





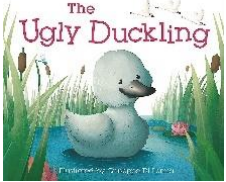
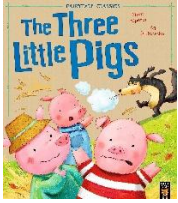
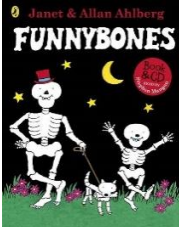
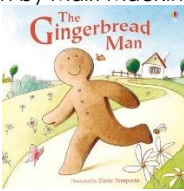
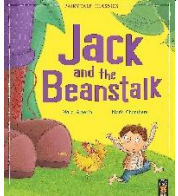
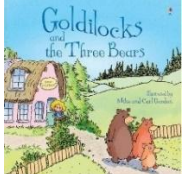


**Marine Academy Primary and Nursery Curriculum Map Pre-School 2025-2026**

Pre-School	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<p><b>How do I feel?</b></p>  <p>Pre-School is a wonderful place to make new friends and to show them how amazing it is to be you! What makes you, you? Who or what is special to you? Do you like the same things as your friends? Have you ever felt sad or happy before? Does anybody look like you? In this topic you will learn all about each other and the amazing things that you can do while reflecting on how The Ugly Duckling, Elmer and the Three Billy Goats Griff feel!</p>	<p><b>What can I build?</b></p>  <p>Who lives in a house like this? In this topic you will learn to design, construct and build for a purpose! You will discuss your own house and what it is made from, as well as compare it to the houses in the story of the Three Little Pigs! You will learn to retell the story of the Three Little Pigs and test your own constructions to see if you can blow your house down! As we build up to Christmas, you will building snowmen and making your own Christmas decorations. This topic allows you to be creative, explore tools and be a real builder. What will you build in the construction area?</p>	<p><b>Who can help us?</b></p>  <p>All around us there are helpful people that make us feel happy, help us to keep us healthy and ensure we are safe. In this topic, we will explore some amazing heroes that save the day through the use of classic tales and wonderful stories. How did the woodcutter save Little Red Riding Hood? Who would you call if you needed help? Where do animals go if they are poorly? You will learn and talk about all the wonderful heroes in your lives that are there to help you!</p>	<p><b>What can I cook?</b></p>  <p>Food glorious food! In this topic you will explore some wonderful traditional tales that all revolve around food. You will begin to explore food, textures and tastes, as well as be able to see yourself as a cook, baker or even a chef! In this topic you will experiment with ingredients and discuss your favourite foods. Are there things that you like or do not like? Have you ever tried anything salty, sweet or sour? What happens when cooking goes wrong? In this topic you will learn all about a healthy diet and explore the wonders of food!</p>	<p><b>What can I grow?</b></p>  <p>From a bean to a beanstalk and a seed to a turnip, it is amazing how things grow! We can all be gardeners and understand the importance of growth. In this topic, you will explore the changes that occur in our world and see first-hand how we can grow plants and vegetables. You will become experts in the story of Jack and the Beanstalk and recognise the importance of teamwork in the story of The Enormous Turnip. You will discuss how you have grown and developed as a person. It is amazing how much we have changed!</p>	<p><b>What is in the woods?</b></p>  <p>The deep dark woods is a wonderful place to explore! Did you know that bears live in the woods and have you ever heard of the Gruffalo? What stories can you retell in our role play woods area? In this topic, you will explore a range of different characters that are all very kind. You will become story tellers and retell the classic 'Goldilocks and the Three Bears' story. You will have an amazing time going on your own bear hunts while exploring our outside environment and re-enacting the story of 'We're Going on a Bear Hunt'.</p>
<b>Focus Texts</b>	<p>Week 1 – 2: The Ugly Duckling by DK</p> 	<p>Week 1-2: The Three Little Pigs by Mara Alperin</p> 	<p>Week 1 and 2: Funny Bones by Janet and Allan Ahlberg</p> 	<p>Week 1-2: The Gingerbread Man by Mairi MacKinnon</p> 	<p>Week 1-2: Jack and the Beanstalk by Mara Alperin</p> 	<p>Week 1-2: Goldilocks and the Three Bears by Susanna Davidson</p> 

