

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy counts (vehicle texts)	The Something 	Star in the Jar 	Juniper Jupiter 	Little Red 	The Extraordinary Gardener 	The Storm Whale 
Reading Links	Paper Dolls Where's my teddy? Dogger Elmer and the lost teddy Autumn texts: Leaf man The Leaf Thief Goodbye Summer, Hello Autumn Awesome Autumn Patti's Pumpkin	How to Catch a Star The Fox and the Star Laura's Star Lost and Found The Awesome Night Sky Winter texts: Goodbye Autumn, Hello Winter Stickman The Snowflake Winter Sleep	Super Daisy Superworm Super Duck The Jolly Postman The Day the Crayons Quit Spring texts: Goodbye Winter, Hello Spring Tadpoles Promise Crunching, Munching Caterpillar One Springy Day	Little Red Riding Hood (Mara Alperin) Little Red Riding Hood (Mike Gordon) The Good Little Wolf Jack and the Beanstalk The Three Billy Goats Gruff Traditional Tales from other cultures: Hansel and Gretel The Ghanaian Goldilocks	The Tiny Seed The Secret Sky Gardener The Magic Paintbrush The Little Gardener Eddie's Garden: and how to make it grow A Seed is Sleepy Summer texts: Sharing a Shell Lucy and Tom at the seaside Hello Summer, Goodbye Spring What the Ladybird heard at the Seaside	The Storm Whale in Winter Grandad's Island The Snail and the Whale The Whale's Song The Rainbow Fish The Big, Blue Whale One Tiny Turtle The Journey Home
Reading Spine (Pie Corbett) T4R Reading Spine) (These books are read throughout the year)	 	 	 	 	 	 

Trips and visits	Autumn walk	Pantomime	Forest school Anti-bullying visit	Library visit Forest school Knowsley Safari Park	Trip to the shops Library Visit	Library Visit Windmill farm
Working with Parents	Library Loan Service Coffee Morning	Arts and Crafts sessions Parents Evening Nativity Library Loan Service	Library Loan Service Share a story	Library Loan Service Library Visit Easter Arts and Crafts Easter Bonnett Share a story	Library Loan Service Library Visit Share a story	Library Loan Service Library Visit Sports Day Share a story Graduation
Personal, Social, Emotional Development (PSED) (Religious Education topics are used throughout the year to help support the children's PSED skills)	<p>Self-Regulation:</p> <p>Throughout the year children will work towards simple goals, being able to wait 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.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Ability to follow instructions. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					
	<p>Managing self:</p> <p>Jigsaw: Being me in my world</p> <p>New beginnings: celebrating our start to school, our class rules and routines.</p> <p>Supporting children to build friendships with others, and seeking out others to share experiences with.</p> <p>Children supported to take turns in sharing thoughts and ideas and listening to others.</p>	<p>Managing self:</p> <p>Jigsaw: Celebrating difference</p> <p>Treasure is special: what makes us special? Children to see themselves as a valuable individual</p> <p>Talk about who is special in our world?</p> <p>Anti-bullying week explore friendships: Children to think about perspective of others. Expressing their feelings and</p>	<p>Managing self:</p> <p>Jigsaw: Dreams and Goals</p> <p>Children to talk about what makes them super? (Prior learning - what makes us special?)</p> <p>Talk about emotions: linking to how Juniper was feeling in the story Juniper Jupiter. Children to begin to explore their own emotions. Identifying and moderating their</p>	<p>Managing self:</p> <p>Jigsaw: Healthy me</p> <p>Know and talk about the different factors that support overall health, including oral health: Link to Grandma feeling unwell.</p> <p>Children will be encouraged to prepare a healthy snack for grandma: working together, building constructive and respectful relationships.</p>	<p>Managing self:</p> <p>Jigsaw: Relationships</p> <p>Children to work together to plant and care for the reception garden: working together, building constructive and respectful relationships. Ensuring they follow rules for our outdoor garden.</p> <p>Talk about how environments can make us feel: sharing images of different gardens. Think about the perspective of others.</p>	<p>Managing self:</p> <p>Jigsaw: Changing me</p> <p>Looking after our planet, how can we make a difference?</p> <p>Celebrate our time in reception and all our successes.</p> <p>Practising for Sports day: showing resilience and perseverance in the face of challenge</p>

