

# Long Term Planning

## DUCKS FS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me Who am I?	Celebrations How do you celebrate?	People Who Help Us Who can help me?	Transport How will we get there?	Growth and Minibeasts How does your garden grow?	Water Where will we find water?
Educational visits/visitors	Visit to Green's Windmill	Christmas Story at the Church  Pantomime	Walk around local environment, look for people who help us and visit the library  Visit from people who help us: eg Police/ Fire/ Nurse/Vet	Library	Tropical Butterfly House OR White Post Farm	Water Safety Officer

<p><b>Focused Texts</b></p>	<ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt</li> <li>• What Makes Me a ME?</li> <li>• Funny Bones</li> <li>• Owl Babies</li> <li>• The Three Little Pigs</li> <li>• Once There Were Giants</li> <li>• The Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Guy Fawkes Story</li> <li>• Rama and Sita Story of Diwali</li> <li>• Maisie Goes to a Wedding</li> <li>• Kipper's Birthday</li> <li>• The Christmas Story</li> <li>• Jesus' Christmas Party</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction books</li> <li>• Topsy and Tim Go to the Dentist</li> <li>• Police Officers on Patrol</li> <li>• Mog and the VET</li> <li>• The Great Race</li> <li>• Dot the Fire Dog</li> <li>• London's Burning</li> </ul>	<ul style="list-style-type: none"> <li>• The Train Ride</li> <li>• The Naughty Bus</li> <li>• Mr Gumpy's Outing</li> <li>• Emma Jane's Aeroplane</li> <li>• Here We Are</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Oliver's Vegetables</li> <li>• Yucky Worms</li> <li>• The Very Hungry Caterpillar</li> <li>• Superworm</li> <li>• The Minibeast Feast</li> </ul>	<ul style="list-style-type: none"> <li>• Noah's Ark</li> <li>• The Rainbow Fish</li> <li>• The Lighthouse Keeper's Lunch</li> <li>• Water Cycle</li> <li>• The Water Princess</li> </ul>
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<p><b>PSED</b></p>	<p>Settling in &amp; transition</p> <p>Rules &amp; routines - Class Charter</p> <p>Friendship and Kindness</p> <p>Build constructive and respectful relationships.</p> <p>Reading buddies.</p> <p>Similarities and differences Physical features, likes and dislikes.</p>	<p>Recognising similarities &amp; differences in each other and the way we celebrate.</p> <p>See themselves as a valuable individual</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Dental hygiene.</p> <p>Understand about healthy food choices.</p> <p>Knows what we need to do to stay healthy.</p> <p>Manage own needs including personal hygiene.</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Zones of regulation.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Road safety.</p>	<p>Trying something new.</p> <p>Right and wrong.</p> <p>Feelings and fears.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Visits to new classes</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Work and play cooperatively and take turns with others.</p>
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Communication & Language	<p><b>Throughout the year-</b> Children will- Learn &amp; use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Be supported in the provision through high quality adult interactions. Chatter Speech intervention for those who need it.</p>					
	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how	Listen to and talk in detail about stories to build familiarity and understanding.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

		Develop social phrases	using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	things work and why they might happen		
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	<p><b>Throughout the year-</b>          Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities &amp; dough disco.          Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake &amp; shake/yoga          Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake &amp; shake/yoga</p>					
<p><b>Physical Development</b></p> <p><b>Focused P.E Sessions</b></p>	<p>Know and talk about the different factors that support their overall health and wellbeing:          - regular physical activity          - healthy eating          - toothbrushing</p> <p>Develop the overall body strength, coordination, balance and agility</p> <p>Revise and refine the fundamental movement skills they have already acquired</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p><b>Chinese dancing</b></p> <p>Develop overall body strength, balance, co-ordination and agility.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> </ul> <p><b>Link to PSED</b></p> <p>Combine different movements with ease and fluency.          Confidently &amp; safely use a range of large/ small apparatus indoors and outside, alone and in a group</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines-</p> <p><b>Sports Day</b></p> <p>Ball skills.          Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>

		MultiSkills	Yoga Celebrations	Gymnastics	Dance	Balance and agility	Large Ball Skills Athletics
Lite rac y	<b>Word Reading</b>	Read individual letters by saying the sounds for them.	Orally blend sounds in words.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	<b>Comprehension</b>	Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Retell familiar stories using picture prompts.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Retell familiar stories with increasing accuracy using vocabulary linked to stories they have read and listened to.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate a sound understanding of what they read and what is read to them by asking and answering questions about the text.

