

Reception Long term plan 2019-2020

Term	Cycle 1 2.9.19 – 27.9.19	Cycle 2 30.9.19 – 22.11.19	Cycle 3 2.12.19- 31.1.20	Cycle 4 10.2.20- 27.3.20	Cycle 5 20.4.20 -12.6.20
Topic	My favourite nursery rhymes Humpty Dumpty Wheels on the bus 5 Little Monkeys 5 Currant Buns	Why do the leaves fall off the trees? Autumn Nocturnal animals Weather Light and dark	Where does a superhero live? Superheroes House and homes Materials Structures and sculptures Christmas Nativity play	What would you see in space? Transport Picnics Bears Space	What can you see growing? Human growth Butterflies & caterpillars Chicks Plants – growing, seeds
Shared reading books	Kippers laces (16) Wobbly tooth (15) Chase (18) Sing a song (26)	Hairy bear (20) Walking in the jungle (63) The giant jam sandwich (62) Grandpa Grandpa (22)	Dan the flying man (30) Floppy the hero (17) The house that jack built (52) Smarty Pants (25)	The Jigaree (35) To Town (28) Biff's aeroplane (14) Lazy Mary (27)	Who will be my mother? (34) The Red Rose (32) Mrs Wishy-Washy (21) The farm concert (31)
Pie Corbett Book / rhymes	Nursery Rhymes	Owl Babies by Martin Waddell	The Three Little Pigs by James Halliwell-Phillipps	Whatever Next by Jill Murphy	Jack and the Beanstalk by Steven Kellogg
English – Talk for Writing approach	Reading Reading Nursery rhymes Enjoys reading a range of books Reading some common words Enjoys rhyming word activities	Reading Shared reading class story Reading Pie Corbett story map Reading their own writing Hears and sounds initial sounds in words Reads words by segmenting and blending Reading common words	Reading Shared reading class story Reading Pie Corbett story map Reading their own writing Reads words and simple sentences by decoding Reading common irregular words	Reading Shared reading class story Reading Pie Corbett story map Reading their own writing Reading common irregular words	Reading Shared reading class story Reading Pie Corbett story map Reading their own writing Reading common irregular words
	RWI Phonics Teach set 1 sounds	RWI Phonics Teach set 1 sounds	RWI Phonics Teach set 1 sounds Teach set 2 sounds	RWI Phonics Teach set 1 sounds Teach set 2 sounds Teach set 3 sounds	RWI Phonics Teach set 1 sounds Teach set 2 sounds Teach set 3 sounds

<p>Writing Name writing Letter formation Gives meaning to different mark making Draw story map with pictures Writing about likes and dislikes about a character using describing words Breaks the flow of speech in words Write labels Writing CVC words Writing Eid cards</p>	<p>Writing Name writing Letter formation Draw story map with pictures and key words Represents sounds correctly in sequence in words Writing simple sentences using common words and finger spaces Descriptive writing about mummy owl Writing about likes and dislikes about the class story Writing parts of the beginning and ending of the class story Topic writing simple sentences in continuous provision Writing Xmas/ Diwali cards Uses narrative writing phrases such as 'Once upon a time..'</p>	<p>Writing Letter formation Draw story map with pictures, key words and simple sentences. Descriptive writing about the wolf using describing words Writing about likes and dislikes about the class story Writing a letter to the wolf to say sorry using irregular common words Writing parts of the beginning, middle and ending of the class story Writing Easter cards Writing simple sentences using finger spaces and full stops Uses key features of narrative Continuous provision writing</p>	<p>Writing Letter formation Draw story map with pictures, key words and simple sentences. Instruction writing – how to make toast Recount writing in past tense about going to the moon Writing parts of the beginning, middle and ending of the class story Writing simple sentences using finger spaces, full stops and capital letters Uses key features of narrative Writing kindness cards Write sentences with words of more than one syllable spelt correctly Cold task – write a simple story</p>	<p>Writing Letter formation Draw story map with pictures, key words and sentences Descriptive writing about the giant using irregular common words. Writing parts of the beginning, middle and ending of the class story Writing simple sentences using finger spaces, full stops and capital letters Uses key features of narrative Write sentences with words of more than one syllable spelt correctly Continuous provision writing</p>
<p>Speaking Daily rehearsal of class story map Talking about their individual story map Answer questions about class story – characters, setting, events. Say repeated refrains confidently Recognising rhyming words Role play nursery rhymes Act out their own narratives Cold task – can you tell me a story?</p>	<p>Speaking Daily rehearsal of class story map Talking about their individual story map Answer questions about class story – characters, setting, events. Say repeated refrains confidently Orally rehearse substitution version of story map eg, bat babies Re-tell and act out class story Continues rhyming strings Cold task – can you tell me a story?</p>	<p>Speaking Daily rehearsal of class story map Orally rehearse substitution version of story map eg, three little cats Answer how and why questions about the story Talk about what they have read Cold task – can you tell me a story?</p>	<p>Speaking Daily rehearsal of class story map Answer how and why questions about the story Talk about what they have read Ask questions about a story, character, event, etc. Cold task – can you tell me a story?</p>	<p>Speaking Daily rehearsal of class story map Answer how and why questions about the story Talk about what they have read Ask questions about a story, character, event, etc. Cold task – can you tell me a story?</p>

