

EYFS LONG TERM PLAN – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and My family	Under the Ocean	Traditional Tales		Amazing Animals	Marvellous Minibeasts
			Bears Around the World	Plants, Plants, Plants!		
Texts	Fiction- My mum and dad make me laugh Non-fiction- The great Big Book of families	Fiction- Barry the Fish with Fingers Non-fiction - The Big Book of the Blue: Yuval Zommer	Fiction – Goldilocks and the Three Bears by Ladybird books Non-fiction - A Book of Bears: At Home with Bears Around the World by Kate Viggers	Fiction – Jack and the Beanstalk by Ladybird books Non-fiction – How Things grow by Usborne books	Fiction - Dear Zoo by Rod Campbell Non-fiction – Creature Features by Natasha Durley	Fiction - The Very Hungry Caterpillar by Eric Carle Non-fiction – The Life Cycle of a Butterfly by Kay Barnham
Supplementary texts	My World Your World The Large Family series Monkey Puzzle	The Odd Fish Rainbow Fish Commotion in the Ocean The Fish Who Could Wish	Whatever Next Brown Bear, Brown Bear We're Going on a Bear Hunt	Jasper's Beanstalk The Tiny Seed	Who's at the Zoo? Rumble in the Jungle Giraffes Can't Dance Peep Inside the Zoo	Mad About Minibeasts Twist and Hop. Minibeast Bop Peep Inside the Garden
Reading & Literacy	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 Enjoy sharing books with an adult Turn pages in a book from left to right, front to back <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Vertical lines</u> – drawing between, tracing over, drawing next to, drawing vertical lines independently <u>Horizontal lines</u> - drawing between, tracing over, drawing next to, drawing vertical lines independently Dough disco Modelled draw Gross motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Enjoy drawing freely indoor and outdoor Guided line drawing / pencil control sheets Scribble Club Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p> <ul style="list-style-type: none"> Enjoy songs and rhymes 	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 Pay attention and respond to pictures or words in books Seek out favourite books <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Revisit vertical and horizontal lines</u> <u>Horizontal / vertical lines (cross)</u> - drawing between, tracing over, drawing next to, drawing horizontal / vertical lines that cross independently Dough disco Modelled draw Gross motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Opportunities to master vertical and horizontal lines Enjoy drawing freely indoor and outdoor Guided line drawing / pencil control sheets Scribble Club Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p>	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 Know the names of the different parts of a book Know print can have different purposes <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Circles</u> – drawing curved lines, tracing a circle over given line, drawing around a circle, drawing a circle independently Dough disco Modelled draw Gross motor tasks Fine motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Opportunities to master vertical, horizontal lines and crosses made from these Give meaning to marks on drawings made indoor and outdoor Scribble Club Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p>	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 Know that print has meaning Know we read English text from left to right and from top to bottom <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Squares</u> – tracing over given lines, tracing corners over given lines, tracing a square over given lines, drawing a square independently Dough disco Modelled draw Gross motor tasks Fine motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Opportunities to master circles Make marks on drawings to stand for their name Scribble Club Daily name writing Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p>	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 An understanding of the five key concepts of print <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Diagonal lines</u> – drawing between given lines, tracing over given lines, drawing next to given lines, drawing diagonal lines independently <u>Crosses</u> – drawing between given lines, tracing over given lines, drawing next to given lines, drawing diagonal lines that cross independently Dough disco Modelled draw Gross motor tasks Fine motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Opportunities to master squares Write some or all of their name Write some letters accurately Scribble Club Daily name writing Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p>	<p>Reading</p> <ul style="list-style-type: none"> Daily story time x2 An understanding of the five key concepts of print <p>Early Writing & Mark Making Taught sessions</p> <ul style="list-style-type: none"> <u>Triangles</u> – recap diagonal lines including corners, tracing a triangle over given lines, drawing around a triangle, drawing a triangle independently Dough disco Modelled draw Gross motor tasks Fine motor tasks <p><i>Continuous Provision</i></p> <ul style="list-style-type: none"> Opportunities to master diagonal lines and crosses made from these Write some or all of their name Write some letters accurately Scribble Club Modelled write Name writing cards in CP for labelling own creations <p>Vocabulary</p>