	Children are encouraged throughout the year to meet their own needs, personal hygiene.	consider the feelings of others, examples of how others may feel in particular scenarios.	own feelings socially and emotionally.			
	<p>Building Relationships:</p> <p>Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing team games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>					
	Listening, Attention and Understanding (All children to be assessed by WellComm Tool/Chatty Words)					
<p>Communication and Language (C&L)</p> <p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>	<p>Settling in circle times: promoting listening and attention skills, encouraging children to follow instructions.</p> <p>Engaging in story times, including non-fiction texts.</p> <p>Speaking and listening time on carpet: sharing summer and weekend news. Modelling vocab and listening skills.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p>	<p>Beginning to listen attentively during whole class and group sessions.</p> <p>Asking questions during story sessions, to check understanding, encouraging the use of longer sentences.</p> <p>Engaging in story times, including non-fiction texts, and making relevant comments about what they hear.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Weekend news: describing events in some detail, modelling.</p> <p>Children to begin connecting ideas.</p> <p>Engaging in story times, including non-fiction texts, learning to remember key points from a story without pictures or props.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p>	<p>Beginning to listen attentively for longer periods of time.</p> <p>Engaging in story times, including non-fiction texts, asking questions and listening to what others think.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>	<p>Discuss the story, listen and respond to ideas expressed by others, make comments about what they have heard and ask questions to clarify understanding.</p> <p>When planting children will listen to and follow instructions involving several ideas or actions.</p> <p>Engaging in story times, including non-fiction texts, suggesting what may happen next.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills. New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>	<p>Holds conversation when engaged in back and forth exchanges with teachers and peers.</p> <p>Listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</p> <p>Engaging in story times, including non-fiction texts, answering how and why questions in response to stories, talking about events and characters.</p> <p>Information stations: learning new vocab</p>

		modelled (Vocabulary teaching from Literacy Counts).	New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).			and encouraging listening and speaking skills. New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).
	Speaking (All children to be assessed by WellComm Tool /Chatty Words)					

	<p>Modelling how to start a conversation with an adult or friend.</p> <p>Nursery Rhymes: learning new rhymes and songs.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p>	<p>Encouraging and modelling how to explain what is happening, organising and sequencing ideas and events.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p>	<p>Use language to engage in imaginary play - using superhero props.</p> <p>Learns to hold a conversation and respond to other people.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Beginning to develop their own narratives and explanations by connecting ideas and events.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>	<p>Use allotments to find out about gardening tools and allow children to use them, building up new vocab.</p> <p>Offer explanations as to what may happen to the seeds, using past, present and future tenses.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>	<p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions.</p> <p>Holds conversation when engaged in back and forth exchanges with teachers and peers, showing an awareness of the listeners needs.</p> <p>Information stations: learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Counts).</p>
Physical Development	Fine Motor					
	<p>Lots of Gross and Fine motor opportunities: Threading, cutting, dough gym, big outdoor movements.</p>	<p>Modelling how to use a hold and use a pencil correctly.</p> <p>Encourage children to recognise and write letters from</p>	<p>Children to be holding a pencil with good control to form recognisable letters to write words.</p> <p>Using a range of tools competently and safely</p>	<p>Children to use tools with good control, safely and competently to make a healthy snack</p> <p>Showing good control with a pencil, forming</p>	<p>Children beginning to show more accuracy and care with their drawings - drawing a dream garden</p> <p>Children to use a range of tools safely and showing</p>	<p>Children to hold a pencil effectively in preparation for fluent writing: using the tripod grip in almost all cases.</p>

(PD)	<p>Modelling the use of knives and forks in the dinner hall.</p> <p>Encourage independence use of one handed tools, e.g. scissors.</p> <p>Drawing development/fine motor assessment: self-portraits and encouraged to write their own name.</p>	<p>their name and other words</p> <p>Continue to encourage children to use one-handed tools independently, e.g. scissors.</p> <p>Children to write who is special to them: Encourage children to form recognisable letters when sounding out.</p> <p>Drawing development: Family Portraits</p>	<p>to create their own superhero masks, scissors, pencils, paintbrushes, etc.</p> <p>Drawing development: Draw a picture from their Christmas holidays</p>	<p>recognisable letters to form simple sentences</p> <p>Drawing development: Draw a picture of their favourite healthy meal.</p>	<p>good control when planting and gardening</p> <p>Drawing development: Draw a picture of a garden</p>	<p>Children to use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Drawing development: Draw a picture of their favourite memory in reception</p>
	Gross Motor					
	<p>Lots of Gross and Fine motor opportunities: Threading, cutting, dough gym, big outdoor movements.</p> <p>Encourage independence in putting on and taking off coats, shoes, wet suits, aprons, etc.</p>	<p>Revise and Refine fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Use information station to discuss healthy eating and importance of oral health</p>	<p>Develop overall body strength, encouraging balancing, coordination and agility.</p> <p>Encourage children to use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children to talk about healthy eating and the importance of oral health</p>	<p>When caring for the garden ensure children negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance, and coordination when playing games/PE sessions</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children to negotiate space successfully, demonstrate skills: catching, kicking, jumping, balancing, etc. during sports day practises and the event</p>

