

Little Fishes Draft Curriculum 2024-2025

Our Aspirations

Construct and cooperate	Include and belong	Settled and independent	Creative and curious	Healthy and capable	Kind and confident
<p>Curriculum and the EYFS</p> <p>The Early Years Foundation Stage (EYFS) provides the framework for early education in early years settings. It encompasses several key components:</p> <p>1. Curriculum (Intent):</p> <ul style="list-style-type: none"> - This outlines what we aim for children to learn by the time they complete their journey at Little Fishes. - Recognising that children begin at different points and progress at varying rates, our curriculum is structured into milestones. - We use a bespoke approach, ensuring all children gain the knowledge and skills essential for life, with particular focus on those with Special Educational Needs (SEND) or disadvantaged backgrounds. <p>2. Pedagogy (Implementation):</p> <ul style="list-style-type: none"> - This refers to the methods and techniques employed at Little Fishes to facilitate children's learning. - We personalise our approach to cater to each child's unique needs and learning style. <p>3. Assessment (Measuring Impact):</p> <ul style="list-style-type: none"> - Assessment is integral to evaluating whether children are meeting the desired learning outcomes. - Through ongoing assessment, we gauge the progress of each child and identify areas for further development. - Progress - knowing more, remembering more. <p>4. Working with Parents:</p> <ul style="list-style-type: none"> - Collaboration with parents is paramount, as children's learning extends beyond the nursery setting. - We recognise the importance of a partnership between educators and parents, fostering ongoing dialogue and providing opportunities for involvement in their child's learning journey. 			<p>Curriculum at Little Fishes</p> <p>We prioritise open communication channels between parents and our nursery, fostering both informal and formal dialogues.</p> <p>Utilising Tapestry, we encourage parents to engage in a two-way dialogue, sharing insights and collaborating on their child's development journey.</p> <p>When children join us, we plan settling sessions with parents and use these sessions and the background information form to begin to gather key information.</p> <p>The key person completes an on-entry assessment to build a profile of children's strengths. This data informs curriculum planning, aligning with Early Years Foundation Stage (EYFS) standards and the principles of effective teaching and learning.</p> <p>The staff team collate this information about individual children to build a picture of the cohort and set this information in the knowledge of the community to build a specific picture of the cultural capital and experiences. Staff have sound knowledge of child development, the programmes of study in the EYFS and the characteristics of effective teaching and learning.</p> <p>Curriculum goals and aspirations are agreed, broken into milestones with a focus on sequential skill development through a series of purposeful experiences.</p> <p>Key people plan learning experiences for their key children based on their assessment and identification of the next steps.</p> <p>The learning environment is carefully structured to support the achievement of curriculum goals, while topics and themes are regularly refreshed to align with children's evolving interests. Enabling most children to achieve the curriculum aspirations by the time they leave.</p>		



Furthermore, the EYFS acknowledges that children's learning is holistic, with interconnected areas developing at varying rates. It identifies specific areas of focus, including:

- Characteristics of Effective Teaching and Learning:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically
- Prime Areas:
 - Communication and language
 - Personal, social, and emotional development
 - Physical development
- Specific Areas:
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design

These activities are designed to ignite curiosity, stimulate learning, and provide enriching challenges, enhancing the educational journey for every child.

Learning at Little Fishes

At Little Fishes, learning takes place both indoors and outdoors, with much of the day dedicated to free-flow, mixed age range activities and open ended child led play. The learning environment is planned that children can experience and progress in all areas of the EYFS. The activities provided in our continuous provision are selected for each child to be able to progress at a good rate through the curriculum milestones. Further activities, (sometimes adult led) are provided to *enhance* the curriculum and '*spark*' interest, curiosity and learning. The afternoons are complemented by two or three forest visits each week, Greenfingers eco club and cooking sessions. We use the natural rhythm of the year to identify events and special days that we can celebrate. Towards the end of their nursery experience children participate in 'Nemo' activities that help prepare them for their next steps to big school.

