









Deepdale Community Primary School

Reception Subject Coverage
Academic Year 2025-2026



Topic / Theme		<u>Autumn 1</u> My World and Me!	<u>Autumn 2</u> Sparkle and Shine (Celebrations)	<u>Spring 1</u> Frozen World	<u>Spring 2</u> Once Upon a Time	<u>Summer 1</u> Bugs, Blossoms and Beyond	<u>Summer 2</u> Eager Explorers
Why?		<i>To create a sense of belonging to our classroom and school community.</i>	<i>We are a diverse school and we want to foster a mutual respect and awareness for celebrations and festivals around the world.</i>	<i>The children will gain first hand experiences from observing the current physical changes in the natural world.</i>	<i>We will expose the children to story language through a range of traditional tales, increasing their understanding of their own and others' thoughts and feelings.</i>	<i>The children will develop and increase their understanding and respect for the natural world, including their local environment.</i>	<i>The children will develop an understanding of the wider world, including the importance of protecting the environment.</i>
Reading Aloud		Spotlight Author Nick Sharrat 	Spotlight Author Petr Horáček 	Spotlight Texts Winter 	Spotlight Texts Traditional Tales 	Spotlight Author Giles Andreae 	Spotlight Author Katie Haworth 
Prime Area	Communication and Language	Oracy Focus: Social and Emotional: To look at the person that is speaking Cognitive: To use 'because' to develop their ideas.	Oracy Focus: Social and Emotional: Take turns to speak. Physical: To speak audibly so that they can be heard and understood.	Oracy Focus: Linguistic: To use talk in play to practice new vocabulary. Physical: To speak audibly so that they can be heard and understood.	Oracy Focus: Linguistic: To use talk in play to practice new vocabulary. Physical: To use gestures to support meaning in play.	Oracy Focus: Cognitive: To make relevant contributions and asks questions. Cognitive: To describe events that have happened to them in detail. Physical: To speak audibly so that they can be heard and understood.	Oracy Focus: Cognitive: To use 'because' to develop their ideas. Linguistic: To join phrases with words such as 'because' 'so' 'could' and 'but'.



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Communication and Language skills will be taught through all of the areas of learning

	Performance		Nursery Rhyme Week Nursery Rhyme Parent Performance Christmas Parent Performance	The Winter Olympics Assembly		Poetry Concert and Spring Picnic	
	Checkpoints / Assessments Children reaching a good level of development will be able to ...	Listening, Attention and Understanding: <ul style="list-style-type: none"> I can listen to others (adults) I can maintain attention in 1:1 or groups I can attend to other people, both familiar and unfamiliar I can respond to and answer "where", "how" and "why" questions about self and own experiences I can ask and answer questions in different contexts, including group activities, during play and within daily routines Speaking: <ul style="list-style-type: none"> I can use the language of stories and rhymes to imagine and recreate ideas in different contexts 		Listening, Attention and Understanding: <ul style="list-style-type: none"> I can listen and make some relevant responses I am beginning to ask questions about my surroundings I have conversations with my teachers and friends I can ask questions to help my understanding Speaking: <ul style="list-style-type: none"> I can talk confidently so that others understand me. I can explain why things might happen from stories, non-fiction, and rhymes. I can take part in discussions in groups 1:1 and as a class When I talk, I can use new vocabulary from my learning I can extend my ideas using words such as 'and' I am beginning to use the past, present and future tense 		Listening, Attention and Understanding: <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
Prime Area	Gross Motor Skills	Fundamental Movement Skills Theme: <i>Transport</i>	Fundamental Movement Skills Theme: <i>Space</i>	Fundamental Movement Skills Theme: <i>Minibeasts</i>	Fundamental Movement Skills Theme: <i>Supertato</i>	Fundamental Movement Skills Theme: <i>Jack and the Beanstalk</i>	Fundamental Movement Skills Theme: <i>Superworm</i>
	Gross Motor Skills will also be developed through Outdoor Provision and the Motor Screening Intervention						
	Fine Motor Skills	Strengthening: Arm movements / Dough Gym Tools:		Strengthening: Arm movements / Dough Gym Tools:		Strengthening: Arm movements / Dough Gym Tools:	



