



Curriculum Long Term Plan 2023 - 2024 Year: Reception

Our INSPIRE Curriculum:

- develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding
- **NURTURES** curiosity and creative thinkers
- is broad, balanced and has clear progression in **SUBJECT KNOWLEDGE and SKILLS**
- is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom
- develops **INDEPENDENCE**, resilience and perseverance to always be our best
- is flexible and **RESPONSIVE** to individual needs and interests.
- **EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
Enrichment activities	Tour of Church – Christenings and new beginnings Invite a visitor to talk about Muslim prayer beads Create a mysterious hole in outdoor area	Bonfire Night Diwali Invite a baby into class Road Safety Week – Trip to the post box campfire experience. Christmas Experience at Church	Chinese New Year celebration Pancake Day – Cooking Pancakes Invite real life superheroes in	Easter Experience at Church Our pets – bring pets to school/vet surgery Easter bonnet parade Easter egg hunt Baking Easter Treats Mini – Beast Hunt (visit out)	Caterpillars/tadpoles Planting and Growing Trip to a farm Growing broad beans Camping Campfires	Pirate Party Pirate Ship Role Play Area
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Rights Respecting Schools links	Class Charter Rights of the Child					



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Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.</p> <p>Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others</p>					
Communication and Language	DAILY STORY TIME	DAILY STORY TIME	DAILY STORY TIME	DAILY STORY TIME	DAILY STORY TIME	DAILY STORY TIME
<p style="text-align: center;">A focus across EYFS.</p> <p>Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions (Wellcomm), Pie Corbett T4W actions, Tales Toolkit strategies and EYFS performances</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Settling in activities All About me books Making friends Sharing facts about me! Model talk routines through the day e.g. when arriving at school “Good morning, how are you?”</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Develop vocabulary Tell me a story – retelling stories from reading spine Story language Following instructions Taking part in discussions</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Retell a story using story language Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Describing events in detail Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers,</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives</p>	<p style="text-align: center;">Nursery Rhyme/Poem LTP</p> <p style="text-align: center;">Read books from reading spines, fiction and non-fiction, that will extend children’s knowledge of the world and illustrate a current topic.</p>



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		Understanding how to listen carefully and why listening is important. Use new vocabulary through the day	they understand what has been said top them Describe events in detail	engaging in back and forth exchanges Using language from Word Hierarchy's in the room	Develop knowledge of a range of vocabulary	Continue to develop children's range of vocabulary
Personal, Social and Emotional Development	<div style="background-color: #e0ffe0; padding: 2px;">Personal Hygiene e-Bug resources –</div> <ul style="list-style-type: none"> • Horrid Hands • Super sneezes <div style="background-color: #e0e0ff; padding: 2px;">Mental Health and emotional wellbeing</div> <p style="text-align: center;">ROAR Resources</p>	<div style="background-color: #ffe0ff; padding: 2px;">Anti-Bullying Week –</div> <ul style="list-style-type: none"> • United against bullying lesson <div style="background-color: #ffe0ff; padding: 2px;">Expect Respect</div> <ul style="list-style-type: none"> • People who can help us 	<div style="background-color: #e0ffe0; padding: 2px;">Keeping Safe – E-safety</div> <ul style="list-style-type: none"> • Going places safely • ABC Searching • Keep it Private 	<div style="background-color: #ffe0ff; padding: 2px;">Healthy lifestyles</div> <ul style="list-style-type: none"> • People who help us <div style="background-color: #ffe0ff; padding: 2px;">Oral Hygiene</div> <ul style="list-style-type: none"> • Why do we have teeth? • Going to the dentist <p>Less sugary food and drink</p>	<div style="background-color: #ffe0ff; padding: 2px;">Education for Personal Relationships</div> <ul style="list-style-type: none"> • Know how they can look after themselves • Know why hygiene is important <p>Know that all families are different</p> <p>Look at my Learning Journey</p>	<div style="background-color: #e0ffe0; padding: 2px;">Financial Capability/My money week –</div> <p>Spending habits and budgets</p> <p>Fair-trade Fortnight</p>
Physical Development	Daily Squiggle Whilst you wiggle/Dough Disco	Daily Squiggle Whilst you wiggle/Dough Disco	Daily Squiggle Whilst you wiggle/Dough Disco	Daily Squiggle Whilst you wiggle/Dough Disco	Daily Squiggle Whilst you wiggle/Dough Disco	Daily Squiggle Whilst you wiggle/Dough Disco
Fine Motor <small>Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)</small>	Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills	Threading, cutting, weaving, playdough and other fine motor activities. Develop muscle tone to put pencil pressure on	Threading, cutting, weaving, playdough and other fine motor activities. Begin to form letter correctly. Handle	Threading, cutting, weaving, playdough and other fine motor activities. Hold pencil effectively with comfortable grip.	Threading, cutting, weaving, playdough and other fine motor activities.	Threading, cutting, weaving, playdough and other fine motor activities. Form letters correctly Copy a square