Key persons work in 'buddy' teams to ensure that a child always has a special person to go to and there is always someone ready to focus on the learning and development needs of the individual child. The key person prioritises getting to know each child (and their family), discovering and valuing their unique strengths and interests. Through careful observation, staff discern how children learn best, enabling them to plan activities tailored to each child's specific developmental needs and next steps.

We maintain open communication and actively work in partnership with parents, sharing identified next steps and regularly discussing progress.

Early identification of Special Educational Needs (SEN) allows us to provide focused support if any barriers to learning or progress are identified. The team share expertise and knowledge to work collaboratively as a team through half termly progress tracking meetings. If a child requires additional support to reach milestones, our team swiftly implement targeted interventions, this may involve extra resources, an action plan, an intervention group or the support of outside services.

Moreover, our environment is rich in language, with abundant opportunities for communication practice, including role play, small world, problem solving with peers, conversations with adults and chances to learn to speak in small groups. Books, songs, and rhymes are integrated throughout the day. Children with English as an Additional Language (EAL) or bilingual backgrounds, are monitored and offered extra support to ensure they can fully access the curriculum.



Aspiration 1: Construct and cooperate

Children will have the chance to develop teamwork skills by collaborating on den-building activities, fostering negotiation and idea-sharing. They'll start with simple construction toys, learning basic joining techniques like clips, pegs, and ropes, progressing to more complex shelters using a variety of materials. Alongside construction skills, they'll learn to manage risks safely, persevere through challenges, and maintain focus on tasks. These activities will take place both indoors and in the forest, promoting physical activity, environmental awareness, and fresh air.

In terms of Communication and Language (CL), discussions will focus on setting simple goals, building confidence, persistence, and attention. Personal, Social, and Emotional Development (PSED) will emphasise fostering friendships, managing conflicts, and promoting a healthy lifestyle with outdoor play. Physical Development (PD) will target both gross and fine motor skills, strength, coordination, and spatial awareness, with an emphasis on managing risk in different environments. Mathematical concepts such as measures and spatial reasoning will be integrated into activities, while Understanding the World (UTW) will explore diverse aspects of nature and habitats.

Milestones

1: Build a tower of 6/7 cubes	2: used construction toys to build a house	3: use imagination to create a bridge or roofing structure on mini den	4: can use den making kit to build a den	5: build an outdoor den with resources provided and with support	6: Work as a team to build a shelter /den- natural materials in a forest session (with adult assistance if needed)
Explore blocks and simple construction. Combining objects and putting them inside each other. Explore physical environment by rolling, crawling, sliding through, squeezing into different spaces. Watching peers play	Block play construction. Building house/dens using small world. Be comfortable playing with peers in a small space. Counting in everyday context. Completing inset/shape puzzles. Enjoys stories and being in nature and begin to understand about caring for nature	Build a den for soft woodland animals with my friend. Language of comparison bigger/little/smaller, high/low/tall/heavy.	Gross motor skills: Carrying and arranging materials like branches, logs, and blankets. Spatial awareness and how to build a stable structure. Develop an understanding of safety	Fine motor skills: Manipulating smaller items eg pegs or tying knots to secure materials together. Respect structures peers have made. And work in a small group and share ideas. Explore properties of natural materials the building eg flexible branches, soft blankets. Comparing quantities/using positional language	Used construction skills to build. Work in a team. Discuss ideas with friends/peers, talk about what they want to achieve and how. Select natural materials to build. Talking about the properties of the shapes they are using.



