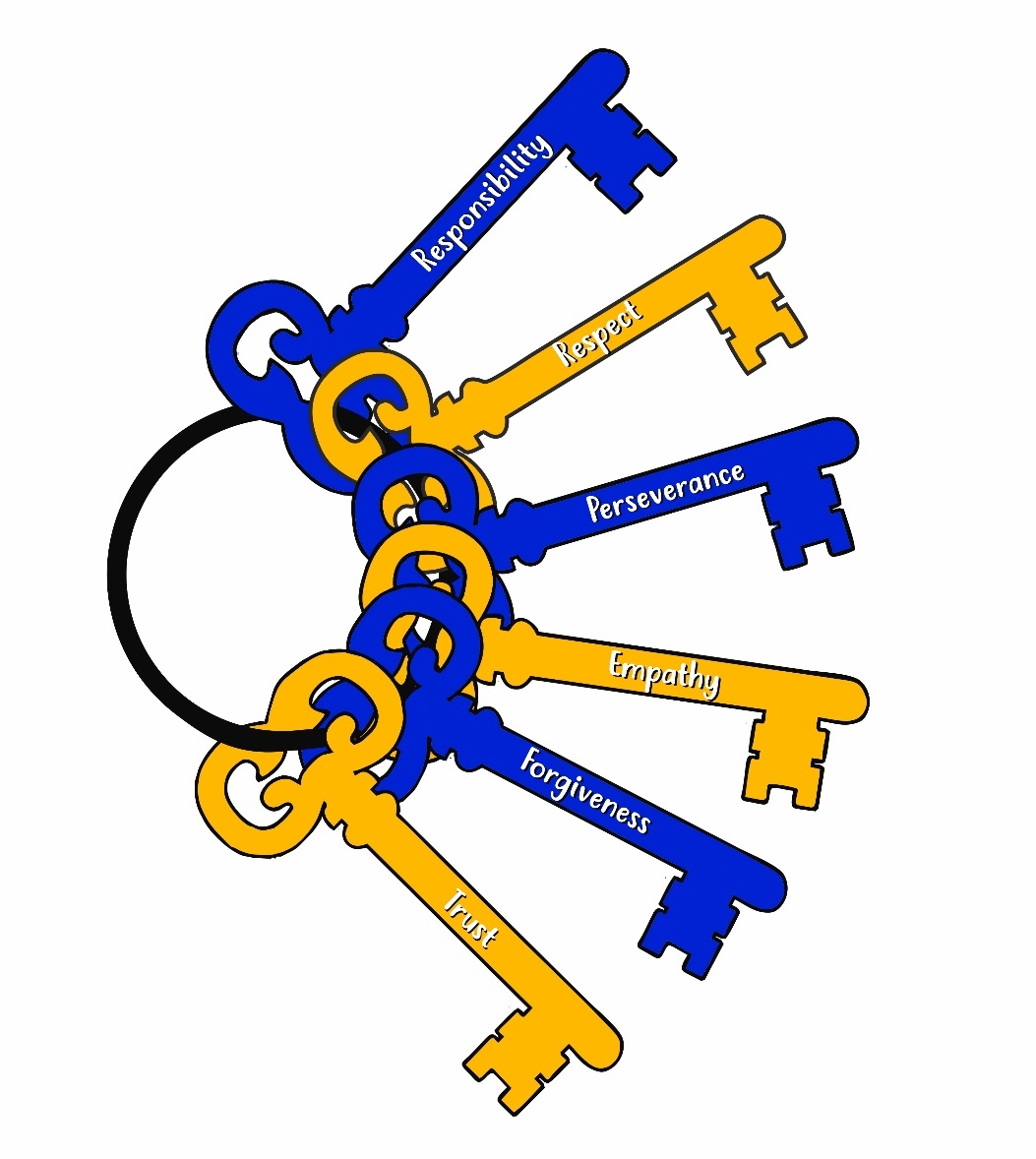
**Long Term Curriculum Map**

***“The keys to unlock the very best of us!”***



**LANDSCOVE rolling programme EYFS - This is a working document evolving & changing to the needs & interests of the children**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation**  **Rolling**  **Programme** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **The Farm**  *“Why are farms so important?”* | **Seasonal Change & Christmas**  *“How do the seasons affect us?”* | | **Space**  *“Why is planet Earth special?”* | | **Dinosaurs**  *“What if dinosaurs were around today?”* | | **New Life**  **& Minibeasts**  *“Are all animals the same?”* | | **Changing Environments:**  **Sea & Jungle**  *“Where in the World could we go?”* | |
| **Characteristics of Effective Teaching & Learning**  **supporting learning across all areas** | Playing and Exploring – engagement, finding out and exploring, playing with what they know and being willing to ‘have a go’.  Active Learning – motivation, being involved and concentrating, keeping trying and enjoying achieving what they set out to do. Creating and Thinking Critically – thinking, having their own ideas, making links and choosing ways to do things. | | | | | | | | | | |
| **Personal, Social & Emotional Development**  **(Prime Area)** | • Supporting children to make good relationships, encouraging self-esteem & awareness of others through all activities.  • Helping children to manage their feelings & behaviour, whilst developing positive sense of self, independence & social skills.  • Learning about & encouraging healthy lifestyles and participating in whole-school activities, such as CAP visit & Friendship week. | | | | | | | | | | |
| Being Me In My World | Celebrating Difference | | Dreams & Goals | | Healthy Me | | Relationships | | Changing Me | |
| **Communication & Language**  **(Prime Area)** | * Weekly ‘Show and Tell’ slots. On-going opportunities to encourage listening attentively and developing their skills in answering questions, developing a narrative/explanation and an ability to follow instructions. * On-going story sharing and associated discussions as well as role play situations. * Oracy embedded throughout – stem sentences to develop across the year. | | | | | | | | | | |
| **Physical**  **Development**  **(Prime Area)**  **See CP plans** | Moving and handling  PE-Fundamental movement skills.  Funky fingers  Cooking  CP | | Moving and handling  PE-Fundamental movement skills.  Funky fingers  Cooking  CP  Music & movement | | Moving and handling  PE-Throwing and Catching/dance  Funky fingers  Cooking  CP | | Moving and handling  PE-Passing and receiving in teams  Funky fingers  Cooking  CP  Music & movement | | Moving and handling  PE-Team building/problem solving  Dance (Mayday).  Funky fingers  Cooking  CP | | Moving and handling  PE-Athletics skills.  Sports day  Funky fingers  Cooking  CP |
| **Literacy**  **(Specific Area)** | Farm based texts | | Autumn themed texts | | Space themed texts | | Dinosaur themed texts | | New life/minibeast themed texts | | Sea/Rainforest themed texts |
