

Littlemoor & Moss Road Infant Academies



CURRICULUM POLICY

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1. RATIONALE

The curriculum is the totality of children's learning experiences and is the means by which we achieve our objective of educating children on the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We believe that every child should have the opportunity to develop and build their independence, self-esteem and self-confidence to become lifelong learners. We encourage our children to have high aspirations and strive for the best. We want our children to be responsible citizens and effective learners by the time they finish their journey at our academy and move onto the next phase of their lives. We strive to encompass as many curriculum areas into all learning, making them relevant and meaningful for our children.

'A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds.'

Dame Rachel de Souza

Broad Principles:

- To ensure our curriculum helps to develop lively, enquiring minds, through engagement and challenge.
- To help children acquire knowledge and skills relevant to adult life and employment in a fast-changing world.
- To instil respect for religious values, and tolerance of other races, religions and ways of life.
- Help pupils understand the world in which they live, and the interdependence of individuals, groups and nations
- To help pupils understand how human achievements have helped shape the world; through investigation and creativity
- To develop a character and a personal development curriculum that supports every pupil in engaging with the many diverse aspects of life and society'. Our Trust's ASPIRE Programme is fundamental to the character and personal development of pupils at Littlemoor and to becoming a 'truly great school with truly great students'. These are the values we aim to develop in our children: **Ambition Support Persistence Inspire Resilience Effort**
- To ensure that our curriculum reflects the local context of our learners, providing a vehicle for filling in gaps and experiences the children may have.
- To develop a curriculum that reflects national policy; (incorporating British Values and PSHE)

We aim for our curriculum to give pupils the opportunity to:

- provide exciting, stimulating and connected learning where the children become fully absorbed in a wide range of topics, subjects and lessons
- provide skills of English and Maths, helping them to develop enquiring minds and the ability to think rationally
- develop their vocabulary size, which research shows is related to academic success; it is crucial that our curriculum increases our children's breadth of vocabulary.
- see clear links between different aspects of their learning
- embed key concepts in their long-term memory and apply them fluently (sticky knowledge). (We must support changes to long-term memory; creating learned knowledge that will stay forever)
- revisit new learning, which we are aware is fragile

- understand the purpose and value of their learning and see its relevance to their past, present and future
- engage in a memorable experience during each topic
- develop and demonstrate their creativity
- develop a rich and deep subject knowledge and develop new skills (the by-product of the knowledge) through a variety of interesting contexts
- reflect on and evaluate their learning
- learn within a well-sequenced, coherent and progressive framework, given children the opportunity to remember and apply what has been taught
- explore the breadth and depth of the national curriculum
- help pupils understand the world in which they live, and the interdependence of individuals, groups and nations
- learn about relationships, healthy lifestyles, diversity and personal identity.

Teachers and Leaders will:

- use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- always be alert to the needs of individual children, supporting children's well-being and their learning.

2. OUR CURRICULUM INTENT

These are the key intentions that drive our curriculum.

Through our curriculum we intend to:

1. **Develop core learning;** placing a strong emphasis on our children becoming fluent readers and at least meeting national expectations in Speaking & Listening, Reading, Writing, Maths and Science.
2. **Develop Foundation Learning:** ensuring that all children reach their potential and that the majority at least meet national expectations in the Creative Arts, Humanities, Technology & Computing and RE.
3. **Develop learning behaviours in our children;** developing the behaviours the children need to succeed in the world such as concentration, self-improvement, resilience, co-operation, the enjoyment of learning and curiosity; supporting children to develop a growth mindset..
4. **Develop the holistic wellbeing of our children:** ensuring that they develop character and a moral compass, celebrate difference, know how to keep themselves safe and healthy and become responsible members of the community.
5. **Provide a range of experiences beyond the curriculum;** taking into account their previous experiences and providing a 'bucket list' of experiences to inspire awe, wonder and a thirst for learning in our children.

(Learning is defined as an alteration in long-term memory and progress can be defined as knowing more and remembering more.

Our rigorous high-value curriculum covers the Areas of learning in the Early Years Foundation Stage Curriculum for our Nursery and Reception children, and the relevant breadth of study in the core and foundation subjects of the National Curriculum for our Year 1 and Year 2 children.