Environment and resources	Adults	vocab
<ul style="list-style-type: none"> tunnels, camps, pre-constructed tents (inside and outside) construction materials, boxes, blankets cushions construction equipment small world soft toys EY den making kit and pegs and ropes forest and tarp, bungies, tools and pegs 	<p>Model towers and building with Lego, counting language modelling crawling getting into tent support children building dens teach safe use of mallets pegs, how to tie a knot</p> <p>support children to think plan and build commenting on their ideas asking open questions I'm making sensitive observations teaching good awareness and care of natural world</p> <p>Support teamwork promote democracy fairness and a positive outcome for children</p>	<p>inside outside over under through , in front behind, next to language of comparison bigger, smaller, stronger, longer, shorter support/stable/balance</p>

Aspiration 2: Include and belong

Children will have the opportunity to develop a wider understanding of the world, starting with a sense of self and gradually embracing broader cultural awareness. They will begin by talking with familiar individuals and learning about their immediate surroundings, then progress to appreciating diverse cultures within their community and beyond. Exposure to various cultural practices will be facilitated through storytelling, music, artwork, and festive celebrations, as well as interactions with visitors from different backgrounds.

In terms of Communication and Language (C&L), children will engage in conversations, listening attentively, and expressing themselves using new vocabulary. They will also experience a range of texts, songs, and rhymes, enhancing their language skills. Personal, Social, and Emotional Development (PSED) will focus on nurturing a positive self-image and fostering empathy towards others.

Literacy activities will involve listening to and sharing stories, both fiction and non-fiction, participating in songs and rhymes, and discussing topics related to their surroundings. This will lay the groundwork for comprehension, articulating ideas, and understanding the meaning behind words.

Understanding the World (UTW) activities will include firsthand experiences with various community members and exposure to stories from different cultures. Children will learn about diverse food, music, attire, and customs, promoting an appreciation for cultural diversity.

Expressive Arts and Design (EAD) will encourage self-expression, vocabulary development, and communication through artistic activities. This holistic approach to learning will foster a sense of identity, an understanding of similarities and differences, and an appreciation for cultural diversity within society.

Milestones

1: Talk about my look book	2: Demonstrate role play with everyday items from own cultural background	3: Look in a mirror and talk about themselves	4: Use special days photo-books and wall displays to talk about things we	5: Join in a song, dance, rhyme or story from another culture	6: Make a card for celebration and explain why we celebrate this
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			have celebrated at LF		
<p>Look book to show interest and talk about home and family with a familiar adult. Recognise key person/ begin to develop likes and dislikes. Naming simple body parts</p>	<p>Children notice characteristics about themselves. Learn that they have similarities and differences that connect them to others. Role play familiar home situations eg making a tea, eating with chopsticks. Listen to stories from other cultures</p>	<p>During circle time initiate some conversation about themselves/ what makes them unique e.g hair colour, eyes, gender Develop the concept of same and different. Roleplay celebrations. Experience and explore small world play role play that reflects diversity. Listen to visitors who share experiences</p>	<p>Talk about why how they are special/unique and how others are special, noticing similarities and difference in friends and family/peers. Enjoys joining in with family and LF customs and routines</p>	<p>Ask questions and recall some details when listening to stories, noticing similarities and difference in other cultures. Talk about how they are the same or different to peers. Understand why questions</p>	<p>Talk about ways other cultures celebrate special events, listening and responding to the views of others. Recall some details from a celebration Similarities and differences between themselves and others and begin to understand sim and diff between and among other cultures and traditions. Communicate what they are good at and what they want to do</p>
Environment and resources		Adults		vocab	
<ul style="list-style-type: none"> Little fishes song sharing songs and stories from other cultures inviting visitors in to talk about celebrations exploring artefacts (cloths, fabric, wrapping paper/ cultural jewellery) celebrating Easter, Christmas graduation etc personal lookbooks small world play role play dressing up opportunities for exploring art sensory play representing celebrations multicultural food/ spices/ cooking equipment diverse puppets/ persona dolls/ toys reflecting disability books representing other cultures art 		<p>support talk build relationship with key children senselessly joining role play Model group respectful language making choices liberty and democracy provide resources that reflects diversity support children in making choices and respecting choices of others adults plan and celebrate events and support talk about special celebrations read stories, sing songs, talk about artefacts with the children challenge stereotypes positively.</p>		<p>home world same different celebration family like, dislike special, unique, friends, favourite, kind words, kind hands. Special event, mine, yours Concepts/ language that begins to represent disability, familiar, culture, custom, religion, multilingual, tradition</p>	