<p>Literacy (L)</p> <p>(As part of our Literacy we use Literacy counts scheme of work)</p> <p>Labels, captions and lists are in every EYFS unit; these are covered throughout all topics.</p>	Comprehension: A range of high quality, rich language based books are used throughout the year					
	<p>The Something Paper Dolls</p> <p>Where's my teddy?</p> <p>Dogger</p> <p>Elmer and the lost teddy</p> <p>Autumn texts:</p> <p>Leaf man</p> <p>The Leaf Thief</p> <p>Goodbye Summer,</p> <p>Hello Autumn</p> <p>Awesome Autumn</p> <p>Pattan's Pumpkin</p> <p>Spine books:</p> <p>Farmer Duck</p> <p>The Gruffalo</p>	<p>Star in the Jar</p> <p>How to Catch a Star</p> <p>The Fox and the Star</p> <p>Laura's Star</p> <p>Lost and Found</p> <p>The Awesome Night Sky</p> <p>Winter texts:</p> <p>Goodbye Autumn,</p> <p>Hello Winter</p> <p>Stickman</p> <p>The Snowflake</p> <p>Winter Sleep</p> <p>Spine books:</p> <p>Owl Babies</p> <p>Whatever Next!</p>	<p>Juniper Jupiter</p> <p>Super Daisy</p> <p>Super worm</p> <p>Super Duck</p> <p>The Jolly Postman</p> <p>The Day the Crayons Quit</p> <p>Spring texts:</p> <p>Goodbye Winter, Hello Spring</p> <p>Tadpoles Promise</p> <p>Crunching, Munching</p> <p>Caterpillar</p> <p>One Springy Day</p> <p>Spine books:</p> <p>Six Dinner Sid</p> <p>Mrs Armitage on wheels</p>	<p>Little Red</p> <p>Little Red Riding Hood</p> <p>Little Red Riding Hood (Mike Gordon)</p> <p>The Good Little Wolf</p> <p>Jack and the Beanstalk</p> <p>The Three Billy Goats Gruff</p> <p>Traditional Tales from other cultures:</p> <p>Hansel and Gretel</p> <p>The Ghanaian Goldilocks</p> <p>Spine books:</p> <p>Shhh!</p> <p>Handa's Surprise</p>	<p>The Extraordinary Gardener</p> <p>The Tiny Seed</p> <p>The Secret Sky Gardener</p> <p>The Magic Paintbrush</p> <p>The Little Gardener</p> <p>Eddie's Garden: and how to make it grow</p> <p>A Seed is Sleepy</p> <p>Summer texts:</p> <p>Sharing a Shell</p> <p>Lucy and Tom at the seaside</p> <p>Hello Summer, Goodbye Spring</p> <p>What the Ladybird heard at the Seaside</p> <p>Spine books:</p> <p>Rosie's Walk</p> <p>Goodnight Moon</p>	<p>The Storm Whale</p> <p>The Storm Whale in Winter</p> <p>Grandad's Island</p> <p>The Snail and the Whale</p> <p>The Whale's Song</p> <p>The Rainbow Fish</p> <p>The Big, Blue Whale</p> <p>One Tiny Turtle</p> <p>Spine books:</p> <p>Mr Gumpy's outing</p> <p>On the Way Home</p>
	Word Reading					
	<p>Monster Phonics</p> <p>Reading events:</p> <p>Autumn walk</p>	<p>Monster Phonics</p> <p>Reading events: Our favourite stories</p>	<p>Monster Phonics</p> <p>Reading events:</p> <p>Book Hunt</p>	<p>Monster Phonics</p> <p>Reading events:</p> <p>Library Visit</p> <p>World Book day</p>	<p>Monster Phonics</p> <p>Reading events:</p> <p>Bedtime bear launch</p>	<p>Monster Phonics</p> <p>Reading events:</p> <p>Wild Animal picnic</p>
	Writing (Literacy Counts)					