	<b>Writing</b>	Writes own name. Begins to form recognisable letters.	Writes initial sounds in words.	Spell words by identifying the sounds and then writing the sound with letter/s.  Writes lists and labels.	Spell words by identifying the sounds and then writing the sound with letter/s. Including some digraphs. Writes lists and labels. Beginning to write short captions e.g. lid on a pan	Writes captions. Form lower-case and capital letters correctly.	Write short sentences with words with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
<b>Phonics</b>  <b>Anima Phonics</b>	Phase 2 5 weeks  Phase 3 6 weeks	Phase 3	Phase 4 11 weeks	Phase 4	Phase 5a 11 weeks	Phase 5a	

<p><b>Mathematics</b></p>	<p><b>White Rose</b>  <b>Getting to Know Me</b>  <b>(2 Weeks)</b>  Time- My day  Positional language  Sorting and matching</p> <p><b>Match Sort and Compare</b>  <b>(Week 3-4)</b>  Match objects.  Sorting rules.  Comparing amounts.</p> <p><b>Talk about measure and patterns</b>  <b>(Week 5-6)</b>  Compare size.  Compare mass.  Compare capacity.  Explore and create simple patterns</p>	<p><b>White Rose</b>  <b>Its me 1,2,3</b>  <b>(Week 7-8)</b>  Find 1, 2, 3.  Subitise.  Represent.  1 more.  1 less.  Composition.</p> <p><b>Circles and triangles</b>  <b>(Week 9)</b></p> <p><b>1, 2, 3, 4, 5</b>  <b>(Weeks 10-11)</b>  Find 4, 5.  Subitise.  Represent.  1 more.  1 less.  Composition.</p> <p><b>Shapes with 4 sides</b>  <b>(Week 12)</b></p>	<p><b>White Rose</b>  <b>Alive in 5</b>  <b>(Weeks 1-2)</b>  0-5  Find 0-5.  Represent.  Subitise.  1 more.  1 less.  Composition.</p> <p><b>Mass and capacity</b>  <b>(Week 3)</b> Compare mass.  Find balance.  Explore capacity.  Compare capacity.</p> <p><b>Growing 6, 7, 8</b>  <b>(Weeks 4-5)</b>  Find 6, 7, 8.  Represent 6, 7, 8.  1 more.  1 less.  Composition.  Pairs, odd and even.  Doubles.</p> <p><b>Length, Height and Time</b></p>	<p><b>White Rose</b>  <b>Building 9 and 10</b>  <b>(Weeks 8-9)</b>  1 less.  Composition to 10.  Bonds to 10 (2 parts).  Make arrangements of 10.  Bonds to 10 (3 parts).  Doubles to 10 (find a double).  Doubles to 10 (make a double).  Explore even and odd.</p> <p><b>Explore 3D shapes.</b>  <b>(Week 11-12)</b>  Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment  Identify more complex patterns  Copy and continue patterns  Patterns in the environment</p>	<p><b>White Rose</b>  <b>To 20 and Beyond</b>  <b>(Weeks 1-2)</b>  Build numbers beyond 10 (10 -13)  Continue patterns beyond 10 (10-13)  Build numbers beyond 10 (14-20)  Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><b>How many now?</b>  <b>(Week 3)</b>  Add more  How many did I add?  Take away  How many did I take away?</p> <p><b>Manipulate, compose and decompose</b>  <b>(Weeks 4-5)</b>  Select shapes for a purpose  Rotate shapes</p>	<p><b>White Rose</b>  <b>Sharing and grouping</b>  <b>(Weeks 6-7)</b>  Explore sharing  Sharing  Explore grouping  Grouping  Even and odd sharing Play with and build doubles</p> <p><b>Visualise, map and build</b>  <b>(weeks 8-10)</b>  Repeating patterns.  Describe position.  Represent maps with models.  Give instructions to build.</p> <p><b>Consolidation</b>  <b>(week 12)</b></p>
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			(week 6-7)		Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	
<b>Mastering Number</b>	<b>Autumn Term</b> Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed •</li> </ul>		<b>Spring Term</b> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond</li> </ul>		<b>Summer Term</b> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-</li> </ul>	

