

# Early Years Foundation Stage Curriculum Overview

2022/2023

	<b>Autumn 1</b> Ourselves, Houses and Homes	<b>Autumn 2</b> Journeys, Colour my World	<b>Spring 1</b> People Who Help Us	<b>Spring 2</b> Animals	<b>Summer 1</b> Traditional Tales	<b>Summer 2</b> The Amazing World
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding ELG:</b></p> <p>To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>To know how to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking ELG:</b></p> <p>To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To know how to explore their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	<p>Communication and Language is built into our day through communicating with each other in continuous provision, on the playground or general in class, building friendships, participating in conversations 1:1, in a small group discussions or part of the whole class. Daily conversations also happen when discussing what comes next in our visual timetable and calendar. Throughout the year, our attention span is developed to ensure we are listening carefully and responding to stories and questions, why, who, when, where and how. As well as our ability to listen to and follow multiple instructions.</p>					
	<p>Throughout the year, communication and language is developed through a playful, language-rich environment with new words being taught daily. Hands-on experiences are used to encourage learning and provide a context for new words to be explored. Through conversations, story-telling and role play, where ideas are shared, questions are asked and answered with opportunities to elaborate, becoming comfortable using a rich range of vocabulary and language structures. Songs and rhymes are used to explore sounds and patterns of words. Poems with actions and repetition to support listening and build the structure of spoken language and exploring new words. Reading stories aloud and sharing books develop language and understand new concepts, notice pictures and understand words these strengths their language skills and widen their vocabulary. A range of non-fiction and high-quality texts widen the children's sense of the world around them.</p> <p>Within continuous provision, language is extended through pretend play, acting out stories, imaginative play with small world resources, creativity and problem solving. Props and ideas are used to deepen the learning.</p>					

Personal, Social and Emotional (Coram Life Education)	<p><b>Self-Regulation ELG:</b> To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate To know how to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self ELG:</b> To know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To know how to explain the reasons for rules, know right from wrong and try to behave accordingly. To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>Building Relationships ELG:</b> To know how to work and play cooperatively and take turns with others. To know how to form positive attachments to adults and friendships with peers. To know how to show sensitivity to their own and to others’ needs.</p>					
	<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	<u>Valuing Difference</u> I’m special, you’re special Same and different Same and different families Same and different homes I am caring I am a friend	<u>Keeping Safe</u> What’s safe to go onto my body Keeping Myself Safe – What’s safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<u>Rights and Respect</u> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	<u>Being my Best</u> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night’s sleep	<u>Growing and Changing</u> Seasons Life stages – plants, animals, humans Life stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys
Physical Development (Gross Motor Skills)	<p><b>Gross Motor Skills ELG:</b> To know how to negotiate space and obstacles safely, with consideration for themselves and others. To know how to demonstrate strength, balance and coordination when playing. To know how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
	Movement: balancing  Road Safety Bikeability	Movement: running	Movement: jumping	Movement: skipping	Movement: hopping	Movement: running, skipping, hopping, jumping, balancing

PE Passport	FMS – Fundamental Movement Skills	FMS – Transport  FMS – Rosie’s walk	FMS – Superworm  FMS – Elmer	FMS – Hungry Caterpillar  FMS – Mini Beasts	FMS – Jack and the Beanstalk  FMS – Castles	FMS – Fundamental Movement Skills  FMS – Seaside  FMS – Space
Physical Development (Fine Motor Skills)	<p>To know how to correctly hold my pencil and the posture for writing.</p> <p>To know how to correctly form the letters: s, a, t, p, l, n</p>	<p>To know how to do up and undo buttons.</p> <p>To know how to correctly form the letters: m, d, g, o, c, k</p>	<p>To know how to use a knife and fork.</p> <p>To know how to correctly form the letters: e, u, r, h, b, f, l</p>	<p>To know how to use two-hole scissors.</p> <p>To know how to correctly form the letters: j, v, w, x, y, z</p>	<p>To know how to thread and sew.</p> <p>To know how to correctly form some capital letters.</p>	<p><b>Fine Motor Skills ELG:</b> To know how to hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</p> <p>To know how to use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>To know how to begin to show accuracy and care when drawing.</p> <p><b>Writing ELG:</b> To know how to write recognisable letters, most of which are correctly formed.</p>
	<p style="text-align: center;"><b>Fine motor skills – A range of Finger Gym Activities</b></p> <p>We can prepare children’s hands for learning to write long before they have to pick up writing tools. When children start writing and drawing, their fingers and hands have to work as hard as a marathon runner’s legs. No one tries to run a marathon without doing some training first. Finger Gym can provide that training. Finger Gym is a comprehensive programme of developmental games, stories, rhymes and activities to improve fine motor skills, language and handwriting. It helps to develop strong, flexible fingers, hands and arms. It promotes better hand-eye coordination, differentiated movement and manual dexterity.</p>					