	Literacy Counts writing focus: The something: explore a losing story together.	Literacy Counts writing focus: Star in the Jar: finding story and posters	Literacy Counts writing focus: Juniper Jupiter: Superhero Narrative and information (ducks)	Literacy Counts writing focus: Little Red: Traditional Tale story and instructions	Literacy Counts writing focus: Extraordinary Gardener: Instructions and Narrative	Literacy Counts writing focus: The Storm Whale: A Friendship Story and Poetry
<p>Understanding of the world (UTW)</p> <p>(Information stations take place daily in reception, this is time children can talk about and find out about celebrations, past/present events and their natural world)</p>	Past and Present					
	All about me: talk about what makes them special	My family: talk about their own immediate family.	Real life superheroes: Doctors, Firemen, Nurses, etc.	Our bodies: How to we stay healthy? Look how we have grown, Link to text, Once there were Giants	Growing seeds, looking at change overtime. What do they expect might happen? Children will be encouraged to make predictions	Helping our future: use text The Journey Home to talk about our environment.
	Our name: introduce ourselves to one another, our name is special	Talk about and describe people who are familiar/special to them	Looking at different occupations			What might our environment look like in the future if we don't care for it?
	School family: we are all welcome	Remembrance Day Bonfire Night	Chinese New Year	Pancake day Mother's day	Sir David Attenborough's Birthday	
	People, Culture and Communities					
	Talk about ourselves: what makes us unique? Do we all look the same? What makes us different?	Where we live: Talk about where live, using simple maps	Look at China: linking to Chinese new year. Use maps, explore their culture.	Celebration: Easter, talk about the celebration of Easter. Children will participate in an Easter Bonnet Parade.	Where do we live: Recap where we live? Look at our planet.	Care for our environment: Children will develop an understanding of growth and change overtime.
	What Halloween looks like around the world?	What Christmas looks like around the world?	Masks around the world	Linking to healthy food, what food do people eat around the world?	Summer holidays: Places around the world. Where might we go on our holidays? How would we get there?	
	The Natural World					

	<p>Autumn: look at weather and changes during this season.</p> <p>Pattan's Pumpkins: Use text to explore floods. What is a flood?</p> <p>Information Stations</p>	<p>Winter: look at weather and changes during this season</p> <p>Light: Look at shadows, day and night, Link to Diwali</p> <p>Information Stations</p>	<p>Life cycles: use texts to explore life cycles, e.g. tadpoles promise, crunching, munching caterpillar</p> <p>Information Stations</p>	<p>Spring: Look at weather and changes during this season.</p> <p>Information Stations</p>	<p>Summer: Look at weather and changes during this season.</p> <p>Plants: different types of flowers. What do they need to grow? How do you care for them?</p> <p>Information Stations</p>	<p>Recycling: What can we recycle? How do we recycle? How does recycling work?</p> <p>Information Stations</p>
Maths (Power Maths)	Number and place value Addition and subtraction Measurement - Time		Addition and subtraction Number and place value Geometry - properties of shapes		Geometry - properties of shapes Addition and subtraction Number and place value and Multiplication and division	
Expressive Arts and Design (EAD)	Creating with Materials					
	<p>Children will be encouraged to use the creative area to explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Pencil: Create their own self-portraits (drawing development: using mirrors)</p> <p>Autumn Collages: use leaf man text to create our own leaf man</p> <p>Printing: Leaf printing, talk about textures - smooth, bumpy, spiky, etc.</p>	<p>Firework art: straws, forks, chalks using zig zag and stripe patterns</p> <p>Sponge painting enhancements for the easel</p> <p>Pencil: Create their family portrait (drawing development)</p> <p>Christmas time: cards, calendars, Christmas decorations will also be part of the provision during this time.</p>	<p>Junk modelling: Create a superhero, encourage children to use boxes, tubes, containers, etc. Sharing their creations and how they created them.</p> <p>Create superhero masks to use in role play.</p> <p>Pencil: Draw a picture from their Christmas holidays (drawing development)</p> <p>Artist: Kandinsky - Winter Landscape</p>	<p>Mixing colours: children to think about a different colour cloak for Little Red, she doesn't want a Red cloak anymore. Allow children to explore colour and what happens when they mix colours together.</p> <p>Spring: using oil pastels and water colours to draw pictures of flowers, experiment with different tones.</p> <p>Mother's day cards</p> <p>Pencil: Draw a picture of their favourite healthy meal (drawing development)</p>	<p>Garden/flower art:</p> <p>Printing: finger printing to create a garden</p> <p>Flower pressing and rubbing, talk about textures</p> <p>Look at Rangoli Patterns and encourage children to create their own</p> <p>Pencil: Draw a picture of a garden (drawing development)</p>	<p>Animal Pattern: Look at different animal pattern and prints encourage children to create patterns</p> <p>Clay: use clay to create our favourite animals, using tools to sculpt</p> <p>Father's day cards</p> <p>Pencil: Draw a picture of their favourite memory of reception (drawing development)</p>