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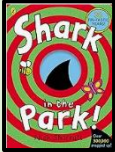
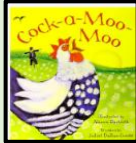
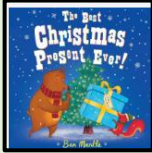
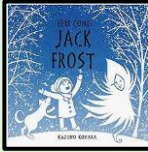
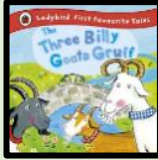

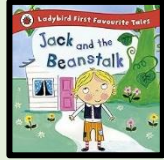
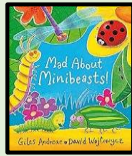
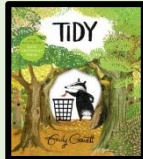


		<p>Introduce a range of tools – pens, pencils, scissors, paintbrushes, cutlery etc.</p> <p>Handwriting: <i>s a t p l n m d g o c k e u r h e f l</i></p>		<p>Develop the use of tools – pens, pencils, scissors, paintbrushes, cutlery etc.</p> <p>Handwriting: <i>Consolidate previous letters</i> <i>Introduce - j v w x y z</i></p>		<p>Develop the use of tools – pens, pencils, scissors, paintbrushes, cutlery etc.</p> <p>Handwriting: <i>Consolidate all letters</i></p>	
	Handwriting	Discrete Handwriting sessions are taught					
	Checkpoints / Assessments Children reaching a good level of development will be able to ...	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> I can negotiate space and have an awareness of my own space I can make shapes with my arms and hands, legs and feet, wriggle and stretch elbows, wrists, fingers, knees, ankles, feet and toes I can balance on one foot I am beginning to throw and catch a large ball I can climb stairs and steps I can move across climbing equipment using alternative feet <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> I can explore mark making using my fingers and different media I can understand and follow the language needed to talk about shape and movement patterns of letters I can talk about my mark making, representations, drawing and writing 		<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> I can jump off an object and land appropriately I can use my hands, arms and body to stabilise and balance I demonstrate some awareness of safety when travelling and using equipment. I can carry, pull and push equipment to where it needs to be. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> I can use a range of tools to make letters I know thinking about size, the correct starting point and pressure. 		<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing; <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	
Prime Area	Personal, Social and Emotional Development	<p>Settling in Relationships, routines and rules</p> <p>Self-Awareness: How do I talk about me?</p>	<p>Friendships: How can I make friends?</p> <p>Anti-Bullying Week: Power for Good</p> <p>Speak Out, Stay Safe Week</p> <p>Road Safety Week</p>	<p>Health and Self Care: How can I keep myself healthy?</p> <p>Safer Internet Day: 'Too good to be true?'</p>	<p>Friendships: What family events do I enjoy?</p>	Road Safety	<p>People and Communities: What do I know about my local community? Aspirations</p> <p>Transition</p>
	Checkpoints / Assessments Children reaching a good level of	<p>Self-Regulation:</p> <ul style="list-style-type: none"> I can understand and follow simple rules I can initiate and understand the rules of social convention <p>Managing Self:</p> <ul style="list-style-type: none"> I can manage my own personal hygiene, dressing and undressing I can take care of my belongings 		<p>Self-Regulation:</p> <ul style="list-style-type: none"> I can use different ways to manage my feelings I can set simple goals and work towards them in my play I can understand that sometimes I have to wait for what I want I can turn my attention to what an adult says even if I'm busy <p>Managing Self:</p>		<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	



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	<p>development will be able to ...</p>	<p>Building Relationships:</p> <ul style="list-style-type: none"> I can share and take turns 	<ul style="list-style-type: none"> I am confident and demonstrate my resilience when faced with challenges I know right from wrong I can manage my own basic hygiene and personal needs I can talk about healthy choices <p>Building Relationships:</p> <ul style="list-style-type: none"> I can work with others and take turns I can say what makes a good friend I try to help my friends when they are feeling sad, cross or worried 	<p>Managing Self:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific Area</p>	<p>Core Texts</p>	<p>Text – Shark in the Park by Nick Sharratt</p>  <p>Poetry – Nursery Rhymes <i>Head, Shoulders, Knees and Toes</i> <i>If you're happy and you know it</i> <i>1,2,3,4,5,</i></p>	<p>Text – Cock-a-Moo-Moo by Juliet Dallas-Conte</p>  <p>Text – The Best Christmas Present Ever! by Ben Mantle</p> 	<p>Text – Jack Frost by Kazuno Kohara</p> 	<p>Text – The Three Billy Goats Gruff by Irene Yates and Ladybird</p>  <p>Text – Goldilocks and the Three Bears by Nicola Baxter and Ladybird</p> 	<p>Text – Jack and the Beanstalk by Iona Trehay and Ladybird</p>  <p>Text – Mad about Mini beasts by Giles Andreae</p>  <p>Text – Tidy by Emily Gravett</p> 	<p>Text – Emma Jane's Aeroplane by Katie Haworth</p>  <p>Text – Clean-Up by Nathan Byron</p> 