	<p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending Little Wandle – Foundation for Phonics – s, a, t, p, i, n <p>Activities linked to theme</p> <ul style="list-style-type: none"> Lines and circles pencil control Drawing families Lists for favourite things (modelled) Signifying stories Environmental marks in all areas Recognising name/using to label (first letter) 	<ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo <p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending <p>Activities</p> <ul style="list-style-type: none"> Following lines to make ocean creature shapes Designing underwater creatures Wiggly lines& circles pencil control Signifying stories Environmental marks in all areas Recognising name/using to label (first letter) 	<ul style="list-style-type: none"> Say some of the words in songs and rhymes Repeat words and phrases from familiar stories <p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending Introduce Little Wandle Phase 2 if appropriate <p>Activities</p> <ul style="list-style-type: none"> Letter writing – follow Little Wandle sequence Name writing in Mother’s Day cards Reading a map with symbols – Easter egg hunt Labels based on phonic knowledge/pencil control 	<ul style="list-style-type: none"> Repeat words and phrases from familiar stories Ask questions, make comments and share ideas about a book <p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending Introduce Little Wandle Phase 2 Recognise words with the same initial sound, such as money and mother <p>Activities</p> <ul style="list-style-type: none"> Letter writing – follow Little Wandle sequence Labelling parts of a plant Book labelling/mark making/pencil control 	<ul style="list-style-type: none"> Sings songs and say rhymes independently Develop vocabulary through stories <p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending Little Wandle Phase 2 Spot and suggest rhymes <p>Activities</p> <ul style="list-style-type: none"> Letter writing – follow Little Wandle sequence Name writing in Father’s Day cards Reading a simple map (symbols) – animals around the world Marl making/pencil control/basic labels 	<ul style="list-style-type: none"> Extended conversations about stories, learning new vocabulary <p>Phonics</p> <ul style="list-style-type: none"> Phase 1 Aspects – see Phonics MTP Daily oral blending Little Wandle Phase 2 Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother <p>Activities</p> <ul style="list-style-type: none"> Letter writing – follow Little Wandle sequence Labelling – fruit in The Very Hungry Caterpillar – key words from text – life cycle of a butterfly Map making – Minibeast hunt
<p>Throughout the year: books for sharing for home reading/quality texts in reading area/texts in all areas of provision/exposure to fiction and non-fiction/daily story time/daily voting for nursery rhyme of the day/name card in area/mark making/shape formation prompts/letter formation prompts /Phase 1 Phonics Aspects 1-7/Daily oral blending/Phase 2 Little Wandle when appropriate</p>						
<p>Maths</p>	<p>Baseline – first 3 weeks</p> <p>Numeral 1 Understanding what ‘one’ means. Select one object from a larger group. Recognise the numeral 1 Represent 1 in different ways Subitise 1 Make comparisons between 1 and more than 1. To place one object on a 5 frame.</p> <p>2D shape Circle – naming a circle when shown. Use a circle appropriately for pictures/models. To select a circle from a group of shapes. Begin to be aware that a circle has no corner and one side. Patterns</p>	<p>Numeral 2 Understand 2 is the number after 1 (1 more than) Understand what 2 means Select 2 from a larger group To chant to 2 To recognise numeral 2 To represent 2 in different ways To subitise 2 To compare 2 groups – which has fewer/more To know when one more or less is needed to make the desired total. Count 2 objects accurately. To place 2 objects on a 5 frame</p> <p>Sorting To sort into one of 2 groups – for instance colour</p> <p>Pattern To replicate an ABAB pattern. Be able to talk about an ABAB pattern. To finish an ABAB pattern. To talk a pattern through from start to finish</p>	<p>Numeral 3 Understand 3 is the number after 2 (1 more than) Understand what 3 means Select 3 from a larger group To chant to 3 To recognise numeral 3 To represent 3 in different ways To subitise 3 Count 3 objects accurately To know that 2 is one less than 3. Know the amount doesn’t change if don’t add or take anything away. To place 3 objects on a 5 frame</p> <p>2D shape Triangle – naming a triangle when shown. Use a Triangle appropriately for pictures/models. To select a Triangle from a group of shapes. Begin to be aware that a Triangle has 3 corners and 3 sides.