At Littlemoor, we offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- promotes high levels of achievement and good behaviour
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- includes a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain
- actively promotes fundamental British values of democracy
- contains a range of 'bucket-list' experiences to be covered by the end of KS1 (See Appendix 1)

Our curriculum reflects the individual nature of our school together with prescribed elements from the national curriculum. The needs and interests of our children drive what is happening in our school, with children's achievement levels the starting point for all curriculum planning.

Our fundamental aim in developing our curriculum was to ensure that the curriculum inspires the children to learn. We strive to provide exciting, stimulating and connected learning where the children become fully absorbed using a cross-curricular approach. We strive to encompass as many curriculum areas into all learning, making them relevant and meaningful for our children.

The range of subjects helps children acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.

Children's spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work, thus supporting the children in developing principles for distinguishing between right and wrong.

Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live.

The curriculum enables pupils to develop their physical skills and promotes their personal, social, health and emotional well-being.

We believe that the curriculum should stimulate enjoyment of and commitment to, learning to encourage the best possible progress and the highest attainment for all pupils, preparing them effectively for the next steps of their education.

2.1 'Wow! Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each topic theme, the teachers consider how these moments can be achieved. It is usual for thematic learning to begin with a WOW starter and for further quality moments to be added throughout the term to reignite interest and enthusiasm. There are also opportunities for teachers to take their classes on trips specific to their learning or for visits in the local community. Visitors/guest speakers are also used within school.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore authors, artists, performers, musicians and sports coaches are invited into school to provide the children with an insight as to how the skills they are learning at school

can lead to success in later life. These opportunities are not viewed in isolation but provide a stimulus for work across the curriculum.

The children's views about their learning are also sought on a regular basis.

2.2 Role of Subject Leaders

Subject leaders provide professional leadership and management for a school to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all children.

Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take on an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher.

Subject leadership falls into two categories:

1. Core subject leadership: English, Maths and Science
2. Foundation subject leadership: All other subjects
3. RE subject leadership

Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject. The key roles of subject leaders are:

- Ensuring that there is a policy for the subject and that it is kept up to date and in line with national policy
- Writing, monitoring and evaluating an annual action plan for their subject
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny
- Ensuring that resources are plentiful, up-to-date and in good condition
- Ensuring progression takes place across the school
- Provide guidance and training to staff within their area of expertise
- Assisting with planning, teaching, assessment and reporting within their subject
- Keeping well informed of any assessment that takes place for their subject
- Ensuring that their subject has a high-profile within the school
- Arrange school-based training
- Organising whole-school events such as enrichment days for their subject
- Regularly reporting the provision of their subject to the Senior Leadership Team
- Representing the school in pyramid subject meetings
- Managing and being accountable for their subject's budget

3. CURRICULUM IMPLEMENTATION

Planning Structure:

Long-Term Planning: This is the year-long overview for the curriculum across the year groups and is shared with parents on the school website. The school has adopted a blocked approach to the teaching of Science, History and Geography with the subjects being taught in two/three week blocks to support the development of the children's long-term memory and metacognition.

Medium-Term Planning: This layer of planning shows the National Curriculum subject coverage for each half-term, both within a theme and also for subjects taught discretely.

Short-term Planning: This shows the planned learning for a specific lesson.

Our Curriculum reflects national policy:

3.1. English

The teaching of English is the foundation of our curriculum. We aim for all children to reach and exceed their potential in the key areas of speaking and listening, reading and writing.

There are daily Literacy lessons and discrete sessions set aside for phonics, spelling, punctuation, grammar and handwriting, together with cross-curricular teaching which ensures that our teaching is engaging and meaningful.

The school uses the approved systematic synthetic phonics programme, ReadWriteInc.

We use high quality texts to engage the children, ensure that our learning environments are language-rich and carefully plan to ensure the new curriculum expectations are met. Focus texts are used within our half-termly planning, forming the basis of all reading and writing tasks. Such texts often link to our cross-curricular themes. Our intent is for the children to become literate and to develop a love of reading, creative writing and purposeful speaking and listening.

Our practice is underpinned by educational research, including Planning for Early Literacy Development and Literacy in Key Stage One.(EEF publications).