| **Mathematics**  **(Specific Area)** | Mathematics is inherent in daily school routines – use of positional language, counting to solve real-life problems, talking about time, etc.  • Rich mathematical vocabulary and modelling of using and applying mathematics by all adults in setting.  • Discrete ‘Maths Area’ (including a working wall & weekly challenge) and integrated opportunities throughout provision – both inside and out.  **Guided Mathematics Lessons (White Rose Maths) – see school website** | | | | | | | | | | |
| **Understanding of the World**  **(Specific Area)** | **Past & Present**  •Talk about their family and time at preschool  •What did farmers use before they had tractors?  • Compare photographs of past and present farming  • Farm trip/visitor | | **Past & Present**  •Christmas story – compare journey then & now  •Visit from a grandparent – What was school like when they were a child?  • Compare photographs of past and present Christmas’  • Explore cycle of seasons and time passing  • Introduce Bonfire night and Remembrance Day | | **Past & Present**  •The first moon landing  •Chinese new year  • Discuss and share photographs of space travel – particularly moon landing  • Compare photographs of past and present buildings, including sitting rooms. | | **Past & Present**  •Who was Mary Anning and what did she do?  • Sharing of non-fiction texts linked to dinosaurs  • Discuss Mary Anning and fossils  • Compare photographs of past and present clothing linked to Mary Anning | | **Past & Present**  Explore life cycles and time passing  • Compare photographs of past and present May-Day (Coronation) celebrations | | **Past & Present**  •Identify and talk about changes since being born to now (PSHE)  • Compare photographs of past & present transport  • Compare photos of past and present beaches  • Discuss pirates |
| **People, Cultures & Communities**  See FaB planning -  Explore school outdoor environment  Visit St. Matthew’s church  Positional language in mathematics | | **People, Cultures & Communities**  •See FaB planning  •Celebrations - Diwali & Christmas.  • Compare Bethlehem/Landscove  •Interpret a map/aerial view of school  • Introduce world map/globe  • Identify similarities and differences to life in UK/contrasting enviros: Australian Christmas, North Pole, Bethlehem | | **People, Cultures & Communities**  •See FaB planning  •Chinese New Year  •Create map of school  • Interpret a range of maps and scales of Landscove  • Explore routes to school  • Introduce Google Earth  • Recognise different environments: Virtual visit to London & Egypt | | **People, Cultures & Communities**  **•**See FaB planning  •Mothering Sunday, The Easter Story.  •Describe similarities & differences between their local environment and environments in stories & non-fiction texts.  • Spatial reasoning in mathematics | | **People, Cultures & Communities**  •See FaB planning  •May Day celebration  •Handa’s surprise & The Ugly Five comparison and contrast between animals, lifestyles, weather etc in Kenya/Devon.  • Explore map of world | | **People, Cultures & Communities**  •See FaB planning  •Interpret a range of maps  •Mapping in Mathematics  •Identify similarities and differences to life in UK/contrasting enviros: Peru (Rainforest)  •Trip to aquarium – different marine environments |