</p> <p>Sorting</p>	<p>Numeral 4 Understand the concept of 4 See when there are 4 items (subitise) Count 4 objects See that 4 can represent actions as well as physical objects Recognise more and fewer than 4. To chant to 4 To compare amounts by applying a matching strategy. To match quantity to amount up to 4. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more and which is fewer. To notice similarities and differences. To understand how to make a given number by adding or taking away 1 object. To know that a single object can be split onto similar sized parts and</p>	<p>Numeral 5 Understand the concept of 5. See when there are 5 items (subitise). Count 5 objects accurately. See that 5 can represent actions as well as physical objects. Recognise more and fewer than 5 To chant to 5 To compare amounts by applying a matching strategy. To match quantity to amount up to 5. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more and which is fewer. To understand how to make a given number by adding or taking away 1 object. To know that a given number can be made by adding different amounts together.</p>	<p>Numerals 1-5 Recap and application of numerals 1-5 Planning to be designed around the needs of the cohort</p> <p>Positional Language To respond correctly to the positional language – in, on, under, in front, behind, next to. To begin to use some positional language.</p> <p>2D shape Recap 2D shape, teaching to be based on the needs of the cohort.</p> <p>Weight To compare 2 items for weight saying which one is heavy and which one is light</p>

			<p>To sort by a given criteria – triangle or circle?</p> <p>Length/height To order 3 things by height/length.</p>	<p>then recombined to make the whole. To know that a given number can be made by adding different amounts together. To place 4 objects on a 5 frame</p> <p>2D shape Name a square and an oblong Know what a corner is on a 2D shape Know what a side is on a 2D shape. To select an oblong and a square from a selection of shapes. To use shapes appropriately.</p> <p>Sorting To sort shapes according to whether they have corners or not. To notice similarities and difference between objects.</p>	<p>To represent numbers 0-5 on a 5 frame.</p> <p>Measures Days of the week. Sequencing pictures and events Spotting mistakes in sequencing of pictures/events.</p> <p>Capacity To identify and say when a container is full and empty. To fill a container so that it is full. To empty a container so that it is empty. To order 3 containers for capacity. To know which container has more/less.</p>	
Throughout the year: Counting songs up to five, use of Numberblocks episodes (5 mins) and corresponding NCTEM PowerPoint materials, weekly TEAM points count (counting beyond 10, often to 20 or beyond), daily Nursery rhyme vote count (counting beyond 10), counting beyond 10 lining up/carpet time head count.						
CL	<p>Enjoy listening to simple stories</p> <p>Develop vocabulary – descriptive language</p> <p>Start to say how they are feeling using words as well as actions</p> <p>Vocabulary Home, houses, Hull, England, countries, world, different, same, family, Old, young, big, small, mum, dad, brother, sister, grandma/nan, grandad</p>	<p>Listening to simple stories and understand what is happening with the help of pictures</p> <p>Start to develop conversation</p> <p>Develop vocabulary – words for time e.g. now, later</p> <p>Vocabulary Same, different, ocean, creature, scales, fins, seaside, beach, deep, celebrations, Diwali, Christmas</p>	<p>Enjoy listening to longer stories</p> <p>Develop vocabulary – function of an object e.g. knows a sponge is for washing</p> <p>Develop pretend play ‘putting baby to sleep’ or ‘driving a car to the shops’</p> <p>Vocabulary Bears, numbers 1, 2 & 3, big, biggest, smallest, world, countries, map, climate</p>	<p>Enjoy listening to longer stories and remember much of what happens</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’</p> <p>Use a wider range of vocabulary</p> <p>Vocabulary Plants, grow, bean, water, soil, sun, tall, big, enormous, healthy</p>	<p>Sing a large repertoire of songs</p> <p>Understand ‘why’ questions</p> <p>Using sentences of four to five words</p> <p>Use talk to organise play e.g. “Let’s go on a bus, you sit there”</p> <p>Use past tense</p> <p>Vocabulary Animals & animal names, world, countries, zoo, fierce, heavy, jumpy, map, features</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Start a conversation with an adult or friend and continue it for many turns</p> <p>Use ‘because’ or ‘and’ in sentences</p> <p>Use future tense</p> <p>Answer simple ‘why’ questions</p> <p>Vocabulary Life cycle, caterpillar, butterfly, change, grow, care</p>
	Three intakes at Autumn, Spring and Summer: Developing an understanding of expectations and routine/developing listening skills					
