearest 5 minutes. To compare duration of time. To know how many minutes in an hour and hours in a day. <u>Money</u> To recognise coins and notes. To count money using coins and notes.	<u>Money</u> To recognise coins and notes. To count money using coins and notes. To compare amounts of money. To calculate amounts of money and change. To make the same amount using different coins and notes. To solve problems using money. <u>Shape</u> To recognise 2D and 3D shapes. To identify properties of 2D and 3D shapes. To draw and recognise lines of symmetry in 2D shapes. To make patterns with 2D and 3D shapes.	<u>Length and height</u> To compare, order and measure lengths and heights <u>Position and Direction</u> To describe movement and turns. To makes patterns with shapes. <u>Multiplication and Division</u> Revision of: To recognise and make equal groups. To use the multiplication and division symbols in number sentences. To use arrays. To make double and halves. To multiply and divide using the 2, 5 and 10-times tables. <u>Addition and Subtraction</u> Revision of: To complete number bonds to 10 and 20 and 100.	<u>Problem Solving</u> To solve one and two step problems in practical contexts. <u>Length and Height</u> Revision of: To compare, order and measure lengths and heights <u>Review and Consolidation</u> Revision of relevant objectives.

	To add and subtract 2-digit numbers. To add 3 1-digit numbers	To multiply and divide using the 2, 5 and 10-times tables.	To compare amounts of money. To calculate amounts of money and change. To make the same amount using different coins and notes. To solve problems using money.	<u>Mass, capacity and temperature</u> To read scales in divisions of 1s, 2s, 5s and 10s in a practical situations. To introduce weight and mass To measure and compare mass in grams and kilograms. To introduce capacity and volume. To measure and compare capacity in millilitres and litres. To measure temperature	To complete numbers bonds within 10 and 20. To make Fact Families within 20. To know related facts to 100. To add and subtract 2-digit numbers and 1s. To add and subtract 2-digit numbers and 10s. To add and subtract 2-digit numbers. To add 3 1-digit numbers <u>Problem Solving</u>	
Science	<u>Living things and their habitats</u> Describe how animals obtain their food from plants and other animals identify and name different sources of food. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants, and how they depend on each other. To ask simple questions and recognise that they can be answered in different ways.AT1	<u>Materials</u> To find out how the shapes of a solid made from some materials can be changed squashing, bending, twisting and stretching. To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock paper and cardboard for particular uses. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To observe closely, using simple equipment.AT1 To perform simple tests.AT1 To be able to gather and record data to help in answering questions.AT1 STEM- Elf related challenge cards linking to STEM.		<u>Plants</u> To find out and describe how plants need water, light and a suitable temperature to grow. To observe and describe how seeds and bulbs grow into mature plants. To explore and compare the differences between things that are living, dead and things that have never been alive. To identify and classify.	<u>Animals and humans</u> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. To find out about and describe the basic needs, of animals including humans, for survival (water, food and air). To notice that animals, including humans, have offspring which grow into adults. Use observations and ideas to suggest answers to questions.	
History		<u>Remembrance</u> To be aware of significant historical events, people and places in their own locality.	<u>The Great Fire of London/The Plague/Samuel Pepys</u>		<u>Florence Nightingale</u> Can sequence artefacts closer together in time with help (using a timeline).	<u>Hornsea Pottery, Hornsea Leisure Centre</u> Can sequence artefacts closer together in time with help (using a timeline).

			Can sequence artefacts closer together in time with help (using a timeline). Can recognise why people did things and why certain events happened. Can start to identify differences between ways of life at different times. Begin to discuss the reliability of photos/accounts/stories. To begin to use a source – observe or handle sources to answer questions about the past on the basis of simple observations and inferences.		Pupils create simple links between different areas of study. Can recognise why people did things and why certain events happened. Can start to identify differences between ways of life at different times. To begin to use a source – observe or handle sources to answer questions about the past on the basis of simple observations and inferences	
Geography	<u>Climates and the World</u> Location – To be able to name and locate the world's seven continents. To be able to name and locate the five oceans. Skills and Fieldwork – To be able to use world maps, atlases and globes to identify the United Kingdom and its countries and some other countries studied. To be able to use world maps, atlases and globes to identify the continents and oceans.		<u>The Great Fire of London</u> Skills and Fieldwork – To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To be able to devise a simple map; and use and construct basic symbols in a key. Human and Physical – To use basic geographical vocabulary to refer to key physical and human features.: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		<u>Peru</u> Human and Physical - To know the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles Place Knowledge - To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Skills and Fieldwork - To be able to use world maps, atlases and globes to identify the United Kingdom and its countries and some other countries studied. To be able to use world maps, atlases and globes to identify the continents and oceans. To use aerial photographs and plan perspectives to recognise landmarks and	