| **The Natural World**  Outdoor Explorers  • Outdoor safety & understanding rules  • Exploring the area using our senses  • Observing signs of Autumn-Falling leaves  **“Why are farms so important?”**  •Where food comes from, jobs on the farm, farm animals & crops, farms in Autumn (Harvest).  •Observe farming from school grounds | | **The Natural World**  Observing signs of Autumn  Migrating birds  Hibernation  “**How do the seasons affect us?”**  Autumn crowns – walk around school grounds carefully collecting autumn leaves. What do we notice etc?  Hibernation – Which animals hibernate and why? | | **The Natural World**  Outdoor Explorers  • Observing signs of Winter  Deciduous trees  Signs of life  (Frosty morning walk)  • Interpreting maps  Mapping our school  “**Why is planet Earth special?”**  The Solar system- planets, sun, moon  Hot and cold planet investigation – ice planets  Landing on the Moon – astronauts  Air propelled rockets investigation | | **The Natural World**  Outdoor Explorers  • Observing signs of Spring  Daffodils  Leaf buds  Planting seeds  Migrating birds  “**What if dinosaurs were around today?”**  What did dinosaurs look like/do/eat?  Ice eggs  Comparing life on earth during dinosaur era and now. | | **The Natural World**  Outdoor Explorers  • Clever Caterpillars   * Fantastic frogs   Minibeasts  • Power of plants  **“Are all animals the same?”**  Baby animals and life cycles e.g. Caterpillar-butterfly/chicks/seed  Planting seeds and making observations | | **The Natural World**  Outdoor Explorers  • Observing signs of Summer  Wild flowers  Leaf prints  Busy bees  Summer sunshine  **“Where in the World**  **could we go?”**  Compare Stover and Sea/beach environment and creatures.  Floating and sinking investigation |
| **Additional computing**  Cbeebies ~Down on the Farm activities.  Matching animal sounds Topmarks game or CBeebies Topsy and Tim on the farm  Phonics Play/Bug on iPad and class board  Introduce Beebots -Little Red Hen | | **Additional computing**  Cbeebies~ Numberblocks  Phonics Play/Bug  Tee and Mo - Our Little World (bbc.co.uk) on ipads(UW-looking after our environment)  ~ Beebots controlling him to pick up items from ‘Ouch’ | | **Additional computing**  Cbeebies~ Stargazing activities  Cbeebies~design a planet  Phonics Play/Bug on iPad and class board  Controlling Beebot – direct him around the solar system. | | **Additional computing**  Cbeebies ~ Andy’s dinosaur adventures  Phonics Play/Bug on iPad and class board  Controlling Beebot – direct him around dinosaur land | | **Additional computing**  Cbeebies ~  Phonics Play/Bug on iPad and class board  Beebots – create map of school to programme Beebot to move around | | **Additional computing**  Cbeebies~ Octonauts -looking after the ocean  Phonics Play/Bug on iPad and class board  Controlling Beebot – direct it to the buried treasure on the treasure map. |
| **Hook or visit** | **Visit to Occombe Farm / Riverford** | | **Buckfast Abbey – Christmas workshop** | |  | | **Space dome/science week event** | | V**isit to Stover Country Park**  **Vet visit** | | **Aquarium visit &**  **Whole-School Beach trip** |