	Daily invention of own stories/class stories				
Story time books topic support	Handa's Surprise Little Red Hen	Percy the park keeper The Gruffalo Autumn/Winter	Superkids big book Superkid Claire Freedman Sarah McIntyre The Three Little SuperPigs – Claire Evans Three Billy Goats Gruff	Light and dark books Can't you sleep little bear?	Jasper's Beanstalk Hungry Caterpillar Non Fiction Life Cycle – Chicks, Frogs, Butterflies Plants.
Communication and Language	<p>Listening and attention Maintains attention and concentrates and sits quietly during appropriate activity. Observe the children at various times – input time, story time, assembly, etc. Are the children paying attention and concentrating on what is being said? Can they sit quietly during these sessions and concentrate?</p> <p>Understanding Listens and responds to ideas expressed by others During carpet time, topic input time and Literacy time - to be observed all the time. Responds to simple instructions, e.g. to get or put away an object. Adults to play Simon says with the children to see whether they can follow instructions firstly with a single</p>	<p>Listening and attention Maintains attention by talking about the class rules. What should you do when you're sitting on the carpet? Go through rules good sitting, good looking, lips closed, good sitting and brain boxes on.</p> <p>Understanding Circle time - Play 'Simon says' with the children, ensure the adult gives an instruction with two parts e.g., stand up and pat your head, turn around and rub your tummy, etc.</p> <p>Speaking Lots of dressing up and small world activities to help children create their own story narratives and talk with their friends while remaining in character. Children to be observed both outdoors (role play sheds) and indoors (home corner, dressing up). To use own role play areas and table top role play to observe children acting out experiences and recreating</p>	<p>Listening and attention During topic input time, adults to observe if children can concentrate and sit quietly. Go through the materials and what the Three Little Pig's houses are made out of. Are they strong or not strong?</p> <p>Understanding Encouraging children to do good listening and talk to their friend about what they have each made using different construction material/junk modelling</p> <p>Speaking Children to use the role play area to imagine being in a building site. Talk to the children about what roles they can recreate – builders, designers, etc. They can use the design sheets to design a building and then make it using the bricks.</p> <p>When talking about our</p>	<p>Listening and attention During shared reading sessions children to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments</p> <p>Understanding Listens and responds to the ideas expressed by others in conversation or discussion.</p> <p>Observe the children in and out of the classroom when they are talking to each other and if they respond to each other appropriately.</p> <p>Children respond to instructions involving a two part sequence by playing a game using instructions. Observe which children can follow.</p> <p>Speaking Using the doctors</p>	<p>Listening and attention Observe the children during different times of the day to see how they listen – carpet input time, assemblies, in the dinner hall, etc. Observe during shared reading, story time, literacy – can they predict what will happen, ask and answer questions about the story, use actions for the story and give their opinion about a character, event, etc.</p> <p>Understanding Children talk about different stages of their own lives e.g., baby – how did you eat? Why did they need help? Understand that their needs are different at different stages in life.</p> <p>Children able to listen to instructions in P.E during sports coach sessions.</p> <p>Speaking Use role play area to enable children to listen to each other's needs, using</p>