	Being Imaginative					
	<p>Music with Mrs Hughes: Children will have the opportunity to sing familiar songs and will begin to build a repertoire of songs.</p> <p>Children will listen to, move to and talk about music, linking combinations of movements to music</p>	<p>Nativity: Children will learn songs and perform as part of their school nativity, children will engage in music making and performing as a group, learning new songs as well as singing some well-known songs</p> <p>Enhancements will be used in provision to encourage children to act out the story 'Star in the Jar'</p>	<p>Charanga: Me Children will learn to sing nursery rhymes and action songs</p> <p>Children will create superhero props, encouraging children to introduce a storyline or narrative to their play</p>	<p>Charanga: My Stories Children will learn to sing nursery rhymes and action songs</p> <p>Puppets and props for Little Red to encourage role play</p>	<p>Music with Mrs Hughes: Children will have the opportunity to sing familiar songs and will begin to build a repertoire of songs.</p> <p>Children will listen to, move to and talk about music, they will sing matching melody</p>	<p>Charanga: Everyone Children will learn to sing nursery rhymes and action songs</p> <p>Children will be able to develop narratives in their play drawing on familiar stories</p>
Religious Education: Come and See: (Topic)	<p>Myself: God knows and loves each one</p> <p>Welcome: Baptism - a welcome to God's family</p> <p>Birthday: Looking forward to Jesus' Birthday</p>		<p>Celebrating: People celebrate in Church</p> <p>Gathering: Parish family gathers to celebrate Eucharist</p> <p>Growing: Looking forward to Easter</p>		<p>Good News: Passing on the Good News of Jesus</p> <p>Friends: Friends of Jesus</p> <p>Our World: God's wonderful world</p>	
School Topics	Liverpool - Slavery Henry's Freedom Box, River Mersey, Hillsborough	Diversity (British Values)	WAR VE DAY	Shakespeare Week LONDON	Mad Science Week	Famous Artists including an Art Exhibition
Year One Links	<p>Talk about weather and seasonal changes - Autumn (Geography)</p> <p>Information Station</p>	<p>Encourage children to use phrases - (History)</p> <p>Information Station</p>	<p>Talk about and describe everyday materials (Science)</p> <p>Information Station</p>	<p>Talk about weather and seasonal changes - Spring (Geography)</p> <p>Information Station</p>	<p>Talk about weather and seasonal changes - Summer (Geography)</p> <p>Plants (Science) Information Station</p>	<p>Talk about/observe different garden plants. What animals eat? Link to herbivore, carnivore and omnivore (Science)</p> <p>Information Station</p>

Events/Celebrations	Season: Autumn Harvest Roald Dahl Day British Food Fortnight Black History Month Halloween (31 st October)	Seasonal Change: Autumn/Winter Diwali Bonfire Night (5 th November) Remembrance Sunday Anti-Bullying week Road Safety week Hanukkah Christmas	Make your dreams come true day Martin Luther King Day Big Garden Bird Watch Chinese New Year Valentine's Day (14 th February) National Storytelling Week	Seasonal Change - Winter/Spring Shrove Tuesday World Book Day International Women's day British Science Week St Patrick's Day Mother's Day Palm Sunday Easter	Seasonal Change- Spring/Summer St Georges day Queen's birthday Ramadan Sir David's Attenborough's Birthday Florence Nightingales Birthday	World Environment day Worlds Ocean day Anne Frank's Birthday Healthy Eating Week Father's day World Refugee day Eid-Al-Adha
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