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	<p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole grasp</p> <p>Pencil grip</p>	<p>paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.</p>	<p>tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items, button clothing, cutting with scissors</p>	<p>Forms recognisable letters, most correctly formed</p>	<p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line, like a circle</p> <p>Draw a cross</p>	<p>Begin to draw diagonal lines, like in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks</p> <p>Programmable toys (Beebots/Codeapillar)</p>
Gross Motor	<p>Sports star focus – Michael Jordan</p> <p>The Power of PE – Autumn (Running and negotiating space)</p> <p>Different ways of moving to be explored. Develop good personal hygiene</p> <p>Regular reminders about handwashing and toileting</p>	<p>Sports star focus – Skye Brown</p> <p>The Power of PE – Improve Agility (Agility)</p> <p>To move quickly and with ease. Provide a wide range of activities to support a broad range of abilities. Use picture books and other resources to</p>	<p>Sports star focus – Serena Williams</p> <p>The Power of PE – Growing (Running and negotiating space)</p> <p>Maintain balance when moving fast. Can change direction. Provide children opportunities to stop and start again</p>	<p>Sports star focus – Inbee Park</p> <p>The Power of PE – Improve Throwing (Throwing)</p> <p>Developing skills when throwing under arm and over arm. Developing throwing skills so can throw more accurately.</p>	<p>Sports star focus – Mo Salah</p> <p>The Power of PE – Improve Balance (Balance)</p> <p>Maintain balance on one leg/one foot/stationary and perform task</p> <p>Dance and move to music</p>	<p>Sports star focus – Tom Daly</p> <p>Sports Day</p> <p>The Power of PE – Improve Catching (Catching)</p> <p>To develop skills individually, in a pair and in a small group. Catch standing on two</p>



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		explain the importance of a healthy lifestyle	Encourage children to become highly active and get out of breath several times a day.	Throwing longer distances		feet, sitting and resting on knees
<p>Literacy</p> <p style="text-align: center;">Comprehension – Developing a passion for reading</p> <p>The children will study one core book but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors.</p> <p>Children will also be exposed to our Reading Spine books, fiction and non-fiction on a daily basis</p>	<p>Read to Write focus book - The Something by Rebecca Cobb</p> <p>Writing Outcome and Purpose Narrative: A losing story Purpose: To tell and write a losing story Recount: Animal information Purpose: To inform Grammar: Word To teach HFWs; is, it, in at, and, the Grammar: Sentence Focus on: Combining words to make labels, captions, lists, phrases and short</p>	<p>Read to Write focus book - Star in a Jar by</p> <p>Writing Outcome and Purpose Narrative: A finding story Purpose: To tell and write a finding story Information: A poster to find a lost star Purpose: To inform (and describe) Grammar: Word *Secure previous unit high frequency words and teach: I, no, go, to Grammar: Sentence Build on previous units & focus on:</p>	<p>Read to Write focus book - Juniper Jupiter by Lizzy Stewart</p> <p>Writing Outcome and Purpose Narrative: A superhero story Purpose: To tell and write a super-hero story Information: A letter wanting to be a sidekick Purpose: To inform Grammar: Word *Secure previous unit high frequency words and teach: he, she, we Grammar: Sentence</p>	<p>Read to Write focus book - Little Red by Bethan Woollvin</p> <p>Writing Outcome and Purpose Narrative: A Traditional Tale Purpose: To tell and write a traditional tale Instructions: How to trap an animal Purpose: To instruct Grammar: Word *Secure previous unit high frequency words and teach: me, be, was, no Grammar: Sentence Build on previous units & focus on:</p>	<p>Read to Write focus book - The Extraordinary Gardener</p> <p>Writing Outcome and Purpose Narrative: A transformational story Purpose: To tell and write a transformational story Instructions: How to grow a garden/plant/vegetable Purpose: To instruct Grammar: Word *Secure previous unit high frequency words and teach: my, they, her, all, are</p>	<p>Read to Write focus book - The Storm Whale by Benjo Davies</p> <p>Writing Outcome and Purpose Narrative: A friendship story Purpose: To tell and write a friendship story Poems: Sea creature poems Purpose: To describe Grammar: Word *Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what</p>