<p style="text-align: center;"><b>Phonics</b> (Red Rose Phonics)</p>	<p><b>Phase 1/2</b> Consolidate Phase 1 s a t p l n m d g o c k</p> <p><b>High Frequency Words:</b> as is us his has (linked to s pronounced /z/)</p> <p><b>Tricky Words:</b> the</p>	<p><b>Phase 2</b> ck e u r h b f ff l ll ss Consolidate Phase 2</p> <p><b>Tricky Words:</b> l to go no into</p>	<p><b>Phase 3</b> j v w x y z/zz qu ch sh th/th ng Consolidate as required</p> <p><b>Tricky Words:</b> he she we be me was my you they</p>	<p><b>Phase 3</b> ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required</p> <p><b>Tricky Words:</b> her all are (Phase 3) like said when have one (Phase 4)</p>	<p><b>Phase 3/4</b> Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3</p> <p>Phase 4 CVCC &amp; CCV</p> <p><b>Tricky Words:</b> come do so were some there out little what (Phase 4)</p> <p>Consolidate said so have like (Phase 4)</p>	<p><b>Phase 4</b> CCVC &amp; CCVCC CCCVC &amp; CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</p> <p><b>Tricky Words:</b> Consolidate said so have like some come were there little do one when out what</p> <p>Teach it's</p>
<p style="text-align: center;"><b>English</b></p>	<p>To know how to use phonics knowledge to read and re-read a selection of decodable books, to help develop my vocabulary, inference, prediction, explanation, retrieval, summarise, understanding, fluency and enjoyment.</p>	<p>To know how to use phonics knowledge to read and re-read a selection of decodable books, to help develop my vocabulary, inference, prediction, explanation, retrieval, summarise, understanding, fluency and enjoyment.</p>	<p>To know how to use phonics knowledge to read and re-read a selection of decodable books, to help develop my vocabulary, inference, prediction, explanation, retrieval, summarise, understanding, fluency and enjoyment.</p>	<p>To know how to use phonics knowledge to read and re-read a selection of decodable books, to help develop my vocabulary, inference, prediction, explanation, retrieval, summarise, understanding, fluency and enjoyment.</p>	<p>To know how to use phonics knowledge to read and re-read a selection of decodable books, to help develop my vocabulary, inference, prediction, explanation, retrieval, summarise, understanding, fluency and enjoyment.</p>	<p><b>Comprehension ELG:</b> To know an understanding of what has been read to them by retelling stories and narratives using their own words and recently introducing vocabulary.</p> <p>To know how to anticipate – where appropriate – key events in stories.</p> <p>To know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