	<p>Week 3 – 4: Three Billy Goats Gruff by Alison Edgson</p>  <p>Week 5 -6: Elmer by David McKee</p> 	<p>Week 3-4: Whatever Next! by Jill Murphy</p>  <p>Week 5-6: The Snowman by Raymond Briggs</p> 	<p>Week 3-4: Little Red Riding Hood by Mara Alperin</p>  <p>Week 5-6: Mog and the V.E.T by Judith Kerr</p> 	<p>Week 3-4: The Little Red Hen by Lesley Sims</p>  <p>Week 5-6: The Magic Porridge Pot by Rosie Dickens</p> 	<p>Week 3-4: The Enormous Turnip by Katie Daynes</p>  <p>Week 5-6: The Growing Story by Ruth Krauss</p> 	<p>Week 3-4: The Gruffalo by Julia Donaldson</p>  <p>Week 5-6: We're Going on a Bear Hunt by Michael Rosen</p> 
<p><b>Book Hooks to introduce key vocabulary</b></p>	<p><u>The Ugly Duckling</u> Children do visit the chickens. Do they all look the same? Are they all a family?</p> <p><u>Three Billy Goats Gruff</u> Create a bridge use planks and blocks. Can the children cross the bridge quietly so that they don't disturb the troll?</p> <p><u>Elmer</u> Children to work together to create a huge Elmer! Each child creates their own patch.</p>	<p><u>The Three Little Pigs</u> Take the children out on a nature walk. Supply each child with a small bag and ask them to only collect sticks and twigs that are small enough to fit in their bag. When you get back to the setting, compare amounts with each other. What could we do with all these sticks? Build a den/house together.</p> <p><u>Whatever Next</u> Provide children with a range of boxes. What can they make with all these boxes? Can they use their imagination?</p> <p><u>The Snowman</u> Provide the children with fake snow! What does it feel like? What could you make with this?</p>	<p><u>Funnybones</u> A skeleton has arrived in the classroom! What is it? Can they label some of the parts? Where is the leg, where is the skull? Who looks after our bodies if we are hurt?</p> <p><u>Little Red Riding Hood</u> Invite in a policeman. How can a policeman help us if we are in trouble? Do you think Little Red Riding Hood should have rung the police?</p> <p><u>Mog and the V.E.I</u> Provide children with animals that are wrapped in bandages. Who do we call to help look after them? Provide pictures of vets and some equipment.</p>	<p><u>The Gingerbread Man</u> Making and decorating gingerbread biscuits! Can they make their very own gingerbread man?</p> <p><u>The Little Red Hen</u> Ingredients to make bread are left for the children! Who has left these here? Can we make bread together?</p> <p><u>The Magic Porridge Pot</u> A magic porridge pot arrives in their classroom. Play 'pass the magic pot around' where children discuss their favourite foods.</p>	<p><u>Jack and the Beanstalk</u> A beanstalk has grown in the classroom! How did it get there?</p> <p><u>The Enormous Turnip</u> Spending time in our garden, watering, digging and planting vegetables.</p> <p><u>The Growing Story</u> Show pictures of them as a baby. Who are these babies? What do you notice? What has changed?</p>	<p><u>Goldilocks and the Three Bears</u> Children to use the ingredients to make the porridge.</p> <p><u>The Gruffalo</u> Children to find close up pictures of the Gruffalo, focusing on his features. What animal could this be?</p> <p><u>We're Going on a Bear Hunt</u> Children to go on a welly walk around the school, splashing in puddles, running through the willow and going under the trim trail.</p>
<p><b>Key Vocabulary</b></p>	<p style="text-align: center;">See Vocabulary progression document for key vocabulary</p>					

<b>Role Play</b>	<b>Home / Living Room</b> Enhancements: Add children's pictures from home as they get sent in.	<b>Construction site</b> Enhancements: Introduce straw, bricks and sticks. Add cardboard boxes. Garden	<b>Doctors Surgery</b> Enhancements: Add pictures of children dressed as different jobs.	<b>Café</b> Enhancements: Introduce bread breaking ingredients.	<b>Giants Castle</b> Enhancements: A bean stalk has grown! Introduce real life turnips of different sizes.	<b>Woods</b> Enhancements: Provide the children with a picnic with different sized porridge bowls. Add in Gruffalo footprints. Include a river and 'oozy' mud. Add binoculars for the 9ir bear hunts.
