



EYFS Curriculum Map- F1/ Nursery (2025-2026)

	Nursery (Jan/Easter intake) Pre-loading skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Key texts		<i>Marvellous me</i> Week 1/2- Topsy and Tim start school Week 3- Marvellous me Week 4- Owl babies Week 5- I like bee's I don't honey Week 6- Bodies are cool Week 7- Dipal's Diwali Week 8- Pumpkin soup	<i>Colours of the Rainbow</i> Week 1- Colour monster Week 2- Elmer Week 3- The boy and the rainbow Week 4- The day the crayons quit Week 5- Christmas story (nativity) Week 6/7- Stickman Week 8- Christmas stories	<i>What a Wonderful World</i> Week 1- Fly Freddy Fly Week 2- The Emperor's egg Week 3- The snow thief Week 4- Non fiction- What can you see in winter Week 5- Who can you see in the snow? Chinese New Year Week 6- The big pancake	<i>Once Upon a time</i> Week 1/2-3 Billy Goats Gruff Week 3-The Little Red Hen Week 4- Chicken Licken Week 5- Easter story Week 6- Easter poem	<i>In the garden!</i> Week 1/2- Jack and Beanstalk Mad about minibeasts Week 3- Non fiction book- growing a seed Week 4- Tad Week 5- A Scarecrows Wedding- act out wedding ceremony Week 6- Mad about minibeasts	<i>At the Seaside</i> Week 1- Lucy and Tom at the seaside Week 2- Sharing the shell Week 3- Grandma's beach story Week 4- My lighthouse: A story of finding your way home Week 5- Real superheroes Week 6/7- Clean up
Additional texts		<i>Tabby McTat</i> <i>We're going on a bear hunt</i> <i>Lulu's first day</i> <i>Not now Bernard</i>	The mixed up chameleon <i>The leaf thief</i> <i>Peace at last</i>	<i>Snail and the Whale</i> <i>One day On Our Blue Planet- Antarctica</i> <i>The snow thief</i> <i>There's a bear in my chair</i>	<i>A Squash and a Squeeze</i> <i>Goldilocks and the Three Crocodiles</i>	<i>Spinderella</i> <i>The flower thief</i> <i>Is it a seed?</i>	<i>Seal surfer</i> <i>Billy's bucket</i> <i>At the beach</i>
Cycle A Possible lines of enquiry		● BASELINES ● Family ● Similarities/differences ● Hobbies ● Woodland habitats/animals ● Toys ● Autumn ● Halloween ● Diwali Particular individual interests to engage	● Colours ● Culture/ way people live ● Fireworks (link to bonfire and diwali) ● Religious celebrations, Diwali, Christmas ● Remembrance day ● Autumn ● Hannukah	● Hot/cold climates ● Animals in cold climates ● Maps ● Freezing and melting ● Winter sports ● Transport ● Winter ● Chinese NY ● Eid	● Structure of stories ● Houses – types comparisons around the world ● Habitats- farmyard, woodland ● Toys past/present ● Farmyard animals ● Easter	● Gardening/ Life cycle of a plant ● Lifecycle of a frog, plant, ● Transition to Y1 ● Spring	● Local Geography- coast ● Holidays/ Past/present ● Fairground rides ● Food and drink ● Lighthouse/ lifeboat- people who help us ● Careers ● Summer
Cycle B Key texts		<i>All about me</i> Week 1 / 2- The great big book of families Week 2- Super Duper You (S7) Week 3- A Jar full of kisses Week 4- My Mum and Dad make me laugh Week 5- The same but different Week 6- Rama and Sita- Diwali Week 7- Meg and Mog	<i>To infinity and beyond</i> Week 1/ 2- Zoom to the moon Week 3- Snail in space Week 4- Whatever Next Week 5- Astro Girl Week 6- Week 7- The nativity story Week 8- Christmas stories	<i>Paddington's Journey Around the World</i> Week 1- Dear Zoo Week 2- Handa's hen Week 3- Creature features Week 4- Rumble in the jungle Week 5- In My mosque	<i>Happily, ever after</i> <i>Week 1- The Gingerbread Man</i> <i>Week 2- Little Red Riding Hood</i> <i>Week 3- Ugly Duckling</i> <i>Week 4- Elves and Shoemaker</i> <i>Week 