	<p>To know the sounds: s a t p l n m d g o c k</p> <p>To know initial sounds in words.</p> <p>To know the tricky word: the</p>	<p>To know the sounds: ck e u r h b f ff l ll ss</p> <p>To know how to blend sounds in words.</p> <p>To know the tricky words: l, to, go, no, into</p>	<p>To know the sounds: j v w x y z/zz qu ch sh th/th ng</p> <p>To know how to blend known sounds in words.</p> <p>To know the tricky words: he, she, we, be, me, was ,my, you, they</p>	<p>To know the sounds: ai ee igh oa oo/oo ar or</p> <p>To know how to blend known sounds in words.</p> <p>To know the tricky words: her, all, are, like, said, when, have, one</p>	<p>To know the sounds: ur ow oi ear air ure er</p> <p>To know how to blend known sounds in words.</p> <p>To know the tricky words: come, do, so, were, some there, out, little, what</p>	<p>To know the how to read CCVC, CCVCC, CCCVC and CCCVCC words.</p> <p>To know how to blend known sounds in words.</p> <p>To know the tricky words: it's</p> <p><b>Word Reading ELG:</b> To know how to read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>
	<p>To know how to correctly form some letters: s, a, t, p, l, n</p> <p>To know how to write my name.</p>	<p>To know how to correctly form some letters: m, d, g, o, c, k</p> <p>To know how to write how to write initial sounds.</p>	<p>To know how to correctly form the letters: e, u, r, h, b, f, l</p> <p>To know how to write CVC words.</p>	<p>To know how to correctly form the letters: j, v, w, x, y, z</p> <p>To know how to write a short phrase.</p>	<p>To know how to correctly form some capital letters.</p> <p>To know how to write a short sentence.</p>	<p><b>Writing ELG:</b> To know how to write recognisable letters, most of which are correctly formed.</p> <p>To know how to correctly form capital letters.</p> <p>To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>To know how to write sentences that can be read by others,</p>

	Read a variety of texts which reflect their experiences and cultures; similarities and differences.	Read a range of texts – fiction/non-fiction, including street maps, timetables, tickets, labels and words linked to the topic of journeys.  Nursery Rhymes week	Read a variety of text linked to People who help us.	Read a range of fiction and non-fiction animal texts.	Use wide range of fiction and non-fiction texts, recipe books, cards, instructions, menus and words linked to traditional stories.	Read stories and poems which reflect different environments, experiences and cultures.
	Seasonal poetry and stories					
		<b>Number ELG:</b> To know a deep understanding of number to 10, including the composition of each number. To know subitise up to 5. To know how to automatically recall number bonds to up 5.  <b>Numerical Patterns ELG:</b> To know and compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.				
					<b>Numerical Patterns ELG:</b> To know how to verbally count beyond 20, recognising the pattern of the counting system.	
<b>Maths</b> ( <i>White Rose Maths</i> )	<b>Numerical Patterns ELG:</b> To know how to explore and represent patterns within numbers up to 10.			<b>Numerical Patterns ELG:</b> To know how to explore and represent patterns within numbers up to 10.		<b>Numerical Patterns ELG:</b> To know how to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	<p><b>Getting to Know You</b> Opportunities for settling in, introducing the area of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><b>Just Like Me!</b> Number: Match and Sort Compare Amounts</p> <p>Measure, Shape and Spatial Thinking: Compare Size, Mass &amp; Capacity Exploring Pattern</p>	<p><b>It's Me 1,2,3!</b> Number: Representing 1,2&amp;3 Comparing 1,2&amp;3 Composition of 1,2&amp;3</p> <p>Measure, Shape and Spatial Thinking: Circles and Triangles Positional Language</p> <p><b>Light and Dark</b> Number: Representing Numbers to 5 One More and Less</p> <p>Measure, Shape and Spatial Thinking: Shapes with 4 Sides Time</p>	<p><b>Alive in 5!</b> Number: Introducing zero Comparing numbers to 5 Composition of 4&amp;5</p> <p>Measure, Shape and Spatial Thinking: Compare Mass (2) Compare Capacity (2)</p> <p><b>Growing 6,7,8</b> Number: 6,7&amp;8 Combining 2 amounts Making pairs</p> <p>Measure, Shape and Spatial Thinking: Length &amp; Height Time</p>	<p><b>Building 9 &amp; 10</b> Number: Counting to 9&amp;10 Comparing numbers to 10 Bonds to 10</p> <p>Measure, Shape and Spatial Thinking: 3D shapes Spatial Awareness Patterns</p> <p><b>Consolidation</b></p>	<p><b>To 20 and Beyond</b> Number: Building Numbers Beyond 10 Counting Patterns Beyond 10</p> <p>Measure, Shape and Spatial Thinking: Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p><b>First, Then, Now</b> Number: Adding More Taking Away</p> <p>Measure, Shape and Spatial Thinking: Spatial Reasoning (2) Compose and Decompose</p>	<p><b>Find my Pattern</b> Number: Doubling Sharing &amp; Grouping Even &amp; Odd</p> <p>Measure, Shape and Spatial Thinking: Spatial Reasoning (3) Visualise and Build</p> <p><b>On the Move</b> Number: Deepening Understanding Patterns and Relationships</p> <p>Measure, Shape and Spatial Thinking: Spatial Reasoning (4) Mapping</p>
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Understanding of the World	<p>All about me <b>Past and Present ELG:</b></p> <ul style="list-style-type: none"> <li>- To know about the lives of the people around them and their roles in society.</li> </ul> <p><b>People, Culture and Communities ELG:</b></p> <ul style="list-style-type: none"> <li>- To know their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.</li> </ul>	<p>Journeys <b>People, Culture and Communities ELG:</b></p> <ul style="list-style-type: none"> <li>- To know their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.</li> <li>- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<p>People Who Help Us <b>Past and Present ELG:</b></p> <ul style="list-style-type: none"> <li>- To know about the lives of the people around them and their roles in society.</li> </ul>	<p>Animals <b>The Natural World ELG:</b></p> <ul style="list-style-type: none"> <li>- To know the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p>Traditional Tales <b>Past and Present ELG:</b></p> <ul style="list-style-type: none"> <li>- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- To know the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>The Natural World ELG:</b></p> <ul style="list-style-type: none"> <li>- To know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>The Amazing World <b>People, Culture and Communities ELG:</b></p> <ul style="list-style-type: none"> <li>- To know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</li> </ul> <p><b>The Natural World ELG:</b></p> <ul style="list-style-type: none"> <li>- To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>
Understanding of the World (Past and Present)	<p>Timeline</p> <ul style="list-style-type: none"> <li>- Growth and change</li> <li>- Events throughout the year / Past, present, future</li> </ul>		People who help us		Past and Present	
					<p>Toys</p>	