<ul style="list-style-type: none"> • stories about children/food/homes /environment from other cultures • special days photobook • wall display • small world reflects variety of cultures and abilities • large mirror by tissues /mirrors 		
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Aspiration 3: Settled and independent

Helping children learn to manage themselves and their belongings provides a strong foundation for their future, especially as they move on to school. Getting accustomed to routines and settling in at nursery fosters independence, self-confidence, and a sense of security, all of which are crucial for effective learning.

As children's physical development (PD) progresses, they become more capable of managing their personal needs independently. This increased self-reliance boosts their confidence, enabling them to actively participate in various activities and experiences.

Their Communication and Language (C&L) skills improve as they practice listening and paying attention, particularly in understanding routines. This helps them engage more effectively with their surroundings.

Social and Emotional Development (PSED) is crucial for promoting overall well-being and supporting cognitive growth in children. This development fosters self-assurance, which helps children form meaningful friendships and relationships, essential for a positive nursery and later, school experience. It involves creating strong attachments, building warm relationships with their key person (KP), and learning to understand and manage their emotions. These skills are vital for successful social interactions.

Understanding the World (UTW) involves helping children develop a sense of self and their place within their community. It also includes recognizing and appreciating the diversity of others, encouraging a broader understanding and acceptance of different perspectives and cultures.

Milestones

Milestone 1: Happy to separate from carer on arrival at LF	Milestone 2: I can manage a session in nursery, and confidently settle	Milestone 3: I know where all my things go at Little Fishes:	Milestone 4: I can wash my own hands and blow my own nose	Milestone 5: I can use the toilet without help	Milestone 6: Independent settling and managing of things
I can find my own name peg & place my fish on pond board. I can say bye to my parents or carer with help from my keyperson. I can recognise my own coat, hat and shoes	I can usually part from carer without being upset and I can seek comfort from an adult when upset. I can take my own coat off and find my own name fish. I can wash hands with help.	I can put my things in the proper place at LF. I am happy to say bye to my parents or carer. I sometimes show an awareness of hand hygiene. I can manage coats/cardigans, with support	I can manage own belongings with support and prompts I manage my hand hygiene and respiratory hygiene with support. I manage my shoes and forest kit, but may	I can independently manage own belongings. I can manage my hand hygiene and respiratory hygiene with prompt. I am usually independent toileting, but	C&L Can manage own belongings without prompting/ help younger children PD/C&L/PSED Leave carer at door and manage all belongings, self-register



			need support with fastenings	may need with a little support I am trying to do own zips, buttons and fastenings	Independent toileting, respiratory and hand hygiene PD Can get ready for forest independently/ helping younger children.
Environment and resources		Adults		vocab	
<ul style="list-style-type: none"> • Look book • Social stories: starting nursery • A day in the life at LF • Pond board/ registration fish • Now and next board • Quiet corner • Emotional resources • Handwashing posters • Progressive resources to support toileting • Hand kiddie wash and hand washing stations • Consistent name labelling with picture 		<p>Adults</p> <p>Building warm positive relationships with children (especially key children)</p> <p>Patient persistent consistent maintenance of boundaries and routines</p> <p>Praise any steps made</p> <p>Directing to emotions table</p> <p>Modelling language</p> <p>Scaffolding skills</p>		<p>Vocab (also taught in Makaton)</p> <p>Safe, kind, caring</p> <p>Emotions, happy, sad, tired, hungry, missing X,</p> <p>Worried, excited</p> <p>Friends</p>	

Aspiration 4: Creative and curious

Exploring weaving introduces children to cultural traditions and historical practices associated with textiles and crafts, broadening their understanding of the world and fostering respect for diverse cultures.