<b>SMSC</b>	Whole Body Listening Harvest Academy Rules	Whole Body Listening Christmas	Whole Body Listening Easter	Whole Body Listening Mothering Sunday	Whole Body Listening Father's Day	Whole Body Listening Aspirations Graduation Transition
<b>Educational Experiences</b>	<ul style="list-style-type: none"> <li>★ Children bring in items from home that are special to them.</li> <li>★ Parents invited in for a sing and sign session.</li> </ul>	<ul style="list-style-type: none"> <li>★ 'Buddy Time' with Year 6 to build and create something as a team.</li> <li>★ Visit from site team to talk about what they can build and the tools that they use.</li> <li>★ Play in fake snow</li> <li>★ Make Christmas decorations</li> </ul>	<ul style="list-style-type: none"> <li>★ Variety of visits from everyday heroes including a vet, policeman, dentist and a doctor.</li> </ul>	<ul style="list-style-type: none"> <li>★ Baking and cooking experiences.</li> <li>★ A visit from a farmer.</li> <li>★ Visit to the chickens to explore where eggs come from.</li> </ul>	<ul style="list-style-type: none"> <li>★ Gardening and planting.</li> <li>★ Creating turnip food in the mud kitchen.</li> <li>★ Discussing our 'baby' pictures.</li> <li>★ Visiting our animals – how have they changed and grown over time?</li> </ul>	<ul style="list-style-type: none"> <li>★ Visit to Kings Tamerton woods</li> <li>★ Welly walks</li> <li>★ Teddy Bears picnic</li> <li>★</li> </ul>

<p style="text-align: center;"><b>Themed Learning</b></p>	<p>Every week, the children will participate in a small group Themed Learning session that is carefully planned to provide some direct and adult-led teaching based around our traditional stories. Throughout the year, the children are exposed to a range of activities that covers all areas of learning, from Communication and Language to Understanding of the World. These activities are to inspire children to use new skills, develop and build upon their previous learning, as well as to encourage children to access different areas of learning and provision to what they are used to. We intend that the children become immersed in the story, where every activity has a core purpose to develop language, vocabulary and story understanding. Our stories are at the heart of the learning, using them as a stimulus to develop foundational skills and to ensure our children are school ready when they leave our Pre-School setting.</p>					
	<p><b>The Ugly Duckling</b>  <i>My emotions:</i> Discuss how the story made them feel. How would they feel if they were the ugly duckling? Children will use mirrors to make different expressions, discussing how they feel. Can they make these expressions using playdough?  (Personal, Social, Emotional Development)</p> <p><i>My family:</i> Did the ugly duckling look like his family? What made him special? Do you look like your family? Children create their own Bunting – using pictures from home.  (Understanding the World)</p> <p><b>Three Billy Goats Gruff</b>  <i>My friends:</i> Discuss how the goats worked as a team to trick the troll! In small groups, can the children work together to create a bridge so that they can get across the river? Provide large wooden building blocks and shiny blue material for the river.  (Personal, Social and Emotional)</p> <p><i>My senses:</i> Set up a Three Billy Goats Gruff scene in a large activity tray using natural materials, such as mud, grass and rocks, with a container of water. The children can explore the different materials, comparing the different textures that they can feel.  (Understanding the World)</p> <p style="text-align: center;"><b>Elmer</b></p>	<p><b>The Three Little Pigs</b>  <i>Let's build a house:</i> Using straw, wood and bricks to create their own houses just like the Three Little Pigs did. Can they blow their house down? Show children pictures of different houses from around the world.  (Expressive Arts and Design)</p> <p><i>The number 3:</i> Explain to the children that the three little pigs only like to collect things in groups of three. Can the children hunt around the setting to find a group of three objects?  (Mathematics)</p> <p><b>Whatever Next!</b>  <i>I am a builder:</i> Children to build their own rocket using various construction materials. Where will their rocket take them?  (Expressive Arts and Design)</p> <p><i>What next:</i> Children to discuss what the 'baby bear' should build next. Children to use their fine motor skills to draw and share what he should build!  (Communication and Language)</p> <p><b>The Snowman</b>  <i>Do you want to build a snowman?:</i> children to make their very own snowman using kitchen roll tubes and a printing technique. Children to then add detail to their snowman.  (Expressive Arts and Design)</p> <p><i>Ice, ice, baby:</i> Explore how water can change to ice and then back to water.</p>	<p><b>Funnybones</b>  <i>X-Ray time:</i> Drawing around our friends' bodies, labelling body parts and drawing the bones.  (Understanding the World)</p> <p><i>Empathy:</i> Show the children a doll and say she is poorly and feeling sad. Have any of the children ever felt sad? Discuss what they could do to help the doll to feel happy again. What helps the children to feel happy?  (Personal, Social, Emotional Development)</p> <p><b>Little Red Riding Hood</b>  <i>'Oh Grandma, what big teeth you have':</i> Children to learn about the importance of clean teeth. Children learn the song 'Brush your teeth'. Have they been to a dentist before? What do dentists do?  (Personal, Social, Emotional Development)</p> <p><i>Story structure:</i> Children to retell the story of Little Red Riding Hood using props and Makaton.  (Literacy)</p> <p><b>Mog and the V.E.T</b>  <i>How many:</i> Set up three chairs in a row. Ask the children to help the vet by telling them how many pets are waiting. Place one, two or three animals on the chairs and ask the children what they see. Encourage the children to subitise (recognise the amount without counting).  (Mathematics)</p> <p><i>Who will help?</i> Listening game to emergency vehicle</p>	<p><b>The Gingerbread Man</b>  <i>Run, run as fast as you can:</i> Play a parachute game to encourage children to work together. One of the children, pretending to be The Gingerbread Man, will go under the parachute and hide from the old woman. The other characters must try to find The Gingerbread Man whilst the rest of the group try to hide him by shaking the parachute up and down to disguise his movements.  (Physical Development)</p> <p><i>Where is the Gingerbread Man?</i> Use a Gingerbread Man puppet and cardboard box to explore positional language. Encourage the children to describe where The Gingerbread Man is, using a variety of positional language.  (Mathematics)</p> <p><b>The Little Red Hen</b>  <i>Where does food come from?</i> Children discover where milk, cheese, fruit and vegetables come from. Compare this to the story of the Little Red Hen.  (Understanding the World)</p> <p><i>Textures:</i> Place grains, wheat, flour and bread into separate feely bags or boxes. Encourage children to be hands-on and describe the different textures they touch.  (Understanding the World)</p> <p><b>The Magic Porridge Pot</b>  <i>Cook little pot, cook:</i> can the children remember the words to stop and start the porridge? Play a listening game where one child is</p>	<p><b>Jack and the Beanstalk</b>  <i>A giant beanstalk:</i> Make green handprints by painting one hand blue and one hand yellow. The children perform the 'magic trick' of rubbing their hands together to make green!  (Expressive Arts and Design)</p> <p><i>Planting:</i> Each child to have their very own bean. Children to plant their bean using a clear bottle and wet tissue. Overtime, discuss the growth that happens.  (Understanding the World)</p> <p><b>The Enormous Turnip Vegetables:</b> Provide vegetables for children to investigate. Invite children to make observations and draw them, talking about similarities and differences.  (Understanding the World)</p> <p><i>Shopping List:</i> Suggest children make vegetable shopping lists or labels for a vegetable patch using their mark making skills.  (Literacy)</p> <p><b>The Growing Story</b>  <i>Order by size:</i> Children to cut out and order the pictures of different sizes dogs or chickens, just like from the story. Children to discuss how we are all growing! Visit the animals in our garden area and match the pictures of a chick with the chickens and the bunnies with the rabbits.  (Mathematics)</p> <p><i>Happy Birthday:</i> Talk to the children about birthdays. Explain that on each birthday, people get another</p>	<p><b>Goldilocks and the Three Bears</b>  <i>Just right:</i> Children to match the objects to the correct sized bear.  (Mathematics)</p> <p><i>Beginning, middle and end:</i> Provide the children with a story sack. Discuss the story with the children. Encourage them to talk about the story events and retell the story in their own words. Use story sequencing cards to support language.  (Literacy)</p> <p><b>The Gruffalo</b>  <i>Who is the Gruffalo?</i> Children to paint a picture of the Gruffalo, identifying the colour of the prickles on his back or the colour of his eyes! Can they remember what he looks like? Read the description together.  (Expressive Arts and Design)</p> <p><i>Characters:</i> Using the story spoons, children to name and identify the characters from the story. Can the children use their fine motor skills to create headbands for each character?  (Physical Development)</p> <p><b>We're Going on a Bear Hunt</b>  <i>We can't go over it...:</i> Children explore positional language vocabulary by placing a bear in different parts and areas of the cave.  (Mathematics)</p> <p><i>Kite making:</i> Children to then test their kites outside in the wind. Does your kite fly?  (Understanding the World)</p>