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<p>Phonics</p>	<p>Red Rose Letters and Sounds Phase 1 Recap Phase 2 <i>s a t p l n m d g o c k</i></p>	<p>Red Rose Letters and Sounds Phase 2 <i>ck e u r h e f ff l ll ss</i></p>	<p>Red Rose Letters and Sounds Consolidation - Phase 2 Phase 3 <i>j v w x y z qu sh ch th th ng</i></p>	<p>Red Rose Letters and Sounds Phase 3 <i>ai ee igh oa oo oo ar or</i></p>	<p>Red Rose Letters and Sounds Phase 3 <i>ur ow oi ear air ure</i></p>	<p>Red Rose Letters and Sounds Consolidation - Phase 3 Phase 4</p>
<p>Shared Reading</p>	<p>Shared Reading takes place daily and all books align with the chosen Red Rose Phonics Scheme in order to consolidate Phonics learning and/or develop fluency.</p>					
<p>Checkpoints / Assessments Children reaching a good level of development will be able to ...</p>	<p>Little Blenders My Letters and Sounds by Schofield and Sims</p>	<p>Little Blenders My Letters and Sounds by Schofield and Sims</p>	<p>My Letters and Sounds by Schofield and Sims</p>	<p>My Letters and Sounds by Schofield and Sims</p>	<p>My Letters and Sounds by Schofield and Sims</p>	<p>My Letters and Sounds by Schofield and Sims and supplemented by Bug Club</p>
	<p>Word Reading:</p> <ul style="list-style-type: none"> To be secure at Phase 2 Phonics <ul style="list-style-type: none"> I can read tricky and high frequency words automatically I can read aloud a Phase 2 book <p>Comprehension:</p> <ul style="list-style-type: none"> I can retell parts of a familiar story in my own words I can answer simple retrieval questions about what has been read to me I can talk about what might happen next in our class story I can talk about the new vocabulary that I have learned <p>Writing:</p> <ul style="list-style-type: none"> I can finish on the right I can tell you what some of the words I write say (may not be spelt correctly) I can write my name correctly, with a capital letter I can spell some CVC words with support I can say a simple sentence <p>Handwriting:</p> <ul style="list-style-type: none"> I can use a range of writing tools to make marks and some letters with confidence 	<p>Word Reading:</p> <ul style="list-style-type: none"> To know 10 digraphs from Phase 3 <ul style="list-style-type: none"> I can decode unfamiliar words I can read some Phase 3 Tricky Words and High Frequency Words <p>Comprehension:</p> <ul style="list-style-type: none"> I can retell a familiar story in my own words I can answer simple retrieval questions about what I have read independently I can say what might happen next in my own age appropriate story I can correctly use new and exciting vocabulary from my learning <p>Writing:</p> <ul style="list-style-type: none"> I can use spaces to separate some of my words I can spell some CVC words independently I can say my sentence before I write it down I can write simple sentences and phrases that are readable by others <p>Handwriting:</p> <ul style="list-style-type: none"> I can hold a pencil correctly I can form at least half of the 26 graphemes correctly I know my letters should sit on the line 	<p>Word Reading:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>Comprehension:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play <p>Writing:</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. <p>Handwriting:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; 			