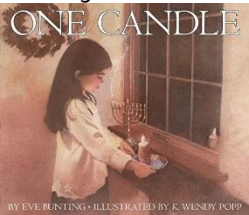
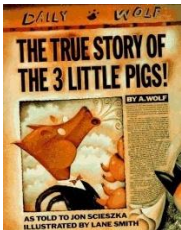
						basic human and physical features To be able to devise a simple map; and use and construct basic symbols in a key.
Art	<u>Clay animal sculptures</u> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card or clay as materials. Use techniques such as rolling, cutting, moulding and carving. About the work of a range of artists, craft makers and designers. Artist- Rosa Bonheur	<u>Art- drawing/sketching</u> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <u>Art-sculpture- Making pig houses</u> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card or clay as materials Use techniques such as rolling, cutting, moulding and carving.	<u>Art- Painting</u> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Architect - Christopher Wren	<u>Drawing</u> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Create colour wheels (painting) Artist Study - Giuseppe Arcimboldo and Raymond Booth	<u>Artist Study</u> Sculptor-Arthur George Walker (Florence Nightingale sculptor) Anthony Gormley (Angel of the North)	<u>Beach sculpture</u> Use a combination of shapes. Include lines and texture. Use techniques such as rolling, cutting, moulding and carving.
DT	<u>Animal Habitat</u> To design products that have a clear purpose for an intended user. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes and suggest improvements. To use a range of tools and materials to complete actions, e.g cutting, joining and shaping. Explore how products have been created. Explore and evaluate a range of existing products Evaluate their ideas and products against a design criteria	<u>House Design</u> To design products that have a clear purpose for an intended user. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes and suggest improvements. To use a range of tools and materials to complete actions, e.g cutting, joining and shaping. Evaluate their ideas and products against a design criteria. Technical knowledge- Build structures, exploring how they can be made stronger, stiffer and more stable.		<u>Cooking/baking</u> To understand and prepare dishes based on the basic principles of a varied, balanced diet. To understand where food comes from. <u>Cards with moving parts</u> Create designs using simple computing software. Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.		

	Create designs using simple computing software.	Create designs using simple computing software.				
Jigsaw and PSHE	<u>Being Me In My World</u> I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal. I can recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help. I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place. I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place. I understand how following the Learning Charter will help me and others learn. I work cooperatively. I recognise the choices I make and understand the consequences. I can follow the Learning Charter.	<u>Celebrating Difference</u> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK. I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied. I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend. I can tell you some ways I am different from my friends.	<u>Dreams and Goals</u> I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel. I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner. I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn. I can work well in a group. I can work with others in a group to solve problems. I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group. I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.	<u>Healthy Me</u> I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.	<u>Relationships</u> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone. I can express my appreciation for the people in my special relationships.	<u>Changing Me</u> I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I