	<p>instructions followed by two-parts.</p> <p>Speaking To use vocabulary during circle time when children talk about what they celebrate and is special to them as well as the photographs of their families they have bought in to show the class.</p>	<p>roles and beginning to act out "Owl Babies" story</p>	<p>real life superheroes, children to share their ideas in discussion and listen to what other say.</p> <p>Using Three Little Pigs masks they can talk about what happens in the story and play the roles.</p>	<p>surgery children introduce a storyline or narrative into their play. Adults to observe children and see how they bring a narrative into their play. What kind of vocabulary do they use and how they direct their peers in what to do.</p> <p>Children use language to imagine and recreate roles and experiences in play situations.</p>	<p>their own personal experiences to help develop role play e.g. flower shop / vegetable shop.</p>
Physical development	<p>Moving and handling Play games which allow the children to move in different ways eg, walking, running, hopping, skipping. Children to experience using a range of tools e.g. pencils, scissors, paintbrushes through various creative activities. Able to copy some letters from their name.</p> <p>Health and self-care Children to independently go to the toilet and are dry throughout the day Model to the children how to wash their hands and the importance of hygiene e.g. germs and bugs etc. Show children how to begin to manage their own risks e.g. hold</p>	<p>Moving and handling Playing games with obstacles where they use the space around the hall/main playground. Observe children doing sport coach sessions. Using correct formation to write some letters of their name.</p> <p>Health and self-care During circle time, children to talk/watch videos about brushing teeth, washing hands, sleeping and what makes a healthy diet. Ask the children what are healthy and unhealthy foods and why. Safely handle scissors, knives, rollers when rolling, patting, and, cutting the playdough etc.</p>	<p>Moving and handling Moving with increasing confidence over, under and through the different pieces of equipment e.g. hoops, benches, bean bags and outside apparatus. Observe children during sport coach sessions e.g. observe their confidence in moving freely and awareness of own space. Forming most letters correctly.</p> <p>Health and self-care Adults to make the children aware of their own risks and how to manage them. Show the children how to complete their own personal risk assessment. Children to be aware of the effects of exercise on their bodies.</p>	<p>Moving and handling Experimenting with controlling different objects eg balls by pushing, patting, throwing, catching and kicking and increasing their level of control. Use tools and equipment with increasing independence in the classroom e.g. creative tasks using the equipment safely. Forming most letters correctly.</p> <p>Health and self-care Using plastic play food and sort into piles of healthy and unhealthy. Use the plate templates to design a healthy meal with a variety of foods. Have a teddy bears picnic, discuss what foods we can and can't</p>	<p>Moving and handling Playing games which allow them to move in different ways. Using different tools effectively when designing their own garden. Using mark making tools effectively when drawing and writing their own story maps. Use tools and equipment with increasing independence in the classroom e.g. creative tasks using the equipment safely. Observe children during sport coach sessions. Children forming letters correctly in line with RWI phonics.</p> <p>Health and self-care Children learning how to use equipment safely when asked to tidy up in the classroom and outside. Children to carry</p>

	scissors correctly around the classroom, to tuck chairs in once they have finished at an activity etc.			have. Discuss different ways to keep safe eg stranger danger, seat belts, bike helmets, etc.	around sharp pencils and scissors safely when using them.
Personal, social and emotional development	<p>Making relationships Children begin to initiate conversations with their friends. They learn skills such as making eye contact with the person when they are talking and giving their friend a chance to talk and listening to what they say. This can happen when talk partners is first introduced to them.</p> <p>Self confidence&self awareness Children to introduce themselves in circle time and talk about what things they like and what they are good at.</p> <p>Confidently sing nursery rhymes and be able to say which they like.</p> <p>Managing feelings and behaviour Teacher to embed the school rules and routines with children,</p>	<p>Making relationships Children explain own knowledge and understanding of their favourite nocturnal animal. Talk partners to ask and answer questions e.g., What does it eat?</p> <p>Self confidence & self awareness When talking about the changes in Autumn, children to discuss their ideas and thoughts in class discussions or small groups.</p> <p>Managing feelings and behaviour Talk with the whole class, what should they do if there is a problem? Talk about the dos and don'ts' E.g. don't shout at one another, don't hit one another, don't get angry etc. Demonstrate how to solve problems without aggression. Explain to the children the behaviour you would like to see and observe during appropriate times of the day.</p>	<p>Making relationships Explains own knowledge and understanding about the different materials that objects are made out of. Adults to encourage children to ask questions when they are unsure.</p> <p>Self confidence & self awareness Children are confident to talk to others about their wants, needs and likes. Children talking about what they like and don't like in school and say why. Children talk about and use their sense to explore different materials. Test out different materials to see which makes the strongest house for the pigs. Children to be encouraged to talk about themselves positively. Say that they are a superhero because they are good at writing or reading etc... Children are confident to speak to others about</p>	<p>Making relationships Children to sit in pairs and explain their own knowledge and understanding by asking what they did in the holidays and then they swap over so children have a chance to ask as well as answer questions. Demonstrate how to resolve conflicts with other children and observe during appropriate times of the day.</p> <p>Self confidence & self awareness Children talk to their friends and adults about what they want for a present, what do they like doing when they are with their family and what do they think about school. Children to write about what they are good at inschool and why. As a class, first discuss what kinds of things they could be good at. i.e. coloring, writing, counting, sharing, being</p>	<p>Making relationships They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG MR) What different things did you like when you were a baby and now what do you like?</p> <p>Self confidence & self awareness Observe the children over time to see how they approach new activities.Talk to the children about which activities they like and why and which they don't. When talking about human growth, children are confident to speak in a familiar group about their ideas. They will also ask if they need help or not.</p> <p>Managing feelings and behaviour Children to follow all the classroom and school rules. As a group discuss what is good behaviour and what is bad behaviour and what the consequences are.</p>