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Specific Area	Mathematics	<p>Baseline Assessments Composition and cardinality to 3 Pattern</p> <p>KIRFs: Subitise to 3 To verbally count to 10</p>	<p>Composition and cardinality to 5 Shape Time Prepositional language</p> <p>KIRFs: To recall all bonds to 2/3 Subitise to 3 To verbally count forwards and backwards to 10</p>	<p>Composition and cardinality to 5 Mass Capacity</p> <p>KIRFs: To recall all bonds to 4/5 To count to 20 from any given number</p>	<p>Composition and cardinality 6–10 Number Bonds to 5 Doubles Height and Length</p> <p>KIRFs: To recall doubles to 5 Subitise to 3 To verbally count to 30</p>	<p>Composition and cardinality to 10 Number Bonds Distribute quantities – odd and even Shape</p> <p>KIRFs: To recall some number bonds to 10 To verbally count beyond 20</p>	<p>Composition and cardinality to 10 Grouping and Sharing Doubles Money</p> <p>KIRFs: Consolidate previous KIRFs</p>
	Daily Number Focus	<p>Counting Songs Counting with correspondence</p>	<p>Cardinality and Ordinality up to 5</p>	<p>Conceptual Subitising</p>	<p>Cardinality and Ordinality up to 10</p>	<p>Automaticity of Number Bonds</p>	<p>Automaticity of Number Bonds</p>
	<p>Checkpoints / Assessments Children reaching a good level of development will be able to ...</p>	<p>Number:</p> <ul style="list-style-type: none"> I can subitise to 3 I can use the word zero to represent none I can count out a set of objects from a larger set, with numbers up to 5 I can recognise and order the numerals 0-5 I can write numerals 0-3 <p>Numerical Patterns:</p> <ul style="list-style-type: none"> I can verbally count to 10 I can count out a set of objects from a larger set, with numbers up to 5 I can count up to 5 objects, <u>moving each one</u> as they are counted I understand that the last number spoken is the size of the set 	<p>Number:</p> <ul style="list-style-type: none"> I can subitise quantities up to 5. I can recognise and order numbers up to 10. I can say how many are missing from the whole when a part is hidden. I understand that doubling is adding the same number to itself. I can write numerals 0-5 I can recall addition and subtraction number bonds up to 5 I can identify some of the doubles of numbers up to 5 <p>Numerical Patterns:</p> <ul style="list-style-type: none"> I can verbally count beyond 20, and from any given number I can count out a set of objects from a larger set, with numbers up to 10 I can count up to 10 objects, <u>moving each one</u> as they are counted I understand that the last number spoken is the size of the set 	<p>Number:</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 			
Specific Area	Past and Present	History:					
		<p>Chronology: <i>How have I changed?</i></p> <p>Significant People <i>People who are important to me</i></p>			<p>Chronology/Changes to Living Memory: <i>Houses: Old and New</i> <i>What do I have in my house now that my grandparents didn't have?</i></p>	<p>Chronology/Events, People and Change: <i>How has air travel changed?</i></p> <p>Significant People <i>Amelia Earhart</i></p>	



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People, Cultures and Communities	Geography:					
		Mapping and Fieldwork: <i>My Classroom and School</i> Road Safety Week:	Mapping and Fieldwork: <i>Where do we live?</i> <i>Types of houses</i>		Comparing and contrasting localities: <i>Walk to the park</i>	Locational and Place Knowledge: <i>Eager Explorers - Landmarks</i>
	R.E:					
	Special Times: <i>How and why do we celebrate?</i> -Birthdays -Diwali	Special Times: <i>How and why do we celebrate?</i> -Review Diwali -Christmas	Special Stories: <i>Why are some stories special?</i> -What does special mean? -Special books – The Quran -Eid	Special Stories: <i>Why are some stories special?</i> -What does special mean? -Special books – The Bible -Easter	Special Places: <i>What buildings and places are special to different people?</i>	Our Special World: <i>What is special about our World?</i>
The Natural World	Science:					
	Humans: <i>Describe people who are familiar to them.</i> <i>Learn how to take care of themselves.</i> Scientific Enquiry: Identifying and Classifying: <i>Sorting images of people according to their characteristics</i>	Light: <i>Explore Shadows</i> Scientific Enquiry: Observing Over Time: <i>How does a toy's shadow change over the course of the day?</i>	Materials: <i>Observe, measure and record how materials change when cooled.</i> Scientific Enquiry: Comparative Testing: <i>How quickly do ice-cubes melt in different environments?</i>	Materials: <i>Observe, measure and record how materials change when heated.</i> Scientific Enquiry: Comparative Testing: <i>How does the solidity of the egg change the longer it is boiling for?</i>	Living things and their habitats: <i>Explore the plants and animals in the surrounding natural environment.</i> Scientific Enquiry: Classification: <i>Name and describe plants and animals in the school grounds/woodlands.</i>	Forces: <i>Explore how to change how things work.</i> <i>Explore how objects move in wind and water.</i> Scientific Enquiry: Comparative Testing: <i>Compare how different paper aeroplanes fly</i>
	Seasonal Change to be ongoing throughout the year.					
Checkpoints / Assessments Children reaching a good level of development will be able to ...	Past and Present: <ul style="list-style-type: none"> I can talk about key events in my life I can order simple experiences I have had I can talk about how my life has changed. People, Cultures and Communities: <ul style="list-style-type: none"> I can talk about the features that I have experienced in my immediate environment 		Past and Present: <ul style="list-style-type: none"> I can explain what happened at the beginning and at the end of an event. I can sequence events I can talk about changes between past and present I can talk about how the lives of people have changed People, Cultures and Communities:		Past and Present: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 	