5- Hansel and Gretel</i> <i>Week 6- The Gruffalo</i> <i>Week 7- Easter poetry</i>	<i>Growing</i> <i>Week 1- The incredible journey of a butterfly</i> <i>Week 2- Mr Bumble</i> <i>Week 3- The little sunflower</i> <i>Week 4- Oliver's vegetables</i> <i>Week 5- Runaway pear</i> <i>Week 6- Daisy, eat your peas</i>	<i>Under the sea</i> <i>Week 1- The big book of the blue</i> <i>Week 2- Barry's the fish with fingers</i> <i>Week 3- An octopus came for tea</i> <i>Week 4-Little turtle and the sea</i> <i>Week 5- Mr Seahorse</i> <i>Week 6/7- This is crab</i>
Additional texts		<i>Peace at last</i> <i>Dinosaurs Love underpants</i> <i>Guess How Much I Love You</i> <i>Oi dinosaur</i>	<i>Night Monkey Day Monkey</i> <i>The Smeds and the Smoos</i> <i>Aliens Love Underpants</i>	<i>Dear Zoo</i> <i>This is London</i>	<i>The Smartest Giant in Town</i> <i>Puss in boots</i>	<i>Oi frog</i> <i>Oh Carrots</i>	<i>Tickly octopus</i> <i>Poo in the zoo</i> <i>Aqua boy</i>



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Cycle B			● BASELINES ● Family ● Similarities/differences ● Hobbies ● Toys and toys in past ● Dragons/ Knights (SDY) - Particular individual interests to engage ● Autumn	● Planets/stars/constel lations shapes ● Space travel/Rockets ● Astronauts ● Religious celebrations, Diwali, Christmas ● Remembrance Day ● Autumn	● Hot/ cold climates ● Famous landmarks ● Maps ● London ● Animals in hot climates ● Eid	● Castles- Kings and queens ● Baking ● Clothing changes over time and cultures ● Woodland animals ● Easter	● Minibeasts ● Lifecycle of butterfly ● Transition to Y1 ● The body (changes from baby to now) healthy eating/exercise ● Spring	● Animals under the sea ● Boats- floating/sinking ● Oceans around the world- maps ● Summer ● Transport- journey to the seaside- trip land train coach
Super 7 texts (throughout year/ Cycle A and B)	<u>Traditional Tales</u> 3 Billy Goats Gruff <u>Classics</u> We're going on a bear hunt <u>Diversity and acceptance</u> Bodies are cool- Tyler Feder <u>Emotions and feelings</u> Big feelings- Alexandra Penfold <u>Aspirations</u> - Super duper you- Sophy Henn <u>Rhythm and rhyme</u> The Gruffalo- Julia Donaldson <u>Relationships</u> The family tree- Kate Ferdinand							
Literacy	Little Wandle	Super sounds Listening and attention and Phonological awareness focus (Step 1-3) (rotation of steps)	Little Wandle- Foundations for Phonics: Rhyme time and Tuning into sounds. <i>Rhyme time</i> -explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. ● Listening ● Syllables ● Rhyming ● Alliteration ● Sound knowledge <i>Tuning into sounds</i> - teaches phonological and phonemic awareness through games ● Learn the sound: What’s in the box? ● Practise the sound: Sound game ● Blend with the sound: Blend from the box ● Practise blending: Oral blending games					
		Learn to make, match and copy everyday sounds		Rhyme time and Tuning into sounds (Not GPCs)				
		Learn to make, match and copy lots of sounds with our voices and bodies	No sounds – focus on Rhyme time and settling children into your setting’s routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk
		Learn to break words into syllables by playing with rhythm/rhyme						