	<p>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers. • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that</p>		<p>5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers. • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p>		<p>frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek.</p>	
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	<p>anything can be counted, including actions and sounds · compare sets of objects by matching · begin to develop the language of 'whole' when talking about objects which have parts.</p>					
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Throughout the year- Understand the effect of changing seasons on the natural world around them.						
<b>UTW</b> <b>The Natural World</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Making bread</b></p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Signs of Autumn</b></p>	<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Signs of Winter</b></p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>Signs of Spring</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Forces- push and pull</b> <b>Explore the best materials for a boat</b> <b>Using and drawing maps</b> <b>Melting chocolate</b></p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Mini beast identification/ habitats</b> <b>Growing</b> <b>Planting a bean.</b></p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Pulleys</b> <b>Waterproof materials-make a raincoat/ hat for Billy Duck</b> <b>Making ice pops</b> <b>Freezing/melting</b></p>

<p><b>Throughout the year children will take home the Family Box and share their special things with the class- Recognise that people have different beliefs and celebrate special times in different ways</b></p>						
<p><b>UTW</b> <b>People, Cultures &amp; Communities</b></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways- <b>Harvest</b></p> <p>Draw information from a simple map- <b>map of LRRH route</b></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways- <b>Christmas, Bonfire Night, Diwali, weddings.</b></p>	<p>Talk about members of their immediate family and community. <b>Identify and talk about people who help us.</b> Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways - <b>Chinese New Year</b></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways- <b>Easter Mothers' Day</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. <b>Landmarks</b> <b>Compare countries</b> <b>Postcards</b></p>	<p>Draw information from a simple map- <b>Journey to school</b></p>	<p>Draw information from a simple map- <b>Treasure maps</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways- <b>Father's Day</b></p>

<p>RE</p>	<p>Belonging- who are we and how do we belong?  <b>Friends</b>  <b>Family</b>  <b>Family life and routines</b>  <b>Babies and baptism</b></p> <p>What places are special and why?  <b>School</b>  <b>Home</b></p>	<p>What times are special and why?  <b>Bonfire Night</b>  <b>Diwali</b>  <b>Birthdays</b>  <b>Christmas</b></p> <p>Which stories are special and why?  <b>Christmas- Nativity</b>  <b>Rama and Sita</b></p> <p>Which people are special and why?</p>	<p>Which stories are special and why?  <b>The Great Race (Chinese New Year)</b>  <b>The Wise Man and Foolish Man (Builders)</b></p>	<p>Draw information from a simple map- look at maps.  <b>Find school on Google Earth.</b></p> <p>What times are special and why?  <b>Easter</b>  Which stories are special and why?  <b>Easter Story</b></p>	<p>Our wonderful world- how can we care for living things and the earth?</p>	<p>Our wonderful world- how can we care for living things and the earth?  Which stories are special and why?    <b>Noah's Ark</b></p>
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**Jesus, God,  
Mary, Joseph  
Rama and Sita**  
What places are  
special and why?  
**Visit to the  
Church  
(Christmas)**

**UTW  
Past & Present**

**Throughout the year children will take home the Family Box and share their special things with the class- Talk about members of their immediate family. Name and describe people who are familiar to them.**