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	<p>sentences (depending on developmental stage)</p> <p>Grammar: Text Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p> <p>Grammar: Punctuation Focus on: Letter formation Separation of words with spaces</p>	<p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p> <p>Grammar: Punctuation</p>	<p>Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'</p> <p>Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and clauses using 'and'</p> <p>Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'</p> <p>Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.</p> <p>Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>



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		<p>Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I</p>	<p>Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p>Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names</p>	<p>Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names</p>
<p>Literacy</p> <p>Word Reading</p> <p>Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning as a guide)</p>	<p>Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word</p>	<p>Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers</p>	<p>Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers</p>	<p>Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>



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		Time 1.1 to 1.4 Spell using Fred Fingers				
<p>Maths</p> <p><i>We use the Maths Hub Planning and a Number of the Week focus children using the NCETM to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision.</i></p> <p><i>Children complete number posters in maths journals based on the 'Number of the Week'. Children learn a new number every week from numbers 1-20.</i></p>	<p><u>Getting to know you</u> <i>Opportunities for settling in, introducing areas of provision, key times of day, class routines and positional language – where does this belong?</i></p> <p><i>Match, sort and compare</i></p> <p><i>Talk about measure and patterns</i></p> <p><i>It's me 1,2,3</i></p> <p><i>Circles and Triangles</i></p> <p><i>1,2,3,4,5</i></p> <p><i>Shapes with 4 sides</i></p>		<p><i>Alive in 5</i></p> <p><i>Mass and Capacity</i></p> <p><i>Growing 6,7,8</i></p> <p><i>Length, height and time</i></p> <p><i>Building 9 and 10</i></p> <p><i>Explore 3-D shapes</i></p>		<p><i>To 20 and beyond</i></p> <p><i>How many more?</i></p> <p><i>Manipulate, compose and decompose</i></p> <p><i>Sharing and grouping</i></p> <p><i>Visualise, build and map</i></p> <p><i>Make connections</i></p> <p><i>Consolidation</i></p>	
Religious Education	<i>I am Special. What makes a person special?</i>	<i>Christmas. How do we celebrate Jesus' birthday?</i>	<i>Stories Jesus Heard</i> <i>Stories Jesus Told</i>	<i>Easter</i>	<i>Friendship: What makes a good friend?</i>	<i>Special Places: What makes a place special/holy?</i>







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	Harvest	<i>UC F2 Why do Christians perform Nativity plays at Christmas?</i>		<i>UC F3 Why do Christians put a cross in an Easter Garden?</i>	Prayer: What is prayer?	
Understanding the World	<p>Past and Present Our families and special times Photos of families Long ago – How times have changed</p> <p>People, cultures and Community Different types of families. Can draw similarities and make comparisons between other families.</p> <p>Natural World Exploring Autumn – Autumn Walk Children can talk about their 5 senses – what they can hear, see, smell, touch and taste</p>	<p>Past and Present Explore the seasons Bonfire Night Show photos of how Christmas used to be celebrated in the past.</p> <p>People, cultures and Community Diwali – 12th November Christmas story</p> <p>Natural World Light and Dark – day and night Electricity Exploring the night sky and planets Special objects and treasures in our environment</p>	<p>Past and Present Children to talk about experiences that are familiar to them and how they were different to them in the past</p> <p>People, cultures and Community Chinese New Year celebration Tasting Chinese food People Who Help Us</p> <p>Natural World Introduce children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create</p>	<p>Past and Present Listening to stories and placing events in chronological order Long ago – how times have changed</p> <p>People, cultures and Community Exploring Spring Easter Our family traditions Different cultures and traditions Share different cultural versions of famous fairy tales Introduce children to a range of fictional characters and creatures from stories and begin to</p>	<p>Past and Present VE day – discussing events that have taken place in the past</p> <p>People, cultures and Community Celebrating Eid. Encourage children to make comparisons between themselves and other children and families</p> <p>Encourage children to talk about their own home and comment on what it is like. Show photos of children's homes and encourage them to make comparisons</p>	<p>Past and Present Growing and how seeds/plants change</p> <p>People, cultures and Community Talking about different religions and places of worship and making comparisons between own religion and others</p> <p>Natural World Natural World Explore a range of animals. Think about conservation and plastic pollution in the ocean Book: Somebody's Swallowed Stanley</p>