	General Literacy included in Phonics/story time/provision	Enjoys song and rhymes, tuning in and paying attention Know that print has meaning Know that print can have different purposes We read English text from left to right and top to bottoms Page sequencing Pay attention and respond to the pictures or the words	Join in with songs and rhymes, copying sounds, rhythm, tunes and tempo Have favourite books and seeks them out to share with an adult with another child or to look at alone Notice some print such as the first letter of their name, a bus, or door number or a familiar logo	Engage in extended conversations about stories, learning new vocabulary Know the different parts of a book	Repeats words and phrases from familiar stories Develop play around favourite stories using props	Continue to engage in extended conversations about stories, learning new vocabulary	Engage in extended conversations about stories, learning new vocabulary Know that print can have different purposes	

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	Squiggle while you wiggle		<u>Wiggle Me into Squiggle</u> - Move 1 – up (x1 week) - Move 2 – down (x1 week) - Move 3 – circles (x1 week) - Move 4 – wiggle (x2 weeks) - Move 5 – shake (x2 weeks)		<u>Wiggle Me into Squiggle</u> - Move 6 – hop (x2 weeks) - Move 7 – jump (x2 weeks) - Move 8 – turning turtle (x2 weeks) - Move 9 – flipping fish (x1 weeks) - Move 10 – crawling (x1 week)		<u>Squiggle Whilst You Wiggle</u> - Dance 1 (x3 weeks) - Dance 2 (x3 weeks)	<u>Squiggle Whilst You Wiggle</u> - Dance 3 (x3 weeks) - Dance 4 (x3 weeks)	<u>Squiggle Whilst You Wiggle</u> - Dance 5 (x3 weeks) - Dance 6 (x3 weeks) - Dance 7 (2 weeks)	<u>Squiggle Whilst You Wiggle</u> - Dance 7 (1 week) - Dance 8 (x3 weeks) - Dance 9 (x3 weeks)	
	Mark- making/Writing		<u>Focus pre-writing shape - Vertical lines</u> -draws between given lines -traces over given lines -draws next to given lines -draws vertical lines independently <u>Other taught / adult-led sessions</u> -Modelled draw		<u>Focus pre-writing shapes: Horizontal lines</u> -draws between given lines -traces over given lines -draws next to given lines -draws horizontal lines independently <u>Horizontal & vertical lines (+)</u> -draws between given lines -traces over given lines -draws horizontal & vertical lines that cross independently <u>Other taught / adult-led sessions</u> -Modelled draw		<u>Focus pre-writing shape - circle</u> -draws curved lines -traces a circle over given line -draws around a given circle -draws a circle independently <u>Other taught / adult-led sessions</u> -Modelled draw -Modelled write initial letter in word (teacher to give initial sound as writing ‘m’ in mum)	<u>Focus pre-writing shape - squares</u> -traces over given lines -traces corners over given lines -traces a square over given lines -draws a square independently <u>Other taught / adult-led sessions</u> -Modelled draw -Modelled write initial letter in word (children to give e.g. ‘m’ in mum) -Use large-muscle movements to wave flags and streamers, paint and make marks.	<u>Focus pre-writing shape – diagonal lines (/ \)</u> -recap straight lines -draws between lines -traces over given lines -draws next to given lines -draws diagonal lines independently <u>Focus pre-writing shape – crosses (x)</u> -draws between lines -traces over given lines -draws next to given lines -draws diagonal lines that cross independently <u>Other taught / adult-led sessions</u> -Modelled draw -Modelled write key words (e.g. mum, dad) adult to sound out.	<u>Focus pre-writing shape – triangle</u> -recap diagonal lines -traces a triangle over given lines -draws around a triangle -draws a triangle independently <u>Other taught / adult-led sessions</u> -Modelled draw -Modelled write key words, children to begin to sound out (e.g. m-u-m, d-a-d) teacher to write GPCs.	