Developing creative skills, including messy activities and using scissors has been identified as an area of need for the children.

Children will complete activities designed to strengthen hand muscles and hand-eye coordination, crucial for writing skills.

Additionally, pattern recognition, as highlighted by the Year R teacher from our feeder school, is an area of focus. Children will learn to identify patterns in everyday life and nature.

In terms of Physical Development, the focus is on enhancing hand-eye coordination, control, and confidence, laying groundwork for future skills like tying shoelaces, buttoning clothes, and playing musical instruments. Engaging in arts and crafts activities and tool usage further enriches physical skills.



Mathematical concepts, including patterns, relationships, spatial awareness, shapes, and measures, are explored to stimulate cognitive growth.

Understanding the World experiences, such as forest visits and exposure to other cultures, expand and deepen their understanding of the world.

Expressive Arts and Design activities encourage experimentation with various materials, fostering creativity, interpretation, response, and self-expression.

Lastly, the curriculum focuses on developing problem-solving skills, resilience, patience, and concentration to prepare children for challenges they may encounter.

Milestones

milestone 1: Can match colours and shapes in inset puzzle	Milestone 2: Can talk about colours and shapes using resources such as colour lotto, colour houses and stacking shapes	milestone 3: threading a pasta necklace	milestone 4: weave ribbons in large weaving frame	milestone 5: can leaf threading	Milestone 6: make a woven piece of art from natural materials
Develop hand and wrist muscles, including using scissors, playing with playdoh, finger games and rhymes Engaging in activities like "Heads, Shoulders, Knees, and Toes" and clapping games (e.g., "Pat-a-Cake") during story and song time. Can match colours and shapes during tidy up time or structured activities. Posting shapes through matching holes to develop hand preference.	Pre scissor skills- children can use thumb and index and middle finger separately under showing hand preference:) thumb trick. Allow them to explore the textures and properties of the materials. Using instruments and bodies to produce musical pattern	Develop hand eye coordination, including placing and cutting resources from the sensory bins/ button Threading& threading cards. Cutting out shapes for collages	Look and talk about different materials (link to different cultures) Learn basic weave technique (under/over/horizontal weft). Experiment with different colours, textures and patterns in materials. Problem solving-tricky material and cutting out corners	Articulate ideas for design and plan what they need. Can describe patterns. Collect materials from nature that can be incorporated into work	Can cut with scissors. Can plan and describe a pattern they have made



Environment and resources	Adults	vocab
<ul style="list-style-type: none"> • Threading activities and resources • Pitter pattern book to "Pitter Patter" by Joyce Hesselberth • Diverse range of materials and pictures with pattern • Large threading frame with materials • Percussion instruments 	<p>Singing songs and rhymes Scaffolding threading Noticing patterns in environment, using language of pattern.</p>	<p>Pattern Colour and shape names Matching, same, Threading and weaving repeated</p>

Aspiration 5: Healthy and capable

Cooking and baking offer rich learning experiences for children, particularly in Physical Development and Maths. They engage in activities that enhance gross motor skills through mixing, pouring, mashing, and stirring, while also building hand and arm strength essential for writing. Additionally, fine motor skills are honed through activities like squishing, poking, and rolling dough. By using real tools, children develop hand-eye coordination and learn to handle tools safely. using small tools with accuracy, coordination, strength, and safety. They gain an understanding of food preparation from scratch, promoting healthy habits and reinforcing hand hygiene practices.

Mathematical concepts such as counting, measuring and comparing size and capacity, and problem-solving are developed and applied according to recipes. Children learning the concept of time in cooking, now and next and waiting. Children learn about sequencing of activities.

Communication skills are fostered as they follow instructions and give their attention to an activity. and engage in discussions about their experiences and ideas. Children learn the names for foodstuffs and equipment. Children share home experiences at nursery and vice versa. Children learn to have a go and keep on trying.

In terms of Communication and Language (C&L), children practice understanding spoken instructions, engage in conversations, share and explain ideas, and elaborate on their thoughts.