<p>Talk about members of their immediate family. Name and describe people who are familiar to them.</p> <p><b>Family photos and artwork</b></p> <p>Comment on images of familiar situations in the past- <b>Compare baby photos to now</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>Guy Fawkes Remembrance Day - Soldiers Rama and Sita Jesus</b></p>	<p>Talk about the lives of the people around them and their roles in society</p> <p><b>People who help us</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>The Great Fire of London (London's Burning)</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p> <p><b>Photos of our local area now and in the past.</b></p> <p>Know some similarities and differences between things in the past and now, drawing on</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>Easter story</b></p> <p><b>Changes over time - The Very Hungry Caterpillar.</b></p> <p><b>Days of the week - The Very Hungry Caterpillar.</b></p> <p><b>Oliver's Vegetables</b></p> <p>Comment on images of familiar situations in the past.</p> <p><b>Floor book/ learning journey</b></p> <p><b>Plant diary</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Looking back and reflecting on our time in FS2.</p> <p><b>Floor book/ learning journey</b></p>
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				<p>their experiences and what has been read in class. <b>Transport old and new- Mr Gumpy in his rowing boat - Train ride - steam vs electric trains</b></p>		
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<p style="text-align: center;"><b>EAD</b> <b>Creating with materials</b></p>	<ul style="list-style-type: none"> <li>• Box modelling houses</li> <li>• Self-portraits using different media</li> <li>• Natural collages</li> </ul> <p><b>Artist: Acrimboldo</b></p>	<ul style="list-style-type: none"> <li>• Christmas craft</li> <li>• Colour mixing</li> <li>• Fireworks painting techniques</li> <li>• Pastels</li> <li>• Clay diva lamps</li> <li>• Rangoli patterns- chalks, coloured sand</li> </ul> <p><b>Artist: Middleton Manigault - The Rocket (1909)</b></p>	<ul style="list-style-type: none"> <li>• Chinese art</li> <li>• Lion head</li> <li>• Dragon masks/ puppets</li> <li>• Paper Lanterns</li> <li>• Castle / Tooth Fairy house</li> </ul> <p><b>Artist: Xuande porcelain</b></p>	<ul style="list-style-type: none"> <li>• Easter cards</li> <li>• Mothers' day cards</li> <li>• Vehicles with moving wheels (axels)</li> <li>• Boats that float</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeast/ animal homes</li> <li>• Minibeast sculptures</li> </ul> <p><b>Artist: Eric Carle</b></p>	<ul style="list-style-type: none"> <li>• Father's Day cards</li> <li>• Collage lighthouse</li> <li>• Colour mixing- Shades</li> <li>• Water colours • Pulleys</li> </ul> <p><b>Artist: Water Lilies Painting by Claude</b></p>
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<p style="text-align: center;"><b>EAD</b> <b>Being Imaginative and Expressive</b></p>	<p>Sing a range of well-known nursery rhymes and songs. <b>Songs about ourselves, our bodies, harvest.</b> <b>Action songs.</b> <b>Our favourite songs.</b></p>	<p>Sing a range of well-known nursery rhymes and songs. <b>Nativity songs</b> <b>Christmas Carols</b></p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Try to move in time with music <b>Dance Unit</b> <b>Chinese dancing</b></p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Transport songs</b> <b>Explore tempo</b> <b>Explore songs, music and dance from countries around the world</b></p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>Growing songs.</b> <b>Minibeast Songs.</b></p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate). <b>Songs liked to water</b> <b>Remember longer songs</b></p>
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<p style="text-align: center;"><b>SMSC/ Festivals</b></p>	<ul style="list-style-type: none"> <li>• Mental Health Awareness day</li> <li>• British Food Fortnight</li> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Diwali</li> <li>• Remembrance Day</li> <li>• World Kindness Day</li> <li>• St Andrews</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• New Year</li> <li>• Valentine's day</li> <li>• Big Garden Bird Watch</li> <li>• Safer Internet Day</li> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Mother's Day</li> <li>St Patrick's day</li> <li>St David's day</li> <li>Pancake Day</li> <li>World Book Day</li> <li>Holi</li> <li>Easter</li> <li>World Autism Awareness day</li> <li>Queen's birthday</li> <li>Earth Day</li> <li>St George's day</li> <li>Mental Health Awareness Month</li> </ul>	<ul style="list-style-type: none"> <li>• May Day</li> <li>• National Walking day</li> <li>• Walk to school week</li> <li>• Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>• Eid</li> <li>• World Ocean Day</li> <li>• Healthy Eating week</li> <li>• Fathers' Day</li> </ul>
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