	Name	Recognises first letter of name <i>(Through name pegs, self registration and daily book vote)</i>	Recognise first name <i>(Through name pegs, self registration and daily book vote)</i>	Writes first letter of name		Write some of their name with some letters using the correct formation		Write most of their name with some letters using the correct formation		Write all of their name with some letters using the correct formation	
	Pencil Grip		Digital pronate grasp				Four finger thumb grasp		Modified tripod grip		Showing preference for dominant hand
Physical Development	Scissor control		uses scissors to make snips	uses scissors to cut up/ across		uses scissors to cut curved lines		uses scissors to cut around a large simple shape e.g. square		continue to refine cutting skills	
	Dressing		Put on coat using methods such as ‘hood first’				Zip/button up coat (supported)		Refine fastenings e.g. Velcro, press stud, buckle, toggle, clip Independent dressing- zip up/button up coat Changing into and out of PE kit		

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	Toileting		Manage own hygiene: - Handwashing - Adjusting clothing for toileting - Wiping - Being aware of privacy for self and others - Flushing toilet		Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.		Toileting independently- staff supporting children that in most circumstances children are dry and able to manage their own hygiene with no or very little adult support.	
	Eating		Takes part in daily snack Use a fork Children aware of importance of hygiene when handling food Awareness that food needs to be cut to eat safely		Know that some food needs to eaten with cutlery and some can be eaten with hands Start to eat independently and learning how to use a knife and fork Children with have opportunities to pour their own drink (in the hall)		Independently cut up some food Children are proficient in pouring own drink (in the hall)	
	PE – Get set for PE	All PE session target physical development skills, as well as having communication and language and PSED element	<u>Introduction to PE : Unit 1</u> Run, jump, hop, skip, balance, crawl, catch, throw	<u>Fundamentals : Unit 1</u> Continue to develop their movement, balancing. <u>Ball Skills : Unit 1</u> Continue to develop their ball skills.	<u>Dance : Unit 1</u> Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	<u>Gymnastics : Unit 1</u> Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	<u>Games : Unit 1</u> Start taking part in some group activities which they make up for themselves, or in teams	Sports day practice Combines skills from throughout the year to race, balance objects whilst moving and work in pairs/as a team.
	Fine motor		<u>Fine Motor skills:</u> - dough disco taught session uses scissors to make snips -threads using large and small beads onto a shoelace - uses tongs to pick up small objects - uses a hole puncher with whole arm	<u>Fine Motor skills:</u> -daily group tasks begin (building on and further developing previously taught fine motor skills) dough disco taught session - uses scissors to cut across - uses tweezers in palmer grasp to pick up small objects -tears paper	<u>Fine motor skills:</u> -daily group tasks begin (building on and further developing previously taught fine motor skills) - dough disco taught session -uses scissors to cut curved lines - uses tweezers in pincer grasp to pick up small objects -threads using small beads onto string -peels and sticks tape -zips and unzips fastenings	<u>Fine motor skills:</u> -daily group tasks begin (building on and further developing previously taught fine motor skills) - dough disco taught session -uses scissors to cut around a large shape -peeling and sticking stickers -threads using lacing cards	<u>Fine motor skills:</u> -daily group tasks begin (building on and further developing previously taught fine motor skills) - dough disco taught session -continue to refine cutting skills - using pegs to pinch and hang (clothes / paintings etc)	<u>Fine motor skills:</u> -daily group tasks begin (building on and further developing previously taught fine motor skills) - dough disco taught session -continue to refine cutting skills -weaves ribbon / string
	Ongoing		<u>Opportunities provided by staff in provision/daily routines throughout year (ongoing objectives)</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
			Make healthy choices activity (Screen time, sleep, exercise)		Make healthy choices about toothbrushing		Make healthy choices about food and drink/ road safety	
			Know and talk about the different factors that support their overall health and wellbeing-sensible amounts of screen time, good sleep routine. Exercise		Know and talk about the different factors that support their overall health and wellbeing- toothbrushing. Bus brush talk		Know and talk about the different factors that support their overall health and wellbeing- healthy eating, being a safe pedestrian.	