Physical Development (PD) encompasses both Fine Motor Skills (FMS) and Gross Motor Skills (GMS), focusing on

Personal, Social, and Emotional Development (PSED) components include learning about healthy eating and hand hygiene practices.

Literacy (L) children learn about print for purpose, cookbooks and mark making.

Exploring cultural connections to food and celebrations exposes children to new experiences and broadens their cultural awareness. They get to understand concepts such as cooking, boiling, freezing and cloking as well as how to cook healthy food. Children develop an understanding of tech and equipment through learning the use of ovens, microwaves and timers.



Milestones					
milestone 1: pretends to make food in the mud kitchen	Milestone 2: Fill a teapot and fill 3 cups of tea at an imaginary tea party	milestone 3: can roll and cut playdough in imaginary cooking	milestone 4: measuring out ingredients to make salt dough	milestone 5: make fairy cakes with support	Milestone 6: To be able to measure, mix and roll shortcrust pastry and chop and arrange the fruit on the tart
Stirring, pouring and mixing in the mud kitchen.	Rolling and kneading squashing and rolling playdough, with. Using a range of buckets and containers-filing and emptying Using language like lots, more, same	Can pour and scoop water and sand accurately into a range of containers Spooning, scooping and measuring at the water table and sand pit, showing increased control. control Naming, exploring the textures and smells of ingredients. Turn talking. Beginning to count and use numbers up to 5	Using tools one handed tools eg pastry cutters, spoons, rolling pin, with greater precisions, developing FMS and hand eye coordination. Following instructions Begin to use language to compare amounts Counting confidently within 5, adding and taking amounts.	Spreading butter on bread, spooning cake mix, rolling and cutting pastry. Develop shape and spatial awareness. Listening and explaining Comparing and measuring amounts	Accurately use tools to manipulate materials. Understanding healthy food choices & know that fruit and veg are healthy. Follow the picture clues (recipes), mainly independently Match amounts to recipe cards Understanding cooking process (hot and cold),
Environment and resources		Adults		vocab	
Sand pit water table, mud kitchen, forest Variety of spoons, scoops, containers, sieves Child size resources, whisks, spoons, rolling pins, cutters Progressive knives/cutters Cooking aprons Cooking resources: scales, mixing bowls, wire racks, palette knives, baking paper, muffin tins Picture recipe cards Child cook books		Provide Opportunities for children to mix, scoop and roll in other contexts Decreasing support in helping to support cooking skills and counting Adult support with cooking and safety Working within health policy for allergies and H&S Encouraging children to try new foods and experiences.		Maths language of weights, measures and comparing: Lots more same, less Long, heavy, small, large, bigger Mixing, stirring, whisking, rubbing, rolling, pouring, cutting, grating Name of foodstuffs (ingredients), tools and equipment Hot/cold/ cooking/ baking/oven	



Aspiration 6: Kind and confident

Social and Emotional Development (PSED) is crucial for promoting overall well-being and supporting cognitive growth in children. This development fosters self-assurance, which helps children form meaningful friendships and relationships, essential for a positive nursery and later, school experience. It involves creating strong attachments, building warm relationships with their key person (KP), and learning to understand and manage their emotions. These skills are vital for successful social interactions.

Understanding the World (UTW) involves helping children develop a sense of self and their place within their community. It also includes recognizing and appreciating the diversity of others, encouraging a broader understanding and acceptance of different perspectives and cultures.