3.2 Maths

Mathematics is an essential part of everyday life. At Littlemoor, we have adopted a mastery approach to the teaching and learning of mathematics. Fundamentally, this rests on the belief that all children can – and, indeed, must – be successful in the study of mathematics. At Littlemoor, we do not accept that ‘some people cannot do maths’ or that prior attainment should limit what a child is capable of learning. Mathematics is for everyone at Littlemoor.

We plan our learning by designing coherent units of work in the medium term which take into account the relevant mathematical progression. To support us in our long and medium term planning, we currently use the schemes of learning from White Rose Maths from F2 to Y2. Daily maths lessons follow the steps set out in medium term plans, while twice-weekly maths meetings allow for constant coverage of fundamental skills and recap of previous learning.

At Littlemoor we believe that the fundamentals of counting and recall are vital for the development of all mathematics skills and so every lesson begins with whole class counting and fluency activities.

Measurement, Geometry and Data Handling are taught through topic wherever possible, providing children with engaging stimuli for their maths, and showing them the mathematical links to the real world.

Our practice is underpinned by educational research, including Improving Mathematics in the Early Years and Key Stage One (EEF publications). We also work closely with the South Yorkshire Hub to keep abreast of the latest research, working in teacher research groups. Our calculation policy ensures that staff teach the four operations in a sequential order, building on the small steps laid out through White Rose Maths.

In order to develop children’s mental arithmetic skills we also use the maths apps Numbots and Times Tables Rock Stars. We believe that speed and accuracy are important and the more facts that children remember, the easier it is for them to do harder calculations. These apps allow children to practice their mental maths skills both at home and at school in a fun and challenging programme.

3.3 Science

Our science curriculum focuses primarily on providing children with the opportunity to work scientifically through the means of fun, practical experiences in and outside of the classroom. Our delivery of science within Littlemoor, develops a sense of excitement and curiosity, with children being encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

We aim for children to have a strong understanding of the world around them. Our children are encouraged to ask questions and apply their scientific skills and knowledge to investigate and find answers.

In KS1, Science lessons are carefully planned into each medium- term plan, linking where possible to the theme of learning or as standalone lessons. The Science units are blocked throughout the year, usually spanning a period of two weeks.

There is an expectation that there will be three 2-hour lessons each week. The first week should focus on science 'knowledge' with the second focusing on 'working scientifically'.

We have identified the key knowledge and skills pupils need to acquire and remember. Each unit of work is supported by a knowledge mat which focuses on vocabulary and includes the key knowledge and skills pupils are aiming to acquire.

Teachers understand the importance of pupils being asked what they already know and are given opportunities to reflect on their learning. There is an expectation that teachers will organise retrieval lessons to help support pupils' long-term memory.

3.4 History & Geography

History-led learning experiences are planned for within our topic- based curriculum and feature within long, medium and short-term planning.

In KS1, pupils are taught about changes within living memory and about events beyond living memory that are significant nationally or globally. The pupils are also made aware of significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements are also introduced to the pupils.

Geography-led learning experiences are planned for and feature within long, medium and short term planning. Geography is taught through practical, appropriate activities which help to provide a context for the children's learning. Learning will often take place within the local area to make it as meaningful as possible for the children.

In KS1, History and Geography lessons are carefully planned into each medium- term plan, linking where possible to the theme of learning or as standalone lessons. The History and Geography units are blocked throughout the year, usually spanning a period of two weeks.

We have identified the key knowledge and skills pupils need to acquire and remember. Each unit of work is supported by a knowledge mat which focuses on vocabulary and includes the key knowledge and skills pupils are aiming to acquire.

Teachers understand the importance of pupils being asked what they already know and are given opportunities to reflect on their learning. There is an expectation that teachers will organise retrieval lessons to help support pupils' long-term memory.

These units have been designed to give a metacognitive approach to teaching a knowledge-rich curriculum.

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils will use atlases and maps to name and locate the world's continents and oceans; they will also name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.

Across the humanities, the pupils use skills acquired in English, Maths and Computing to record their findings.

3.5 Art and Design/DesignTechnology

As the pupils progress through KS1, our art and design curriculum aims to provide pupils with the opportunity to produce creative work, exploring their ideas and recording their experiences and enabling them to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils will have the opportunity to evaluate and analyse creative works using the language of art, craft and design. They will also know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

We have introduced the new Access Art curriculum which consists of pathways for Years 1 and 2, designed to inspire and enable high quality visual arts teaching and learning. This holistic curriculum nurtures creative thinking skills. It is knowledge-rich and pupils learn a wide range of skills, developing understanding and showing clear progression.