PSED	<p>Jigsaw – Being me in my world</p> <p>Manage transition from parents/carers to Nursery staff</p> <p>Play with increasing confidence on their own or with other children</p> <p>Express a range of emotions</p>	<p>Jigsaw – Celebrating difference</p> <p>Develop friendships with peers</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc.</p> <p>Be increasingly able to talk about and manage emotions</p>	<p>Jigsaw – Dreams and Goals</p> <p>Begin to show effortful control – waiting for a turn and resisting to urge to grab what they want</p> <p>Play with one or more children, extending and elaborating play ideas</p> <p>Select and use activities to achieve a goal</p>	<p>Jigsaw – Healthy me</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Do not always need an adult to remind them of a rule</p>	<p>Jigsaw – Relationships/Families</p> <p>Help to find solutions to conflicts and rivalries</p> <p>Develop appropriate ways of being assertive</p>	<p>Jigsaw – Changing Me</p> <p>Talk with others to solve conflicts</p> <p>Begin to understand how others might be feeling</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’.</p>

		Increasingly follow rules, understanding why they are important				
<p>Throughout the year: discreet check ins at the start of each session and throughout/'Calm Me' chime bar (Jigsaw)</p> <p>Three intakes at Autumn, Spring and Summer: Focus on making relationships/getting to know the new environment/getting to know the routines and expectations</p>						
PD	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Multi Skills - kicking (Mr Knaggs) Enjoy starting to kick, throw and catch balls Build with a range of appropriate resources <p>Fine motor</p> <ul style="list-style-type: none"> Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens <p>Personal</p> <ul style="list-style-type: none"> Show a desire to be independent in feeding, dressing or undressing. Start to eat independently and learn how to use a knife and fork. 	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Gymnastics - apparatus (Mr Knaggs) Develop manipulation and control Climb up apparatus using alternate feet Clap and stamp to music <p>Fine motor</p> <ul style="list-style-type: none"> Explore different materials and tools in the sand area e.g. brushes, shells <p>Personal</p> <ul style="list-style-type: none"> Practise putting on and taking off own coat and shoes 	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Multi Skills – throwing and catching (Mr Knaggs) Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills <p>Fine motor</p> <ul style="list-style-type: none"> Show preference for a dominant hand <p>Personal</p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently e.g. manage buttons and zips 	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Gymnastics – jumping jacks (Mr Knaggs) Skip, hop, stand on one leg and hold a pose for games like musical statues <p>Fine motor</p> <ul style="list-style-type: none"> Develop use of one-handed equipment e.g. scissors to make snips in paper <p>Personal</p> <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly 	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Athletics – running and races (Mr Knaggs) Use and remember sequences and patterns of movements related to rhythm and music Collaborate with others to manage large items such as large blocks and planks <p>Fine motor</p> <ul style="list-style-type: none"> Use a comfortable grip when holding pens and pencils <p>Personal</p> <ul style="list-style-type: none"> Developing the ability to put on and take off their own coat with some adult support 	<p>Gross motor</p> <ul style="list-style-type: none"> PE: Multi Skills – throwing and catching (Mr Knaggs) <p>Fine motor</p> <ul style="list-style-type: none"> Threading activity 'The Very Hungry Caterpillar' shoelaces <p>Personal</p> <ul style="list-style-type: none"> Become increasingly independent in meeting own care needs e.g. when dressing and undressing
	<p>Throughout the year: toilet training in partnership with parents to become independent/being increasingly independent in meeting their care needs e.g. using the toilet, washing and drying their hands thoroughly</p>					
EAD	<p>Art</p> <ul style="list-style-type: none"> Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features. Thick and thin brushes, pens and pencils. Can use junk modelling to make different types of homes. Joining. <p>Music</p> <p>Learn basic nursery rhymes</p>	<p>DT</p> <p>Use glue sticks and other joining materials with support to design and create a collage of a sea creature and underwater scene</p> <p>Music</p> <p>Build on nursery rhymes and learn songs with actions/ Commotion in the ocean music beats</p> <p>Performance</p> <p>Learn and perform simple Christmas songs with actions</p>	<p>Art</p> <p>Observe picture of bears. Used pre-made paints to paint a bear mask. Children to add features using craft/collage materials</p> <p>Music</p> <p>Talk about how music makes them feel – listen to a range of genres.