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Maths		Spring 1 -Recognise and name primary colours – red, yellow and blue -Concept of nothing Correspondence (car, car, car) -Matching objects by colour -Tessellation- turning shapes to match shadows -Empty and Full -Controlling actions (slow claps etc) Spring 2 -Simple body sequences -Nursery Rhymes -Big and Little/Tall and Small -Same and Different -Odd one out (apple, apple elephant etc) -Tangrams (matching shapes to make objects (given picture)	Summer 1 Recognise and name secondary colours – green, orange and purple -Spatial and positional language (in, on) -Puzzles and insets -Make a simple construction following instructions and images -Nursery rhymes -Guessing objects through touch Summer 2 -Forwards and backwards, side to side (following routes with figures/cars to get to assigned places) -Fast and slow -High and low -Reciting patterns (1-5) -Sorting and matching by type (spiky and not spiky etc) -Tangrams (creating their own pictures with shapes)	1- Colours - recognise the colours red, blue, yellow 2- Colours - Recognise the colours green, purple, and recap all colours 3- Matching - recognise matching buttons, shoes and towers are recreate towers 4- Matching- Match number names, sizes, colours and prints 5- Sorting- Sort by size, colour shape 6- Sorting- What do you notice, guess my rules	1- Number 1- Subitising, counting, numeral matching 2- Number 2 - subitising dice patterns, subitising different sizes and patterns 3- Number 2- Counting - say one number for each item. Link numerals and amounts. 4- AB patterns- colour AB patterns, extend AB patterns- outdoor objects and movements 5- AB Patterns- Fix my pattern, extend ASB colour patterns, outdoor ABC patterns 6- Consolidation sorting and matching, counting	1- Subitising 3- Dice patterns, different patterns, subitising 3 2- ‘3’- counting 3, numeral 3, composition of 3, recognise triangles 3- ‘4’ - counting 4, numeral 4, recognise squares and rectangles 4- ‘4’ - Composition of 4 5- ‘5’ - Counting 5, Numeral 5, recognise pentagons 6- ‘5’- Composition of 5	1- ‘Consolidating’- subitising, counting, numerals. 2- Counting 6- including with 10s frame 3- Tall and short- height and length 4- ‘Mass’- Introducing Balance scales, lighter, heavier or lighter 5- ‘Capacity’ - full or empty, nearly full or nearly empty, comparing containers 6- Consolidation length, mass, capacity	1- Sequencing- nursery rhyme, daily routine, familiar story 2- Position- on and under, in and out, front or behind 3- Comparing Groups- more than, fewer than, more than and fewer than 4- 2D Shapes- circles, triangle, rectangles 5- 3D Shapes- cubes and cuboids, cylinders, spheres 6- Consolidation- sequencing, position, more or fewer	1- Composition- of 3, 4 and 5 2- What comes after? Number lines, missing numbers, sequencing numerals to 5 3- What comes before?- number track, number lines, sequencing (counting backwards) to identify what comes before 4- Numbers to 5- Identify how many in a set , what number represented by different counting cards and sequencing number mazes 5- Consolidation- Shape patterns (2d and 3d), more and fewer 6- Consolidation - what comes before? and composition through the song 5 green bottles
	Communication and Language			Listen to simple stories and understand what is happening, with the help of pictures. Can find it difficult to pay attention to more than one thing at a time	Enjoy listening to longer stories and can remember much of what happens Understand a question or instruction which has two parts, such as “Get your coat and wait at the door”. Use longer sentences of four to six words Sing a large repertoire of songs	Use a wide range of vocabulary Can start a conversation with an adult or a friend and continue it for many turns	Use talk to organise themselves and their paly: “Lets go on a bus...you sit there, I’ll be the driver.” Understand why questions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.