Understanding of the World (People, Culture and Communities)	Ourselves <ul style="list-style-type: none"><li>- Emotions – Colour</li><li>- Monster</li><li>- Personal needs</li><li>- Parts of the body?</li></ul> Family Friends	Journeys <ul style="list-style-type: none"><li>- Surrounding environment</li></ul> Festivals <ul style="list-style-type: none"><li>- Exploring patterns and colours</li></ul>	People who help us					
Understanding of the World (The Natural World)	Autumn  Ribchester <ul style="list-style-type: none"><li>- Landmarks</li><li>- Homes</li></ul>		Winter	Spring  Animals <ul style="list-style-type: none"><li>- Habitats</li><li>- Life cycles</li></ul>	Materials <ul style="list-style-type: none"><li>- Change of matter</li></ul>	Summer  The World <ul style="list-style-type: none"><li>- Surrounding environment</li><li>- Continents / areas of the world (rainforest, Antarctica, ocean, desert)</li></ul>		
	Seasonal Changes: <b>The Natural World ELG:</b> To know the natural world around them, making observations and drawing pictures of animals and plants. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To know some important processes and changes in the natural world around them, including the seasons and changing states of matter.							
Religious Education	<b>People, Culture and Communities ELG:</b> To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.							
	<b>Harvest:</b> Why do people of faith say thank you to God?	<b>I am Special:</b> Why do people of faith say thank you to God at harvest time?	<b>Friendship:</b> What makes a good friend?  <b>Christmas:</b> How do Christians celebrate Jesus’ birthday?	<b>Stories Jesus heard:</b> What stories did Jesus hear when he was a child?	<b>Stories Jesus Told:</b> Why did Jesus tell stories?	<b>Prayer:</b> What is prayer?  <b>Easter:</b> Why do Christians believe that Easter is all about love?	<b>Special People:</b> Why do Christians believe Jesus is special?	<b>Special Places:</b> What makes a place holy?