		I understand these differences make us all special and unique.			I am comfortable accepting appreciation from other.	am in Year 3 and know how to go about this.
Computing	To be able to log on independently. To use technology to store digital content. (Saving work) To begin to know the key characteristics of basic computer architecture, (eg CPU, memory, hard disk, mouse, display etc.). To know and use the layout of a computer keyboard more confidently. Digital art (Christmas cards and pictures) Use technology purposefully to retrieve digital content.		To use technology more confidently to create and manipulate data e.g. bar chart, pie chart. To manipulate digital content e.g simple poster, simple ppt slide. To use technology safely and respectfully to communicate and to keep personal information private. To know where to go for help and support when they have concerns about content on the internet. To begin to use the internet to find out and understand the importance of safe searching.		To create and debug simple algorithms with precise and clear instructions. To give examples of algorithms in everyday life beyond school. e.g traffic lights, street lighting. To be begin to predict what is going to happen in a simple program (Espresso-children predict what is going to happen).	
RE	<u>Lead us not into temptation:</u> To talk about how people make choices. To talk to faith members about how they make moral choices. To retell faith stories about the value of each individual. To talk sensitively about people of different faiths. To make links between religious rules and values for living. To name some religious festivals and say how faith members celebrate them. To describe and explain some traditions linked to religious festivals. To suggest reasons why festivals are important. To talk about how stories are celebrated at different religious festivals.		<u>Believing</u> To name some beliefs of two different faiths. To recognise beliefs that are the same for different faiths. To describe how religious people may express their beliefs in action. To consider a prayer or text that expresses belief.		<u>Questions, questions</u> To understand that some questions have no simple answers. To ask and talk about Big Questions and suggest some answers. To know that religions may offer different answers to the same question. To identify names for god in different faiths. To express what believers say god is like.	
Music	<u>Hands, Feet, Heart – Charanga Unit</u> <u>Ho Ho Ho – Charanga Unit</u> Controlling sounds through singing and playing (performing) Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Make and control long and short sounds using voices and instruments playing by ear and including simple improvisation (duration)		<u>I wanna play in a band – Charanga Unit</u> <u>Zootime – Charange Unit</u> Creating and developing musical ideas (composing) Create (clap) sequences of long and short sounds- rhythmic patterns (Duration). Control playing instruments so they sound as they should. (Dynamics, Tempo, Timbre) To start to compose/improvise own melodies using one or two notes. (Pitch)		<u>Friendship Song – Charanga Unit</u> <u>Reflect, Rewind and Replay – Charanga Unit</u> Listening and applying understanding. Responding and reviewing. To listen to music from a variety of cultures/from history. To start to look at basic notation (tea/coffee = crotchet/quavers) - play by ear first. Identify the pulse in music. Identify rhythms in music. Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc) dynamics(loud and quiet) tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.	
PE	<u>Dance (Unit 1)</u> To use penguin images to inspire our dance. To show feelings of abandonment through dance.	<u>Apparatus</u> <u>Attack, defend, shoot (Unit 2)</u> To throw different types of equipment.	<u>Gymnastics (Unit 1)</u> To combine 4 elements into a floor sequence. To create power in a variety of different jumps. To smoothly link actions.	<u>Apparatus</u> <u>OAA</u> To work as a team to complete a task. To use problem-solving skills to complete a simple treasure hunt.	<u>Dance (Unit 2)</u> To develop a dance that shows different emotions. To work on our own to create and perform a short movement phrase.	<u>Gymnastics (Unit 2)</u> To perform a front support position with control. To perform an arch and dish shape. To perform a back support shape showing flexibility.

	To create movements that show the friendship between two characters. To create a solo dance with changes of direction and speed. To match our movements to music. To choose a formation for our dance and explain our choices. <u>Attack, defend, shoot (Unit 1)</u> To kick the ball over long and short distances. To stop a ball with control using the foot. To work as a team to keep the ball. To bounce a ball with my partner. To bounce the ball while we are moving (dribbling). To pass the ball forward in a game.	To move to space after passing a ball. To pass and move forwards to a target with a partner. To position ourselves as a goalkeeper. To intercept a ball from a person on the other team. To use the skills we have developed in a competition.	To show flexibility in shapes. To travel at different speeds. To judge a short sequence. <u>Hit, catch, run (Unit 1)</u> To hit a ball and score points by running to cones. To defend a target by kicking. To bowl underarm with control. To hit a ball using different bats and techniques. To throw accurately to a base. To hit a ball into space, away from fielders.	To copy and then create a simple movement pattern. To give clues to guide a blindfolded person safely. To improve performance through repetition. To use a key on a map to re-create a map with accuracy.	To work on our own to create and perform a short movement phrase. To watch, copy and repeat actions to create a 'motif'. To perform our motif in different formations. To use different movement pathways in our dance. <u>Send and return (Unit 1)</u> To stay on our toes to move quickly to the ball. To identify which hand is dominant in a game. The basic rules of serving to our partner. To develop agility and use it in a game. To use the correct grip to hit a self-fed ball. To use the ready position in a rally.	To leapfrog. To jump for distance with control. To create, and perform a 10-element sequence. <u>Run, jump, throw (Unit 1)</u> To move quickly whilst being aware of others around. To create power with our legs to turn at speed. To move through an obstacle course with speed and control. To choose the best throw for different situations. To use quick feet whilst sprinting. To perform static and dynamic balances.
Gophers	Dance in the rain Play skipping games	Build a den Play in the snow Learn to sew See a live performance	Play in the snow Sing playground songs	Grow flowers from seeds Make a bug hotel	Cook and taste food from other cultures Walk barefoot in the grass	Do some beach art Cloud gazing Gophers- Practice making a 999 call Know your address See a live performance
Visits and Visitors	Yorkshire Wildlife visitor/virtual Q&A.	Memorial gardens visit William's Den – Den Building visit	Fire Engine/fire service visitor	Tesco/Co-op visit/visitor Wassand Hall	Visitor- a nurse Hornsea Museum 7 wonders - park	Floral Hall Hornsea beach

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 2	The Three Billy Goats Gruff by Paul Galdone The Three Little Pigs (traditional story) by Various 	One Candle by Eve Bunting 	The True Story of the Three Little Pigs by John Scieszka 	Wanted: The Perfect Pet by Fiona Robertson 	Ning Nang Nong (poem) by Spike Milligan 	The Jungle Book by Rudyard Kipling 