**Landscove rolling programme (Year 1 and 2) Year A – 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Science | Living things and their habitats (Y2) | Animals, including humans (Y2) | Plants (Y1) |
| Taught each term | Seasonal change | | |
| History | Who is the greatest history maker? (Focus on Florence Nightingale) | World War I: Why was Charles I sent to prison? | What does it take to become a great explorer? |
| Geography | Why does it matter where my food comes from? | How does the geography of Kampong Ayer compare with the geography of where I live? | How does the weather affect our lives? |
| DT | Mechanisms: Cars | Textiles: Puppets | Structures: Houses - Pompeii |
| Art | Fruit and vegetable printing (Printing inc. Digital Art) | African sunset painting | Flowers in art (Drawing and painting) |
| Music (Y2) | Musical me | African call and response song (Theme: Animals) | Dynamics, tempo, timbre and motifs (Theme: Space) |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y1/2 PROGRAMME | | |
| FaB  (RE) | Who is Muslim and how do they live (part 1)?  Why is Christmas important to Christians? | Who is Muslim and how do they live (part 2)?  Why does Easter matter to Christians? | What is the good news Jesus brings?  What makes some places sacred to believers? |
| PSHE  (Y2) | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | IT around us  Digital photography | Making music  Pictograms | Robot algorithms  Intro to quizzing |
| **Hook or visit** | **DT: Cooking: Occombe Farm professional kitchen visit and make** | **Science: Paignton Zoo trip or habitats immersion experience in school** | **PE: Adventurous activity (e.g. climbing)** |

**Landscove rolling programme (Year 1 and 2) Year B – 2023/24**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Science | Uses of everyday materials (Y1 & 2) | Plants (Y1 & 2) | Animals, including humans (Y1) |
| Taught each term | Seasonal change | | |
| History | How do our favourite toys and games compare to those of the children of the 1960s? | Pompei: How do we know so much about where Sappho used to live? | Why is the history of my locality significant? |
| Geography | Why don’t penguins need to fly? | What is the geography of where I live? | Why do we love being beside the seaside so much? |
| DT | Cooking & Nutrition: Making a healthy plate | Electrical circuits & beebots | Levers/sliders |
| Art | Figures and faces (Sculpture) | Self-portraits (Drawing and painting) | Seascapes (Drawing, painting, collage) |
| Music (Y1) | Timbre and rhythmic patterns (Theme: Fairytales) | Pitch and tempo (Theme: Superheroes) | Vocal and body sounds (Theme: By the sea) |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y1/2 PROGRAMME | | |
| FaB  (RE) | Who made the world?  What does it mean to belong to a faith community? | What do Christians believe God is like?  Who is Jewish and how do they live (part 1)? | Who is Jewish and how do they live (part 2)?  How should we care for the world and others, and why does it matter? |
| PSHE  (Y1) | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | Technology around us  Digital painting | Moving a robot  Grouping data | Digital writing  Introduction to animation |
| **Hook or visit** | **History: Trip to Bygones Torquay** | **Geography: Welly walk/local area** | **Science/Geography:**  **Plymouth Aquarium or Wembury Beach with rangers** |