	modelling play and experiences. Children to begin to follow the rules and understand the boundaries in the setting. Become familiar with the sun star and cloud whole school behaviour system.		which activities they like and don't like and why. Managing feelings and behaviour Links to superheroes- great superheroes don't fight over toys and know how to share. Children learning to negotiate with each other and solving a problem together.	a good friends etc. Managing feelings and behaviour In the provision, adults to observe children to see how they take steps to resolve conflicts with other children. Put out the space centre and see if children share and if not are they able to resolve these conflicts between themselves.	
Maths	<p>Early Number Sense; Number 0 and 1</p> <ul style="list-style-type: none"> -Comparison – ordering, vocabulary -Cardinality – counting on and back, addition -Composition – number system <p>Number 2</p> <ul style="list-style-type: none"> -Comparison – estimation, ordering, vocabulary -Cardinality – counting, addition -Composition – number system, conceptual subtising <p>Number 3</p> <ul style="list-style-type: none"> -Comparison – ordering -Cardinality – counting, cardinal principle -Composition – number system, partitioning, addition 	<p>Early Number Sense; Number 4</p> <ul style="list-style-type: none"> -Comparison – Inequality and equality, ordering, -Cardinality – Cardinal principle, cardinal in a set, :One to one principle. (Tagging) -Composition – Conceptual subitising, how a number is made up <p>Number 5</p> <ul style="list-style-type: none"> -Comparison – Equality and Inequality, ordering, -Cardinality – Counting principles one to one principles, counting and estimating -Composition – Part whole relationships- partitioning. 	<p>Early Number Sense; Number 5</p> <ul style="list-style-type: none"> -Comparison – Equality and Inequality - Vocabulary / methods, ordering, -Cardinality Counting principles one to one principle, counting and estimating Composition – part whole relationships – partitioning, <p>Number 6</p> <ul style="list-style-type: none"> -Comparison – Inequality and equality, knowing what number 6 is, ordering -Cardinality – cardinal principle – stable order, and one to one, abstraction, order irrelevance -Composition – conceptual subitising, <p>Number 7</p> <ul style="list-style-type: none"> -Comparison – estimating 	<p>Early Number Sense; Number 8</p> <ul style="list-style-type: none"> -Comparison – ordering, -Cardinality – counting principles - tagging -Composition – partitioning <p>Number 9</p> <ul style="list-style-type: none"> -Comparison – estimation, -Cardinality – counting principles order irrelevance principle, cardinal principle, hierarchical inclusion -Composition – number bonds <p>Number 10</p> <ul style="list-style-type: none"> -Comparison – ordering/ inequality -Cardinality – counting principles - tagging -Composition – partitioning <p>Teens numbers 11, 12</p> <ul style="list-style-type: none"> -Comparison – estimating, 	<p>Early Number Sense; Teens numbers 16, 17, 18, 19, 20</p> <ul style="list-style-type: none"> -Comparison – estimation, -Cardinality – counting principles one to one -Composition – number bonds <p>Number problem solving</p> <p>Doubling, halving and sharing</p>