</p> <p>Performance</p> <p>Learn and perform song and actions to 'When Goldilocks went to the house of the Bears'</p>	<p>DT</p> <p>Begin to develop skills to enhance their creations e.g. snipping, folding when making a beanstalk</p> <p>Music</p> <p>Explore instruments and begin name them (drum, tambourine, maraca, triangle...). Explore making loud and quiet sounds – e.g. Giant stomping would be a loud sound and Jack tip toeing away would be quiet.</p> <p>Performance</p> <p>Participates in small world play related to 'Jack and the Beanstalk'.</p> <p>Use instruments as an accompaniment to the story Jack and the Beanstalk e.g. loud beats on the drum when the giant is coming!</p>	<p>Art</p> <p>Explores clay/makes marks in clay to recreate animal tracks Print with small blocks, small sponges, fruit, shapes and other resources to recreate animal tracks</p> <p>Music</p> <p>Practise playing a given instrument to a simple beat to animal movements</p> <p>Performance</p> <p>Uses own experiences to develop storylines in imaginative play – role play or small world</p>	<p>DT</p> <p>Children work independently to develop basic skills including use of scissors, hole punching and joining to create a moving minibeast.</p> <p>Music</p> <p>Talks about how music makes them feel</p> <p>Performance</p> <p>Watches dances and performances. Shares likes and dislikes about the dances/performances</p>
	UTW	<p>RE</p> <ul style="list-style-type: none"> Special People- What makes people special? 	<p>RE</p> <ul style="list-style-type: none"> Christmas- What is Christmas? 	<p>RE</p> <ul style="list-style-type: none"> Celebrations - How do people celebrate? 	<p>RE</p> <ul style="list-style-type: none"> Easter - What is Easter? 	<p>RE</p> <ul style="list-style-type: none"> Story Time - What can we learn from stories?

	<ul style="list-style-type: none"> Knows that there are differences between what people believe Developing positive attitudes about differences between people <p>Science Can identify what you need to wear for each season and why – pack a suitcase for the weather. Use weather wheel spinner. Summer and winter. Chn collect natural objects relating to Autumn and describe what they see. Knows some healthy and unhealthy foods.</p> <p>History Family photos sorted by old and young. Organised by age.</p> <p>Geography Knows that there are different types of homes and is able to see the similarities and differences</p> <p>Talk about what they see in their own environment (school/home) using a wide vocabulary. Garden, field, road, path. Basic labelling of features.</p>	<p>Science Knows that some animals live in water and some on land. Able to sort animals by basic features (fins, legs, fur, scales etc).</p> <p>Geography Knows that there are different places to live (city, coast, countryside) and can spot basic features of each.</p> <p>Knows some basic facts about the ocean.</p>	<p>Science Explores and talks about forces (push and pulls) through Goldilocks and the Three Bears story – baby bears chair breaking. Baic materials to make chairs. This one is wood. This one is plastic.</p> <p>Geography Explore map of the world and where in the world bears live. Knows the world is a big place. Map goldilocks journey through the house.</p> <p>Comparison of different climates where bears live. A cold and hot country. What differences can we see?</p> <p>History To be able to ask questions about bears</p>	<p>Science Plant bean in clear cup, chn to observe what happens. Children say what plants need to survive and grow. Children to care for their bean plant.</p> <p>History Order a plant in stages of growth Developing historical skills – chronology</p>	<p>Science Understands the difference between plants and animals. Children to compare the differences and similarities. Sort and classify plant and animal.</p> <p>Geography Follow/use a map for an outdoor animal hunt linked to Dear Zoo. Create a class map of a zoo and place animals. Large map in area of class to add physical animals.</p> <p>Observe a world map and discuss where animals live. Compare climates.</p> <p>History Baby animals grow into adults – eggs grow into adult birds; puppies grow into adult dogs.</p>	<p>Science Observe the life cycle of a caterpillar/butterfly through a real butterfly garden net. Release into nature when ready. Other basic growth cycles.</p> <p>Geography Collect data (pictogram) on how many minibeasts they find</p> <p>History Discuss the changes in the life cycle of a butterfly. Order by time.</p>
Trips, visits and experiences	Visitors from people’s family	Visiting The Deep	Theatre workshops/production team to re-enact Goldilocks or Jack and the Beanstalk e.g. Play in a Day, Hull Children’s Uni Chinese New Year	Theatre workshops/production team to re-enact Goldilocks or Jack and the Beanstalk e.g. Play in a Day, Hull Children’s Uni	Pet respect – puppy/dog to visit Jubilee celebration – tea party Hot seating a ‘zoo keeper’	Sam’s Safari visitor Caterpillar to butterfly release Minibeast hunt
Key dates	Halloween Bonfire night	Diwali Christmas	Chinese New Year Mother’s Day	Easter	Queen’s Platinum Jubilee Father’s Day	