**Landscove rolling programme (Year 3 and 4) Year A – 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Science | Forces & Magnets (Y3) | Rocks(Y3)  States of Matter (Y4) | All living things (Y4)  Plants (Y3) |
| History | How did the arrival of the Romans change Britain? | How did life change from the stone age to the iron age? (2023)  Who were the Anglo-Saxons and how do we know what was important to them? | What did the Vikings want in Britain? |
| Geography | Why do so many people live in megacities? | Why are jungles so wet and deserts so dry? | How and why is my local environment changing? |
| DT | Chocolate boxes using nets | Sewing- textiles | Mechanisms- pop up story books |
| Art | Printing and Rangoli patterns | Work of Other Artists: Henri Rousseau  Collage (overlapping and montage): Rainforest scene. | Drawing and Painting: Cave art |
| Music (Y1) | Adapting and transposing motifs | Body and tuned percussion | Samba and Carnival sounds and instrumental |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y3/4 PROGRAMME | | |
| FaB  (RE) | What do Hindus believe God is like?  Incarnation/God: What is the trinity? Christmas | What does it mean to be a Hindu in Britain today?  Salvation: Why do Christians call the day Jesus died good? Easter | Kingdom of God: When Jesus left what was the impact of Pentecost?  Why do some people think that life is like a journey and what significant events mark this? |
| PSHE | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | (Y4) Computer systems and networks – the internet Creating media – audio editing | Programming A – repetition in shapes  Programming B – repetition in games | Creating media – photo editing  Data and information – Data logging |
| **Hook or visit** | **Roman Soldier visit (History)** | **Kent’s Cavern to link with rocks, fossils and the Stone age. (Science and History)** | **Wild wise overnight camping trip (PSHE).**  **Adventurous activity – paddleboarding and climbing wall (PE).** |

**Landscove rolling programme (Year 3 and 4) Year B – 2023/24**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Science | Electricity (Y4)  Trip – energy from waste plant Plymouth | Animals including humans (Y3)  Animals including humans (Y4) | Light (Y3)  Sound (Y4) |
| History | How did the lives of Ancient Britons change during the Stone Age? | Bronze Age Britain: What is the secret of the standing stones? | How do artefacts help us to understand the lives of people in Iron Age Britain? |
| Geography | How do the biggest earthquakes not always cause the most damage? | Beyond the Magic Kingdom: what is the Sunshine State really like? | How can we live more sustainably? |
| DT | Cooking & nutrition: Make bread and a healthy accompaniment. | Circuit: Make a torch | Programming: light up boxes |
| Art | Sculpture | Sculpture | Painting and drawing: Narrative art |
| Music | Ballads | Pentatonic melodies and compositions | Jazz |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y3/4 PROGRAMME | | |
| FaB  (RE) | What do Christians learn from the creation story?  How do festivals and family life show what matters to Jewish people? | People of God: What is it like to follow God?  How do festivals and worship show what matters to a Muslim? | Gospel: What kind of world did Jesus want?  How and why do religious people try to make the world a better place? |
| PSHE | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | (Y3) Computer systems and networks – connecting computers.  Creating media – animation. | Creating media – desktop publishing  Data and information – branching databases | Programming A – sequence in music  Programming B – events and actions |
| **Hook or visit** | **Energy from Waste plant Plymouth – visit (science)** | **Visit to Exeter Mosque (RE and Worldviews)**  **Dartmoor – Bronze age sites (History)** | **Adventurous activity - Bear Trails and canoeing (PE)** |

**Landscove rolling programme (Year 5 and 6) Year A – 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Science | Forces. | Animals including humans: Healthy lifestyles.  Living things and their habitats: Birth to old age. | Living things and their habitats: Life cycles.  Living things and their habitats: Classification. |
| History | Why did Britain once rule the largest empire the world has ever seen? | How does Dartmoor reflect our national military history? | Why did the ancient Maya change their way of life? |
| Geography | Why is fair trade fair? | Who are Britain’s National Parks for? | How do volcanoes affect the lives of people on Heimaey? |
| DT | Building bridges (structures). | Moving toys (mechanical systems). | Fashion and textiles (textiles). |
| Art | British textile designers (printing). | Dartmoor landscapes | Gargoyles |
| Music | Theme and variations (Pop Art). | Music, sound and colour (Holi festival). | Traditional music (South and West Africa). Drumming |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y5/6 PROGRAMME | | |
| FaB  (RE) | Why do Hindus want to be good? | Creation and science – conflicting or complementary? What did Jesus do to save human beings? | How can following God bring freedom and justice? How does faith help people when life gets hard? |
| PSHE  (Y1) | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | Internet communication. Webpage creation. | Variables in games. Introduction to spreadsheets. | 3D modelling. Sensing. |
| **Hook or visit** | **Tamar bridge visit – meet a design technician**  **Visit the Box Museum & Gallery** | **Dartmoor National Park Visit** | **Residential – water based** |