			<p>-Cardinality -Hierarchical inclusion and sequencing -Composition – number system</p> <p>Number 8 -Comparison – ordering, -Cardinality – counting principles - tagging -composition – partitioning</p>	<p>-Cardinality – conservation, -Composition – number bonds</p> <p>Teens numbers 13, 14, 15 -Comparison –Inequality and equality -Cardinality – – counting principles - tagging -Composition – – conceptual subitising,</p>	
	<p>SS&M 2D shapes – names, describing vocabulary, real life examples Weight – vocabulary, orders two items by weight Length – vocabulary, orders two or three things by length</p>	<p>SS&M Distance – vocabulary, real life examples, problem solving Size – vocabulary, real life examples, problem solving 3D shape – names, identifying real life shapes, describing shapes, Time(days, month seasons, visual timetable)</p>	<p>SS&M Size - vocabulary, real life examples, problem solving Position – vocabulary, real life examples, Patterns Capacity – vocabulary, real life examples Weight – weight, real life examples, ordering</p>	<p>SS&M Weight - vocabulary, real life examples, problem solving Time - vocabulary, real life examples, problem solving 2D shapes – recap names, real life examples, sorting 3D shapes – recap names, real life examples, sorting SSM problem solving</p>	<p>SS&M SSM problem solving with real life examples.</p>
<p>UTW</p> <p>Evidence</p> <ul style="list-style-type: none"> • Learning journeys • 2Simple • Writing • Displays • Art work 	<p><u>People and communities</u></p> <p>Children developing an understanding of how celebrations are celebrated e.g. birthdays, Eid, Diwali, Christmas etc. through circle time, pictures and videos and activities around the class.</p>	<p><u>People and communities</u></p> <p>Children to continue developing an understanding of how celebrations are celebrated through questioning – What celebration are we celebrating at school? What celebration do you celebrate with your families? What special foods do you have? What do you wear?</p>	<p><u>People and communities</u></p> <p>Children to develop an understanding that not all children enjoy doing the same activities however may enjoy doing activities that are different.</p> <p><u>RE</u> To appreciate the miracle of seed growth</p>	<p><u>People and communities</u></p> <p>Children develop an understanding that they are all different and unique, that there are differences between themselves and others. Children are able to talk about the similarities and differences between themselves and others.</p>	<p><u>People and communities</u></p> <p>Children to independently compare similarities and differences between the kinds of toys their parents played with and the kind of toys that they play with.</p> <p><u>RE</u> To treat everything with respect and care. To show respect for non-</p>