Milestones

Milestone 1: I can explore nursery activities and the emotion resources with an adult.	Milestone 2: I can make a picture to take home, sharing something I made at nursery.	milestone 3: I can play emotions/faces snap and pull different facial expressions, to tell someone how I'm feeling	milestone 4: make a happy box tbc	milestone 5: can talk about how others may be feeling and suggest ways to cheer them up	Milestone 6: Take part in a leavers celebration service, talking about my achievements and happy times at Little Fishes.
I enjoy taking part in activities that my carer has told my keyperson I enjoy. Accept praise in the form of a high five or well done.	I can express (using words or pointing) which activities I want to play with. This could include using a choosing board. Celebrate my birthday at Little Fishes with encouragement and comfort from my key person. I can receive a wow star in front of my friends, supported by an adult.	I can self select favourite toys and activities without adult support- I know what activities I enjoy. I am happy to celebrate my birthday by sitting on the birthday chair, enjoy attention from my friends and adults. Turn or respond when another child is upset. I am proud to receive a wow star in front of my friends, Understanding what I did well.	I can share favourite activities with friends. I can use my happy box activities and ask for them when feeling sad, worried or cross. Happily celebrate others birthdays at Little Fishes, knowing how old I am and possibly talking about my birthday. Proudly receive a wow star, able to remind an adult they have one, excitedly bring it in wanting to share with others.	Begin to self regulate, talk about feeling happy, sad, worried, cross and proud. Manage conflict in group play. Help a friend to make their happy box. Comfort and look after a friend who is feeling sad, inviting them to play. Give ideas to sing if you're happy/sad etc and you know it	I can share ideas with adults about new activities which I may enjoy, based on my own interests. Be able to talk about things they are good at and what they are proud of.



		Offer a comfort object to another.	
Environment and resources	Adults	vocab (also taught in Makaton)	
Emotional support area-coloured tubes How are you feeling poster Emotions monsters game Colour monster Now and next board Quiet corner Happy box Wow stars Birthday board, birthday hat and cake	Building warm positive relationships with children (especially key children) Patient persistent consistent maintenance of boundaries and routines Praise any steps made Directing to emotions table Modelling language Scaffolding skills	Safe, kind, caring Emotions, happy, sad, tired, hungry , missing X, Worried, excited Friends Celebrate, proud	

Enhancements-Spark 'learning hook' activities (depending on interests of Cohort)

Autumn Year 1		Spring Year 1		Summer Year 1	
<i>Starting/settling school</i>	Sparkles and colour	Winter	Book week/ Traditional stories/ Fairy stories/	Superheroes	Go wild for June/ Minibeasts/ Planting and Growing
My family and me	Christmas	Space	Baby animals /Farm/ Easter/ Spring	The zoo	Summer/ The seaside/travel
Autumn/ Harvest	Keeping our bodies safe	Fire safety	Healthy eating &Teeth	Wow and wonder	Fitness Sun/water safety
Rules and British values	Kindness week			IT safety Thank you week	<i>Starting school/Transition/ road safety</i>
Autumn Year 2		Spring Year 2		Summer Year 2	
<i>Starting school/settling</i>	Sparkles and colour	Winter	Book week/ Traditional stories/ Fairy stories/	Pirates	Go wild for June/ Minibeasts/ Planting and Growing
My family and me	Christmas	Dinosaurs	Baby animals /Farm/ Easter/ Spring	The jungle	Summer Under the sea
Autumn/ Harvest	Keeping our bodies safe	Fire safety	Healthy eating &Teeth	Wow and wonder	Fitness Sun/water safety
Rules and British values	Kindness week			IT safety Thank you week	<i>Starting school/Transition/ road safety</i>



Celebrations and events-rhythm of the year-opportunities

<p>Pedal push fundraiser (alternate years) Harvest festival</p> <p>+ wow stars +birthdays + forest trips +cooking +bible stories with Aisleen</p>	<p>Autumn trip Bonfire night Diwali Children in need World celebration St Andrews day Christmas nativity and party</p>	<p>Fire engine visit Chinese New Year Pancake day Valentine's day World celebration</p>	<p>Spring trip St David's day St Patricks day World book day Ramadan/Eid (Mother's Day Red nose day farm trip Easter service</p>	<p>Fathers day St Georges day Polish name day?? Dentist visit</p>	<p>Summer trip DIY day for parents Sports Day Graduation Ladies cream tea</p>
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