**Landscove rolling programme (Year 5 and 6) Year B – 2023/24**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Science | Properties and changes of materials.  Evolution and inheritance. | Earth and space | Light. Electricity. |
| History | How did a pile of dragon bones help to solve an ancient Chinese mystery? | Why was winning the Battle of Britain in 1940 so important? | The story of the Trojan Horse: historical fact, legend or classical myth? |
| Geography | How is climate change affecting the world? | Why are mountains so important? | What is a river? |
| DT | Programming. | Seasonal food – cooking and nutrition | Fairground rides (electrical systems). |
| Art | Chinese art (sculpture). | Still life (drawing and painting). | Greek theatre masks (drawing and sculpture). |
| Music | Dynamics, pitch and texture (Mendelssohn). | Film music. | Musical theatre. |
| Spanish | TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y5/6 PROGRAMME | | |
| FaB  (RE) | What does it mean to be a Muslim in Britain today? Was Jesus the Messiah | What does it mean if God is holy and loving?  Why is the Torah so important to Jewish people? | What would Jesus do? What matters most to Humanists and Christians? |
| PSHE  ( | Being me in my world  Celebrating difference | Dreams and goals  Healthy me | Relationships  Changing me |
| Computing | Sharing information. Video editing. | Selection in physical computing. Flat-file databases. | Vector drawing. Selection in quizzes. |
| **Hook or visit** | **Science: Jurassic Coast fossil hunting** | **DT: Field to Fork visit** | **Greek Day - food and dress. Debating democracy.**  **Residential – Moorland based** |

**Landscove Personal Development Opportunities**

At Landscove we are a school that is built on success stories; some big, some small, some public but most private. We provide an education enriched by our Christian traditions: Wisdom, Hope, Community and Dignity. Through our curriculum design, our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture a love of learning.

At the heart of our curriculum are our school values and ethos, the bedrock upon which the school stands.

We continuously strive to achieve high academic standards through our exciting curriculum, which is engaging and relevant for all pupils. The curriculum has been designed making best use of our unique staff and their varying experiences and skills, our children’s passions and interests and the passions of our families who often share their expertise with us. We have many distinctive attributes; most significantly, our local community and rural location; not far from moorland or coast. We make the best use of our outdoor spaces including our Wild Woodland Learning area, school garden, our local beaches, Dartmoor and enrichment through our 5-star core offer and planned personal development opportunities.

During their time in our school, children will be offered the opportunity to unlock the best of themselves through our:

**Core Offer**

|  |  |
| --- | --- |
|  | **GLOBAL CITIZENSHIP**: to offer a range of opportunities which allow children to develop an understanding nature, causes and effects of global poverty and climate injustice with the aim to empower the next generation to be of agents of change. |
|  | **THE ARTS**: To take part in an annual Arts week and exhibit their work or perform to our parents and wider community (artist joins for the week) |
|  | **FOOD AND FARMING**: To experience local produce from the field to the plate and cook in a professional kitchen. Using our own school kitchen as a source of first-hand experience. |
|  | **RICHER LIFE EXPERIENCES**: to ensure learning uses a wide variety of hooks and experiences to enthuse and motivate our leaners in all areas of the curriculum |
|  | **COMMUNITY:** To celebrate and value our learning community through enjoying a whole school ‘charabanc trip’ to the beach for the day ~ families invited to join us |

We believe that a broad, balanced, creative curriculum will enable children to flourish. With this in mind, we have implemented a programme of enriching and personal development opportunities, visits and memorable experiences which underpin our five-star core offer