Design-Technology-led learning experiences are planned for and feature within long, medium and short term planning. Design Technology is taught through practical, appropriate activities which help to provide a context for the children's learning. Opportunities are planned for children to work independently and collaboratively, either in small groups or as part of the whole class. Links are made to other subjects such as English, Science, Geography and Art.

We follow the 'Design, Make, Evaluate' approach to the teaching of DT, as outlined in the National Curriculum Programmes of Study document. The technical skills we teach encompass the following areas: Construction, Mechanisms, Textiles and Food and Nutrition.

3.6 PE

PE is taught as a discrete subject using a scheme entitled Real PE and Real Gym. The fundamental movement skills the children need in order to make progress with everyday physical activities and with specific sporting activities are developed using the physical ABCs- **Agility, Balance and Coordination**. A range of other skills including teamwork, self-confidence and belief, creativeness, persistence and communication are also taught through the Real PE cogs.

In F2 and KS1, the children are taught the three areas of physical activity; games, gymnastics and dance. The fundamental movement skills (agility, balance and coordination) are taught through the Real PE and Real Gym schemes of work. All teachers have a curriculum map of which activity to deliver in each week of the academic year.

The Fundamental movement skills (agility, balance and coordination) will be assessed regularly through the use of the Real PE assessment wheel.

3.6 Music

We provide the children with a range of musical opportunities and experiences. We encourage children to listen with concentration and understanding to a range of high-quality live and recorded music. Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. The children play untuned and tuned instruments with an increasing sense of rhythm. We teach them the disciplined skills of pulse and pitch, how to make music together, to understand musical notation or symbols, and to compose pieces using tuned and un-tuned instruments, body percussion and vocal effects.

Our school uses the Charanga scheme of work which is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the new National Curriculum and provides a practical, exploratory and child-led approach to musical learning. We have adopted Charanga as a teaching resource so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

In addition to this, children also take part in weekly singing assemblies and Key Stage 1 children have the opportunity to be a part of the school choir which performs regularly.

3.7 Religious Education

The Doncaster Agreed RE syllabus is used as the content guide for Religious Education and is based around three key themes: **Believing, Expressing and Living**. The Early Years Framework is followed for our EYFS children, focusing on PSED and Understanding the World. Foundation Stage teach RE through festivals which take place throughout the year, together with a focus on encouraging the children to develop positive attitudes about themselves and their peers.

KS1 RE focuses on Christianity and Islam, but other religions are also introduced.

We have close links with the local church, St Peter's, with the children visiting the church as part of their RE, and Reverend Franklin delivering special assemblies in school, including our annual Christingle service.

We assess against the end of key stage outcomes within the revised Doncaster RE Syllabus (2019).

3.8 Personal, Social, Health and Economic Education

At Askern Littlemoor Infant Academy, PSHE education is delivered through cross-curricular work, special events and discrete provision using the Jigsaw programme in the form of a lesson a week.

Jigsaw PSHE brings together Personal, Social and Health education, emotional literacy, social skills and spiritual development through six different half-termly topics. It is a whole-school approach and provides a comprehensive scheme of work from Early Years through to Y2. Jigsaw teaches children to become more resilient as it teaches them how to cope with issues such as body image, cyber and homophobic bullying and internet safety. 2 strands- 1. PSHE learning intention and 2. Emotional/social learning strand.

Our PSHE programme offers many opportunities for the spiritual, moral, social and cultural development, as well as contributing to all the strands of the British Values agenda.

3.9 Computing & the E-Safety Curriculum

At our school we aim to develop independent learners who are well equipped for their future. Computing skills are an integral part of teaching and learning for all pupils and staff.

The children progress through our computing curriculum, developing their skills in the key areas of:

1. **Computer Science** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.
2. **Information Technology** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond.
3. **Digital Literacy** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
4. **E-Safety** sessions are delivered by class teachers in an age-appropriate way, with e-learning being a planned aspect of PSHE, within Jigsaw lessons. The children take part in Safer Internet Day and assemblies also focus on e-safety throughout the year.

Technology is used in school on a daily basis, and staff are kept up to date with the latest technological advances by the Computing leader and through colleagues within our trust.