<b>Expressive Arts and Design</b> <i>(Creating with Materials)</i>	<b>Creating with Materials ELG:</b> To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To know how to share their creations, explaining the process they have used.					
	<b>Drawing</b> To know how to make and describe lines. To know a variety of different lines and how they can change. To know how to describe texture. <ul style="list-style-type: none"> <li>- Making and describing lines</li> <li>- Making a line that changes</li> <li>- Looking for and collecting different lines</li> <li>- Using different lines together</li> <li>- Feeling different textures – using line to describe how they feel</li> <li>- Finding different lines in a picture</li> </ul>	<b>Painting</b> To know how to use thick and thin brushes. To know how to move paint in different ways. To know how to use a range of tools for painting. To know how to mix, use and describe colour. <ul style="list-style-type: none"> <li>- Using a thick and thin brush</li> <li>- Moving paint around in different ways</li> <li>- Using other tools for painting</li> <li>- Using and describing colour</li> <li>- Mixing colour and changing colour</li> <li>- More colour / less colour</li> </ul>	<b>Printing</b> To know how to print through random patterns, repeating patterns and monoprinting. To know how to experiment with different surfaces. <ul style="list-style-type: none"> <li>- Exploring the technique</li> <li>- Random patterns</li> <li>- Repeat patterns</li> <li>- More repeat patterns</li> <li>- Experimenting with different surfaces and edges of junk</li> <li>- Drawing into print (monoprinting)</li> </ul>	<b>Collage</b> To know how to choose, arrange, stick, sort, classify and match materials to create a collage. To know how to tear and cut paper to create a collage. <ul style="list-style-type: none"> <li>- Choosing, arranging and sticking</li> <li>- Sorting, classifying and matching</li> <li>- Torn paper collage / tearing paper strips</li> <li>- Cut paper collage / cutting paper strips</li> <li>- Cut paper collage / changing paper strips</li> <li>- Tearing and cutting shapes</li> </ul>	<b>Sculpture</b> To know how clay can be pulled, pinched, twisted, rolled, burrowed, pushed, prodded, poked. To know how to add patterns and textures to clay. To know how to construct by cutting, folding, slotting boxes and card. To know how to use glue and tape when selecting, changing, arranging and joining boxes and card. <ul style="list-style-type: none"> <li>- Exploring clay by pulling, pinching, twisting and rolling</li> <li>- Exploring clay by burrowing, pushing, prodding and poking</li> <li>- Adding pattern and texture to clay</li> <li>- Constructing by cutting, folding and slotting boxes and card</li> <li>- Selecting, changing, arranging and joining boxes and card – using glue</li> <li>- Selecting, changing, arranging and joining boxes and card – using tape</li> </ul>	<b>Textiles</b> To know how to handle and describe textiles. To know how to cut and join textiles using tape and glue. To know how to sew textiles and make stitches. To know how to change the shape of textiles by unravelling, fraying and stretching. To know how to colour textiles and adding patterns to make wrapping. <ul style="list-style-type: none"> <li>- Handling and describing textiles</li> <li>- Cutting and joining textiles using tape and glue</li> <li>- Sewing textiles and making stitches</li> <li>- Changing the shape of textiles by unravelling, fraying and stretching</li> <li>- Colouring textiles and adding pattern</li> <li>- Making a textile by wrapping</li> </ul>