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupil Voice:**  Eco council, School council, School ethos group, School Ambassadors, Play leaders  Eco council action plans to secure and maintain Green Flag award  School council and Ethos groups to support, organise and run charity events  Children to attend annual fair-trade conference & then actions to be taken back at school and in the wider community  School to support the village Eco Com by helping to maintain with litter picking  Global citizenship – pupils as agents of change | | | | | |
| **Class assemblies**  All children will take part in class assemblies, sharing their learning with parents once a year | | | | | |
| **Experience events linked to the church calendar**:  Harvest, Christmas Nativities, Carol concerts, Mothering Friday, Easter and leavers service. In keeping with our core values, we also support charity events across the year.  **Children will perform publically, taking leading roles at least twice**, **using the medium of song, dance and drama** | | | | | |
| **Music Wider opportunities**:  children will have regular opportunities to have taster days/ and blocked lessons (usually ½ a terms worth) learning to play a range of instruments including recorders, clarinets, djembes and ukuleles. These lessons will be supported by music specialists as part of the wider opportunities available to Devon schools.  School choir is open to all and performs at whole school events, in local community and within special music events held by local secondary schools.Choir to attend old folks home to liaise with local community  Peripatetic teachers offer Guitar, recorders & keyboard lessons. The children are enabled to perform to school community gatherings and celebrate all that they have learnt. | | | | | |
| **Additional curriculum weeks/days**  Arts week – artist leads our week – this can be any form of art or music  Health and well-being week, Harvest in a day workshops, Computing & Internet safety week  Science week~ including a day for parents to join children in lessons  Community PE days ~ a day for parents to join children in lessons. | | | | | |
| **Sport:**  In addition to a normal range of sports, children will be able to take part in fencing, archery, cross-country events, learning a martial art, as well as having the opportunity to work alongside dance specialists to choreograph their own dance and perform to an audience.  Community sports day is an annual fixture.  **Sports event calendar in place across the year** | | | | | |
| **Pre Schools**  Termly visits by EYFS staff to local preschools. Offer local pre-schools to use our facilities | | | | | |
| **National days/ set events:**  CAP workshops / NSPCC workshops (children & parents  Safer internet day  Children in need  Rowcroft Christmas Jumper Day  Refugee week  Comic relief | | **Mental health & wellbeing**  Mental health week  PSHE  Buckfast Abbey – wellbeing days  All sporting opportunities  IIH hub and courses | | **Community:**  FOLS- supporting our school community across the year with events and fund raisers  May Day event on the village green  Coffee morning for local community | |
| **Class 1 EYFS** | **Class 2 Years 1&2** | | **Class 3 Years 3&4** | | **Class 4 Years 5&6** |
| Farm visit    Make a seaside visit including marine rangers(link with Class2)    Visit a wild life centre and go pond dipping    Visit a place of worship    Plant, maintain and harvest from our school garden ~ cook for enjoyment.  Experience an adventurous activity eg climbing    Wild Woodland Learning  / Outdoor explorers  Nativity performance  Science week supported by FOLS – experts in their field offering us a unique & bespoke experience  Visitors from the local community | Make a seaside visit including marine rangers(link with Class1)    Visit a zoo or have visits made by zoological experts to learn about animals    Attend a live theatre event    Eat a meal at a café or restaurant    Plant, maintain and harvest from our school garden. Cook for enjoyment.    Visit a place of worship  Experience an adventurous activity eg climbing    Wild Woodland Learning  Nativity performance  Science week supported by FOLS – experts in their field offering us a unique & bespoke experience | | Have a wild night out under canvas    Experience a museum trip    Go to the Eden project and learn about biomes & the living world    Meet a Roman centurion    Visit a place of worship    Experience an adventurous activity such as kayaking    Plant, maintain and harvest from our school garden. Cook for enjoyment.    Wild Woodland Learning  Nativity performance  Science week supported by FOLS – experts in their field offering us a unique & bespoke experience | | Cook a meal for parents~ a ticket event which will raise funds~ for something of children’s choice    Visit a place of worship    Experience two residential offering challenging outdoor activities: INCL: climbing, orienteering, caving, archery, mountain biking, kayaking, raft building, canoeing, stand-up paddle boarding and high ropes    Plan and run an enterprise project~ including designing, making & sales    Plant, maintain and harvest from our school garden. Cook for enjoyment    Wild Woodland Learning  Life skills event for Y6  Cultural champion to visit KS2 – links to diversity, tolerance, racism Q&A, lead inter faith week and whole school assembly.  Nativity performance  Science week supported by FOLS – experts in their field offering us a unique & bespoke experience  Visits from Rev Gina, Hindu & Humanist – looking at cultural beliefs, practices, diversity & British values |