3.10 Spiritual, Moral, Social and Cultural Development/Fundamental British Values

Spiritual, Moral, Social and Cultural Development, along with the Fundamental British Values are embedded in all aspects of the curriculum, across all age groups. Key opportunities for the development of SMSC are highlighted on planning; with collective worship, special visits and events also identified.

In addition, every Jigsaw lesson, offers opportunities for SMSC development, and this is clearly mapped and balanced across each year group.

4. ENRICHMENT OF OUR CURRICULUM

At Littlemoor, we hold themed cross-curricular weeks across school, including a Fit and Healthy Week, a Science Week and a Green Week.

First-hand experiences are key for our children's learning both within and beyond the school site.

We offer opportunities for children to learn outdoors, using our extensive grounds whenever possible to make learning as relevant as possible to our children.

We welcome parents and carers to take part in children's learning and experiences, from stay and play sessions in nursery to reading workshops in KS1. The children share their learning with parents through assemblies at regular times throughout the year, and always following a school visit.

Family PE sessions are held during the year run by Skip2B.Fit.

5. CURRICULUM IMPACT

The impact of our curriculum is that by the end of each key stage, the vast majority of children have sustained mastery of content, that is, they have retained knowledge of the content and apply it fluently; some children have a greater depth of understanding. We assess and evaluate thoroughly to ensure children are on track to reach the expectation of our curriculum.

How we assess the impact of our key areas of curriculum intent:

- **Develop core learning;** we strive to ensure that our children's achievement in is at least in line with or exceeding their potential, given their varied starting points in Speaking & Listening, Reading, Writing, Maths and Science. We assess against age-related expectations and aim for our children to be academically prepared for the next phase of their education.
- **Develop Foundation Learning:** we strive to ensure that our children's achievement in foundation learning is at least in line with or exceeding their potential, given their varied starting points. We assess against age-related expectations and aim for our children to be academically and physically prepared for the next phase of their education, in the Creative Arts, Humanities, Technology & Computing and RE.
- **Develop learning behaviours in our children;** we should see positivity in our children in the way in which they respond to the variety of challenges they face every day.
- **Develop the holistic wellbeing of our children:** ensuring that they develop character and a moral compass, celebrate difference, know how to keep themselves safe and healthy and become responsible members of the community.
- **Provide a range of experiences beyond the curriculum;** taking into account their previous experiences and providing a 'bucket list' of experiences to inspire awe, wonder and a thirst for learning in our children.

5.2 Equal Opportunities and Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

5.3 Monitoring

The responsibility of the day-to-day organisation of the curriculum is that of the Head Teacher. Subject leaders monitor the impact of the part of the curriculum for which they are responsible. They conduct learning walks, scrutinise pupils' work and teachers' planning. They are responsible for inspiring learning in their subject and have responsibility for monitoring the way in which resources for their subject are used.

This policy is monitored by the governing body and will be reviewed annually.

A. APPENDIX 1

Each year group incorporates these experiences into the children's learning, with the aim being that at the end of their learning at Littlemoor, the children will have experienced the majority of these experiences.

'Bucket List' Experiences

Walking along a river	Watch a live sports event
Visiting a farm	See the stars-telescope, observatory
Music exposure- Mozart to The Beatles	Meet & learn from an artist
Get dirty- mud, puddles, grass	Volunteer/fundraise
Climb a tree	Visit a castle
See a live show/panto	Meet a hero-sports star, author
Build a den	Perform to a crowd- stage
Cook on a campfire	Circus
Planting seeds	Plant it, grow it, eat it
Making bird feeders	Make a movie
Picnic in the park/grounds	Play conkers
Jumping in puddles/run around in rain	Fly a kite
Taking photos in all weathers- rain, sun, snow	Catch a falling leaf
Picking wildflowers	Rolling down a really big hill
Going to the library	Discover what's in a pond
Holding a lit candle	Birdwatching
Listening to a story around a campfire	Minibeast hunting
Watching a baby chick hatch/holding a chick	Meet inspirational ex-pupil
Watching/listening to live musicians	Skim a stone
Lying on back in field- watching the clouds	Make a mud pie
Visiting an airport	Eat apple straight from the tree
Having a 'sleepover'	Play in the snow
Travelling on a train	Make a daisy chain
Set up a snail race	Create some natural sculptures