	<p>My Self-Portrait: Elmer was full of colour! What colours do you need to paint your face? Children to use a range of colour paints to paint a picture of their face on paper plates. (Expressive Arts and Design)</p> <p>My uniqueness: Children to use their fine motor skills to create their very own Elmer. How do our Elmer's look different? Does it matter that they are not the same? What makes your Elmer special? (Physical Development and Personal, Social, Emotional Development)</p>	<p>Provide opportunities for children to observe these changes and investigate things that make ice melt quickly, such as warmth and salt. (Understanding the World)</p>	<p>sounds and matching the correct hero to the problem. (Communication and Language/Understanding the World)</p>	<p>blindfolded in the middle of a circle. The children in the circle take it in turns to say 'Cook, little pot, cook!' The blindfolded child guesses who was speaking/where in the room the child was. (Communication and Language)</p> <p>Healthy eating: Discuss different breakfast foods and why it is important to eat breakfast. Encourage the children to talk about what they like to eat for breakfast. Some different breakfast foods could also be tasted, including porridge. (Physical Development)</p>	<p>year older. Provide children with paints and numerals to print onto cards to give to friends and family. (Mathematics)</p>	
<p style="text-align: center;"><b>Maths</b></p>	<p>WK 1: "One" Introduction to the number 1 Counting to 1</p> <p>WK 2: "Another One" Introduction to the number 2 2 is one more than 1</p> <p>WK 3: "Two" Counting to 2 The 'twoness' of 2</p> <p>WK 4: "Three" Introduction to the number 3 3 is one more than 2</p> <p>WK 5: "One, Two, Three" Counting up to 3 Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' Ordering numbers 1 to 3 3 is made up of 2 and 1</p> <p>WK6: "Four" Meet Four 4 is one more than 3 Counting to 4</p>	<p>WK 1: Positional Language: "On my way to Numberblock fair" Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>WK 2: Shape, "Flatland": Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>WK 3: Measure: "As tall as the sun" Make comparisons between objects relating to size.</p> <p>WK 4: Pattern, "Pattern Palace": Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like</p>	<p>WK 1: "One Upon a Time": A review of numbers 1 to 5.</p> <p>WK 2: "How to Count" One to one correspondence – match one number name to each item to be counted Cardinality – the last number in the count is the total size of the group Stable order – say the number names in the correct order</p> <p>WK 3: "Stampolines" Subitising numbers 1 to 5. Different ways of arranging blocks to 5 Conservation of number different arrangement of blocks but the number remains the same</p> <p>WK 4: "The Whole of Me" Composition of numbers 1 to 5 Introduction to the 'part-part-whole' structure of number Partitioning a whole number into parts</p> <p>WK 5: "The terrible twos"</p>	<p>WK 1: Positional Language: Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>WK 2: Shape: "Can we have our ball back". Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</p> <p>WK 3: Measure: "Feeding Time" Make comparisons between objects relating to length and weight.</p> <p>WK 4: Pattern: "A Pattern of Patterns". Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>WK 5: "Blockzilla" Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than'</p> <p>WK 6: "Hide and Seek" Addition and subtraction of numbers to 5</p>	<p>WK 1: "Meet Six" Counting (1 to 6) Subitising (dice patterns).</p> <p>WK 1: "Meet Seven" 7 is one more than 6 Counting (1 to 7).</p> <p>WK 2: "Meet Eight" Counting (1 to 8) 8 is one more than 7 Subitising (8).</p> <p>WK 3: "Meet Nine" Counting (1 to 9) The structure of square numbers (4 and 9) Partitioning and combining 9</p> <p>WK 4: "Meet ten" Counting (1-10) 10 ones are equivalent to one 10.</p> <p>WK 5: "Just add 1" Adding 1 Counting (1 to 10).</p>	<p>WK 1: Positional Language: Describe a familiar route.</p> <p>WK 2: Shape, "Building Blocks": Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>WK 3: Pattern: Notice and correct an error in a pattern.</p> <p>WK 4: Measure: Make comparisons between capacity.</p> <p>WK 5: "Ten Green Bottles" Subtracting 1 Counting (1 to 10) Counting down 10 to 1</p> <p>WK 6: "Now We Are Six to Ten" A review of numbers 6 to 10.</p> <p>WK 7: "Peekaboo!" Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than'</p>