	<p><u>RE</u> To consider who their friends are and why they like them and are liked by them. To know how to be a good friend</p> <p><u>The world</u> Children developing and understanding of how our immediate environment is changing due to changes in season. Make observations of our school plants and what is happening to the flowers.</p> <p><u>Technology</u> Children using a familiar device of an iPad to draw a picture of their favourite nursery rhyme character.</p> <p>Choosing an app of their choice independently.</p>	<p><u>RE</u> To understand that books can tell stories –even books with no words. To recall the Bible story of Christmas and its significance</p> <p><u>The world</u> Observing the similarities and differences between nocturnal animals, relating this to our class story. Making observations of autumn – What is the weather like? What type of clothes do we wear? What do we see in our playground?</p> <p><u>Technology</u> Using the paint program to draw a nocturnal animal of their choice. Children begin to become familiar with using a computer program.</p>	<p>To have some ideas about why we have plants in the world To consider why sheep and cows are important to humans To have some ideas about why we have animals To be able to explain why they think animals and plants must die</p> <p><u>The world</u> Children to confidently talk about the features of their own house. Compare this to different types of houses and be able to talk about the similarities and differences between them. Experimenting with different materials and being able to justify which ones are suitable to make a chair, window or a roof.</p> <p><u>Technology</u> Children using a computer program such as paint independently. They know the meanings of the different icons on the screen and can select to make independent choices for their own work.</p>	<p><u>RE</u> To begin to explore the concept of ‘special’ To become more aware of who is special to us and why To know how to find out more about a person who helps us and what makes them special in their work To be able to understand ‘disability’ To know how to find out about people and what makes them different from, or the same as, us To know how to find out about people and what makes them special</p> <p><u>The world</u> Comparing their own immediate environment with space and discuss similarities and differences. Look closely at the features of Belgrave and the features of space.</p> <p>Children looking at different types of transport that they can and have experience of using. Discuss the similarities and differences between them eg, Which are used on the road, on sea or in the air.</p> <p><u>Technology</u> Taking part in a</p>	<p>living things e.g. water To show respect for non-living things e.g. the environment To recognise the importance of keeping healthy To talk about own behaviour, right and wrong and the consequences To reflect and modify actions; To be aware of own influence on other people</p> <p><u>The world</u> Look closely at the plants in our playground and make close observations about what they look like. Children to check daily which plants are growing well and why and write about what plants need to grow.</p> <p>Looking at real life examples of life cycles, eg butterfly and chicken. Making observations of the changes that occur at the different stages in growth. Comparing this to human growth.</p> <p><u>Technology</u> Children independently select from a range of applications for a specific purpose and can talk about their choices. Children able to use an</p>
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				technology walk around school to identify where different technological devices are being used. They are able to select and use technology for particular purposes.	assortment of technological devices both
Expressive arts and design	<p><u>Exploring & using media and materials</u> Children using props to role play different nursery rhymes. Children explore different instruments and the sounds that they make.</p> <p><u>Being imaginative</u> Sing different nursery rhymes. - Humpty Dumpty, - Wheels on the bus, - 5 Little Monkeys, - 5 Currant Buns</p>	<p><u>Exploring & using media and materials</u> Children using different media and materials to make sources of light. Play ring game. Sing along to well known songs. Dance to different types of music using props to express themselves.</p> <p><u>Being imaginative</u> Children play together engaged in the same theme eg shops, vets, builders, different role play and small world areas.</p>	<p><u>Exploring & using media and materials</u> Children using different techniques and materials to make a house e.g., ripping, folding, concertina etc. Children to play together engaged in the same theme.</p> <p><u>Being imaginative</u> Children using superhero role play equipment and costumes to help develop a narrative.</p>	<p><u>Exploring & using media and materials</u> Children to colour in pictures, thinking particularly about the colour e.g vegetable colouring. Children create a space scene using different textures, media and materials e.g foil, tissue paper, sequins etc.</p> <p><u>Being imaginative</u> Children to play together engaging in the same theme by act out “Whatever Next” story by being in a space station using props like space suits and rockets. Children to role play teddy bears picnic and make up their own story/scenario by giving presents, cards as well as playing party games etc.</p> <p>Black box child initiated: Police costumes/hair dressers/fire engine for children to act out experiences and recreate roles</p>	<p><u>Exploring & using media and materials</u> Children make collages of faces using newspapers, magazines, different coloured card for features of the faces. Using tools – scissors, glue sticks and pencils.</p> <p>Children using atelier, shapes, construction pieces and play dough etc to make symmetrical patterns e.g. butterflies.</p> <p><u>Being imaginative</u> Children use instruments and sing songs to develop choreography movements / own music / actions.</p>

Technology E-Safety	Jessie and friends Episode 1 – Watching videos <ul style="list-style-type: none"> • What does being online look like? • Identifying feelings • Identifying trusted adults Episode 2 – Sharing pictures <ul style="list-style-type: none"> • What could happen if we share photos online? • Identify ways to keep safe online. • Identifying trusted adults Episode 3 – Playing games <ul style="list-style-type: none"> • Identifying what personal information is and not sharing it • Identifying feelings when I am worried. • Identifying trusted adults 	Re-cap throughout the year Jessie and f Episode 1 – Watching videos <ul style="list-style-type: none"> • What does being online look like? • Identifying feelings • Identifying trusted adults Episode 2 – Sharing pictures <ul style="list-style-type: none"> • What could happen if we share photos online? • Identify ways to keep safe online. • Identifying trusted adults Episode 3 – Playing games <ul style="list-style-type: none"> • Identifying what personal information is and not sharing it • Identifying feelings when I am worried. • Identifying trusted adults 			
Festivals	Eid Navratri Harvest	Places of worship Diwali Hanukkah	Chinese New Year Christmas	Easter Vaisakhi Looking at similarities and differences	Eid

Trips/wow factor	Walk around local area	Pantomime	Superhero wow day in school	Planetarium	Farm trip – Manor farm or Stonehurst farm
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