<b>Expressive Arts and Design</b> <i>(Being Imaginative and Expressive)</i>	<b>Being Imaginative and Expressive ELG</b> To know how to sing a range of well-known nursery rhymes and songs. To know how to perform songs, rhymes, poems and stories with others, and when appropriate to try to move in time with music.					
	Listening - Environmental sounds - Instruments - Voice - Recorded sounds	Nursery Rhyme Singing Nativity Singing  <b>To know how to sing a range of well-known nursery rhymes and songs.</b>	Moving to Music - Pulse and Rhythm - Songs with actions - Movement in music  <b>To know how to perform songs, rhymes, poems and stories with others, and when appropriate to try to move in time with music.</b>	Rhythm - Rhythm and Tempo	Exploring and Creating with the Voice - Changing the voice - Finding the voice  <b>To know how to perform songs, rhymes, poems and stories with others, and when appropriate to try to move in time with music.</b>	Experimenting with instruments - Exploring sounds with non-pitched instruments - Exploring high, low and middle Exploration of sounds with pitched instruments
	Role play, construction, small world and music within continuous provision throughout the year and drama built into a range of subjects. <b>Creating with Materials ELG:</b> To know how to make use of props and materials when role playing characters in narratives and stories.  <b>Being Imaginative and Expressive ELG:</b> To know how to invent, adapt and recount narratives and stories with peers and their teachers.					

<p style="text-align: center;"><b>Enhancement Days/Weeks</b></p>	<p><b>Road Safety</b>  <b>Bikeability</b>  <b>International Dot Day</b>  (15<sup>th</sup> September)  <b>Black History Week</b>  <b>St Wilfrid's Day</b>  (12<sup>th</sup> October)  <b>Diwali</b>  (24<sup>th</sup> October)  <b>Autumn Week</b>  <b>Class Assembly</b></p>	<p><b>All Hallows' Eve</b>  (31<sup>st</sup> October)  <b>Bonfire Night</b>  (5<sup>th</sup> November)  <b>Remembrance Week</b>  (7-11<sup>th</sup> November)  <b>Nursery Rhyme Week</b>  (14-18<sup>th</sup> November)  <b>Children in Need</b>  (18<sup>th</sup> November)  <b>St Andrew's Day</b>  (30<sup>th</sup> November)  <b>Library Visit on the public bus</b>  <b>Decoration Day</b>  (1<sup>st</sup> December)  <b>Christmas Jumper Day</b>  (9<sup>th</sup> December)  <b>Nativity Performance</b>  <b>Christmas Week</b>  (12<sup>th</sup> – 16<sup>th</sup> December)  <b>Hanukkah – Jewish Festival of Light</b>  (18<sup>th</sup>-26<sup>th</sup> December)</p>	<p><b>Winter Week</b>  <b>Epiphany</b>  (6<sup>th</sup> January)  <b>Chinese New Year</b>  (22<sup>nd</sup> January)  <b>Valentine's Day</b>  (14<sup>th</sup> February)  <b>Parents time in School to Read</b>  <b>Class Assembly</b>  <b>People who help us visitor</b></p>	<p><b>Shrove Tuesday</b>  (21<sup>st</sup> February)  <b>Ash Wednesday</b>  (22<sup>nd</sup> February)  <b>St David's Day</b>  (1<sup>st</sup> March)  <b>World Book Day</b>  (2<sup>nd</sup> March)  <b>Holi – Hindu Festival of Colour</b>  (8<sup>th</sup> March)  <b>St Patrick's Day</b>  (17<sup>th</sup> March)  <b>Comic Relief</b>  (17<sup>th</sup> March)  <b>Mothering Sunday</b>  (19<sup>th</sup> March)  <b>Easter Week</b>  (27<sup>th</sup> – 31<sup>st</sup> March)  <b>Preston Bee Keepers</b></p>	<p><b>Spring Week</b>  <b>Eid al-Fitr – Muslim fasting of Ramadan ends</b>  (21<sup>st</sup> April)  <b>St George's Day</b>  (23<sup>rd</sup> April)  <b>Pentecost</b>  (28<sup>th</sup> May)</p>	<p><b>Sports Day</b>  <b>School Trip</b>  <b>Summer Week</b>  <b>Class Assembly</b>  <b>School walk in the local area</b></p>
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