	<p>The structure of 4 as a square number Recognition of 4 items without counting (Subitising) WK 7: "Five" Meet Five 5 is one more than 4 Counting to 5 Line up 1 to 5 in order</p>	<p>'pointy', 'spotty', 'blobs' etc.  Wk 5: "Three Little Pigs" Counting to 4, adding 1s using the classic tale.  Wk 6: "Off We Go!" Counting to 5 by lining up 1 to 5 in order. Identifying numbers within a 1 to 5 line-up</p>	<p>4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.  WK 6: "Holes" The number of a group can be changed by adding to it or taking from it.</p>			
<b>P.E.</b>	<p><b>Using large-muscle movements:</b> waving flags, parachute  How to find a space.</p>	<p><b>Body movements:</b> Skip, hop, crawl and stand on one leg. Hold a pose.  How to find a space.</p>	<p><b>Ball control skills:</b> throw and catch  How to find a space.</p>	<p><b>Balancing:</b> trikes, bikes and planks  How to find a space.</p>	<p><b>Climb safely:</b> using alternate feet  How to find a space.</p>	<p><b>Collaborating:</b> Group activities and team games  How to find a space.</p>
<b>Funky Fingers</b>	<p>Funky Fingers sessions are designed to develop our children's fine motor skills which are essential for early writing. Through a range of playful, hands-on activities such as threading, squeezing, pinching, sorting, and using tools, children strengthen their hand muscles and improve coordination and control. These sessions also support the development of hand-eye coordination and concentration, as children focus on completing tasks and manipulating small objects with increasing precision. By engaging in these activities regularly, children build the dexterity and stamina needed for holding pencils, forming marks, and eventually writing. In addition to physical development, Funky Fingers sessions encourage independence, problem-solving, and perseverance, as children explore different resources and approaches. They provide a fun and engaging way to lay the foundations for future learning while supporting children's confidence in their own abilities.</p>					
<b>Independent Learning Time</b>	<p>We aim for our children to become confident, independent and inquisitive learners with a passion to improve and build on core skills. Independent Learning time is a time where children access planned and purposeful learning challenges to encourage and support children to meet their next steps. Our provision ensures that the 'unique child' is considered, taking into account their interests and choices, while exposing them to learning opportunities around traditional stories that they would not naturally come across. Our planned provision encourages children to gain a deep understanding of the stories through practical and playful activities. Our practitioners are there to model, scaffold and extend learning in this play-based learning environment. We aim for our children to want to spend a considerable amount of time engrossed in their learning, showing pride, passion and enjoyment.</p> <p><a href="#">See assessment progression document that informs planning.</a></p>					
<b>Storytelling Sessions</b>	<p>Children will have direct teaching during a storytelling session, every day. This will be a session based around oracy, story language, prosody, vocabulary and use of Makaton to retell a whole story. Children will develop a love for reading and want to read for pleasure by hearing the excitement and passion when the adults read to them. Our aim is that no child leaves our Pre-School setting, having not heard, understood or been immersed in traditional tails. Traditional tails have been carefully selected to ensure children are hearing rhyme, alliteration and repetition, all to support those foundations for phonics. Our stories are at the heart of all</p>					

our learning, but specifically to support communication and language and to develop children's vocabulary. Storytelling sessions is another opportunity where children can visualise and see themselves as a storyteller, as well as ensuring every child is immersed in the current story, which will aid their independent learning. We want our children to want to engage in books and stories.