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Personal, Social, Emotional, Development			Jigsaw- Being me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Jigsaw- celebrating difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Jigsaw- Dreams and goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Jigsaw- Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Jigsaw- Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Jigsaw- Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Expressive Arts and Design			Explore different materials freely, in order to develop ideas about how to use them and what to make Take part in simple pretend play, using an object to represent something even though they are not similar	Develop their own ideas and then decide which materials to use and to express them Explore colour and informal colour mixing- name primary colours (painting) using thick brushes Listen with increased attention to sounds Remember and sing entire songs. Sing the pitch of a tone sung by another person ('Pitch match') Respond to what they have heard, expressing their thoughts and feelings	Draw with increasing complexity and detail, such as representing a face with a circle and including details Listen to what they have heard expressing their thoughts and feelings Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Begin to develop complex stories using 'small world' equipment like animal sets, dolls, and dolls houses etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs) Join different material and explore different textures (including junk mod, collage) Explore different materials freely, in order to develop ideas about how to use them and what to make (including mud pies, playdough models, rubbings)	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawings to represent ideas like movement or loud noises Play instruments with increasing control to express their feelings Create their own songs or improviser a song around one they know	Show different emotions in their drawings and paintings, like happiness sadness, fear etc Create their own songs, or improvise a song around one they know.
	Specific focus		Working on pencil grip- self portrait with head, facial features, limbs	Colour mixing- informal exploration Painting with outdoor objects How to do paintbrush strokes	Animal drawings with different materials incorporating new skill of circles Junk modelling- joining 2 items	Art work of houses/settings characters- recapping how to draw a person Printing to make houses	Copying plants and animals- lines taught and closed shapes Rubbings/print/ variety Printing	Name all primary colours and some secondary colours Sea art work through painting, weaving, collage. Sand models
Understanding the World			Begin to make sense of their own life-story and family's history Continue to develop positive attitudes about the differences between people Use all their senses in hands-on exploration of natural materials Know that there is a purpose to technology e.g. tapestry	Begin to make sense of their own life-story and family's history (Christmas through the years) Continue to develop positive attitudes about the differences between people Explore collections of materials with similar and/or properties	Show interest in different occupations Know that there are different countries in the world and talk about the differences they have experienced Use all their senses in hands-on exploration of natural materials Talk about the differences between materials and changes they notice	Use all their senses in hands-on exploration of natural materials Talk about the differences between materials and changes they notice I can discuss the most basic rules for staying safe online	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Talk about what they see, using a wide range of vocabulary Explore how things work Use a camera tool	Show interest in different occupations Explore and talk about different forces they can feel

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Enrichment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family stay and play Diwali- activities and ‘my first festival’ Halloween Tapestry engagement- baby photos	Autumn extravaganza- EYFS/KS1 event Remembrance day Christmas performance Children in need Christmas crafts and carols- parents/carers in Christingles Poetry share- previous half term Charity Santa run Hannukah- ‘My First Festivals’ and activities in provision Tapestry engagement- Christmas/toys in the past	Chinese New Year Event Tapestry Engagement- photos of dressing for hot and cold holidays/ days	Eid- Virtual visit to a mosque and ‘My First Festivals’ Shrove Tuesday Safer internet day Visit from Dental team- bus brush World book day- bring favourite book to share Holi Easter bonnet competition and parade- parents/carers attend to make bonnets with children	Sunflower competition- share progress on tapestry	International day of friendship Nurse visit- handwashing Parent/ career visitors Lifeboat team visit Fireman visit Tapestry engagement- Family holidays from the past/present Cycle A- Bridlington/ Sewerby Cycle B- The Deep