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	Animals from minibeasts to dinosaurs To understand where dinosaurs are now and begin to understand they were alive a long time ago		opportunities to discuss how we can care for the natural world Use the Bee-Bots and sequencing games	differentiate these characters from real people in their lives Natural World Use Bee-Bots on simple maps Same/Different – Sorting games New Life – baby chicks, life cycles Our family traditions	Environments – features of the local environment. Maps of the local area. Comparing places on Google Earth – how are they similar/different? Programmable toys (Beebots/Codeapillar) Planting and growing – life cycle of a bean	Share non-fiction texts that offer an insight into contrasting environments Materials: Floating/sinking – boat building. Metallic and non-metallic objects Can children differentiate between land and water
Expressive Art & Design Focus Artist and Key Art work	Vincent Van Gogh - Starry Night 		Yayoi Kusama 		Vincent Van Gogh - Sunflowers 	Hokusai – The Great Wave 
Expressive Art & Design	Being Imaginative and Expressive Self-portraits	Being Imaginative and Expressive Bonfire Night Firework pictures	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive Sea life pictures



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<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged to talk about their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests</p>	<p>Exploring mark making tools creating pictures to take home</p> <p>Exploring Harvest vegetables using printing and rubbing techniques</p> <p style="text-align: center;">Creating with Materials</p> <p>All about me poster All about me paper bags Exploring natural Autumn items Creating homes from small world resources and fabrics</p>	<p>Colour mixing – Jackson Pollock Starry Night by Vincent Van Gogh Creativity with the iPad</p> <p style="text-align: center;">Creating with Materials</p> <p>Building space rockets and junk modelling Turn ourselves into aliens Create your own planet Exploring Diwali, Hannukah and Christmas create special items to share with families.</p>	<p>Paul Klee – linking images to cityscapes and mathematics Using 3d shapes to create cityscapes Mark making animals from CNY story.</p> <p style="text-align: center;">Creating with Materials</p> <p>Comic Strip Art Create a Superhero Create comic book costumes and accessories using craft materials. CNY art – lanterns, dragons</p>	<p>Designing your own pancake using a variety of toppings Role playing our favourite stories for world book day. Using our imagination Spring into Summer – Kandinsky</p> <p style="text-align: center;">Creating with Materials</p> <p>Last Supper Art Easter Art – baskets, cards, chicks, eggs Observation drawing, painting and collage of scenes of spring.</p>	<p>Observational drawing and painting of natural beauty in our garden. Exploring sensory tuff tray with items representing EID.</p> <p style="text-align: center;">Creating with Materials</p> <p>Design and create your own extraordinary garden/ dream gardens Vincent Van Gogh – Sunflowers Creating EID celebration cards. Creating moon and star hanging for celebrate Ramadan</p>	<p>Hokusai – The Great Wave Picture – making our own versions, paper, collage Water Lilies by Claude Monet Observational painting of lily's using watercolours.</p> <p style="text-align: center;">Creating with Materials</p> <p>Creating pirate hats and accessories to enjoy in our role play. Andy Goldsworthy – Transient Art -Using found item</p>
Themed days and weeks	<p>Harvest celebration Roald Dahl Day – 13th September National fitness day – 20th September</p>	<p>Forest School Day Space Picnic with teddy bears (Whatever Next) Diwali – Sunday 12th November World Science Day – 24th November</p>	<p>Superhero Day – date TBC Martin Luther King Day – 16th January Winnie the Pooh Day – 18th January</p>	<p>Easter bonnet parade – date TBC World Book Day – 7th March International Women's Day – 8th March</p>	<p>Ramadan ends – 9th April Eid – 9th or 10th April Mini Beast Day – Ugly Bug Ball – date TBC Planting Day - date TBC</p>	<p>World Oceans Day – 8th June Healthy Eating Week – 10th – 14th June Father's Day – 16th June Pirate Day - date TBC Muharram – 7th July</p>



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2023 - 2024 Year: Reception

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
	Macmillan Coffee Morning – Friday 29 th September Black History Month – October Grandparents' day - 1st October Bonfire Night – 5th November	Remembrance Day – 11th November Children in Need - 17th November Road safety week – 19 th - 25th Nov Anti-Bullying Week – 13th-17th November 1st Sunday of Advent - 3rd December Hanukkah – 7th -15th December Christmas Jumper Day – 7th Dec	Big Garden Birdwatch – 26th - 28th January National Story Telling Week – 30th Jan – 6th February Chinese New Year – 10th February Pancake day – 13th February	British Science Week - 8th – 17th March Holi – 25th March World Poetry Day – 21st March Mother's Day – 10th March Ramadan starts – 10th March Easter Sunday - 31st March	Passover – 22nd - 30th April St George's Day – 23rd April VE Day – 8th May King Charles' Coronation Anniversary - 6th May Walk to school week. – 20th - 25th May Earth Day – 22nd April	