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		<ul style="list-style-type: none"> I can find my way around my new school environment and tell you where things are, including finding them on a simple map I can find out what people do in my local environment I can talk about different celebrations and the things people do to celebrate <p>The Natural World:</p> <ul style="list-style-type: none"> I can make observations and notice changes in the natural world around me I can ask questions to find things out about animals, plants, materials and the environment 	<ul style="list-style-type: none"> I can talk about similarities and differences in the way people live and their celebrations I can talk about my immediate environment, recognising places that are special in my community including finding information on maps I can compare simple features of mine and other communities <p>The Natural World:</p> <ul style="list-style-type: none"> I can describe people, places and objects saying what is the same and what is different. I can talk about features of communities that are not my own. I can describe discoveries I have made 	<p>People, Cultures and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>The Natural World:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
Specific Area	Creating with Materials	Art:					
		Art Focus: Drawing and Painting <i>Self-Portraits</i>		Art Focus: Whole School Art Week <i>Theme to be decided</i>		Art Focus: Collage <i>Vincent Van Gough - Sunflowers</i>	Combine Art and DT Focus: Sculpture
	Design Technology:						
			Simple Mechanisms <i>3D Christmas Trees</i>		Food and Nutrition: <i>Porridge</i> <i>Easter Nests</i>		Combine Art and DT Focus: Sculpture
Being Imaginative and Expressive	Music:						
	Singing and Listening: <i>Charanga - Me</i> <i>Introduce body percussion</i>	Singing and Listening: <i>Christmas Production</i>	Singing and Listening: <i>Charanga – Everyone</i> <i>Introduce instruments</i>	Singing and Listening: <i>Charanga – Our World</i> <i>Introduce instruments</i>	Explore and Create: <i>Charanga – Our World</i>	Explore and Create: <i>Charanga – Big Bear Funk</i>	



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Checkpoints / Assessments Children reaching a good level of development will be able to ...	Creating with Materials: <ul style="list-style-type: none"> I can explore media and materials in different ways I can construct and join resources I can experiment and build with a range of construction resources Being Imaginative and Expressive: <ul style="list-style-type: none"> I can sing familiar nursery rhymes and songs I can use equipment and tools to build and make simple props I can listen and respond to different styles of music. 		Creating with Materials: <ul style="list-style-type: none"> I can look after brushes and equipment. I can change my work to get the effect I want. I can mix and blend colours when I'm printing and painting I can tell you about how I have made my creations, what I used and what I did Being Imaginative and Expressive: <ul style="list-style-type: none"> I can sing a range of known songs and rhyme I can sing and play instruments within a song I can develop storylines in role play 		Creating with Materials: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories Being Imaginative and Expressive: <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
	Curriculum Enhancements	Nursery Rhyme Week Nursery Rhyme Parent Performance Christmas Parent Performance	The Winter Olympics Lunar New Year Art Week	Mother's Day World Book Day Eid Celebration Easter Egg Hunt	Minibeasts – Visitor Walk around the local area Sports Day	Father's Day The World Cup