

Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	Ice Worlds		The Great Fire of London		The Seaside	
Text						
KS1	History	<p><i>Scott of the Antarctic</i></p> <p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask questions and find answers to questions about the past</li> <li>• ask questions such as: what was it like for people? What happened? How long ago?</li> <li>• use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>• identify some of the different ways the past has been represented</li> </ul> <p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• describe historical events</li> <li>• describe significant people from the past</li> <li>• recognise that there are reasons why people in the past acted the way they did</li> </ul>	<p><i>The Great Fire of London</i></p> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• place events and artefacts in order on a time line</li> <li>• label time lines with words or phrases such as: past, present, older and newer</li> <li>• recount changes that have occurred in their own lives</li> <li>• use dates where appropriate</li> </ul>		<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use words and phrases such as: a long time ago, recently, when my parent/carers were, children, years, decades and centuries to describe passing of time</li> <li>• show an understanding of the concept of nation and a nation's history</li> </ul>	

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<p><b>Depth and Challenge</b></p>	<p><i>Debate Scott's choice to go on the expedition</i></p> <p><i>Create a documentary of question and answers</i></p> <p><i>Create an advert for an expedition team member (qualities, experiences)</i></p>	<p><i>Compose their own timeline</i></p> <p><i>Create a diary</i></p> <p><i>Research other key events of the period (eg. Other campaigners)</i></p> <p><i>Debate – wealthy supporting criminals</i></p> <p><i>Devise a plan to improve another institution</i></p>	<p><i>Investigate the history of a different nation and create an information leaflet</i></p> <p><i>Propose how they would improve the seaside even more, design what their ideal seaside would be like or a new feature</i></p> <p><i>Imagine/forecast what the seaside will be like in 50 or 100 years time</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>Discuss ambition</i></p> <p><i>Discuss choices and the impact of choices on other people</i></p> <p><i>11 Before 11 Do an adventurous activity (climbing wall or tree top adventure)</i></p>	<p><i>Charity</i></p> <p><i>Right/Wrong</i></p> <p><i>Philanthropy</i></p> <p><i>Volunteering</i></p> <p><i>Understanding how public institutions work</i></p>	<p><i>Traditions of the past</i></p> <p><i>Different cultures attitudes towards seaside</i></p> <p><i>Attitudes to childhood and how it has changed over time</i></p> <p><i>Coastguard RNLi volunteers who risk their lives for others</i></p>
<p>Geog</p>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul> <p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Understand geographical similarities and differences through studying the</li> </ul>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul> <p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul> <p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>

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	human and physical geography of a small area of the United Kingdom and of a contrasting non-European country		<ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>
<b>Depth and Challenge</b>	<p><i>Propose why one country would be better for a family to emigrate to than staying in UK</i></p> <p><i>Research the weather in different and explain seasonal daily weather by making a presentation</i></p> <p><i>Create a brochure for another countries</i></p>	<p><i>Find out about a different area and create a map for it</i></p> <p><i>Imagine an ideal land and create a map for it which incorporates key features, justify why it is the best location</i></p>	<p><i>Research different types of maps and debate which is the easiest one to use or which is the best for a specific purpose</i></p> <p><i>Debate which seaside town accessible from Birmingham would be the best to visit and why. Create a poster to convince others why their choice is the best one (advertising)</i></p>
<b>British Values and SMSC</b>	<p><i>Compare values/traditions/beliefs/political system of different countries</i></p>	<p><i>Debate and vote on where would be the best location to live</i></p>	<p><i>Debate and vote on where would be the best town to live</i></p> <p><i>Research about different places of worship and discuss comparisons/differences</i></p>

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	<p>Art and Design</p>	<p><b>L.O. to master techniques</b></p> <p><b>Digital Media (ICT cross curricular)</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop</li> </ul>	<p><i>The Great Fire of London art work</i></p> <p><b>L.O. to master techniques</b></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul> <p><b>L.O. to take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop</li> </ul>
	<p>Depth and Challenge</p>	<p><i>Collect own materials and design to make a .... which can....</i></p> <p><i>Invent a ... which can...(eg, model sculpture)</i></p> <p><i>Propose which materials would be best for the job</i></p>	<p><i>Collect own materials and design to make a .... which can....</i></p> <p><i>Invent a ... which can...(eg, model sculpture)</i></p> <p><i>Propose which materials would be best for the job</i></p>	<p><i>Collect own materials and design to make a .... which can....</i></p> <p><i>Invent a ... which can...(eg, model sculpture)</i></p> <p><i>Propose which materials would be best for the job</i></p>

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<p><b>British Values and SMSC</b></p>	<p><i>Find out about sculptures or pieces of art from other cultures or countries</i></p> <p><i>Representations in different countries</i></p> <p><i>Understand other ways of living</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p>	<p><i>Find out about sculptures or pieces of art from other cultures or countries</i></p> <p><i>Representations in different countries</i></p> <p><i>Understand other ways of living</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p> <p><i>11 Before 11 Art exhibition</i></p>	<p><i>Find out about sculptures or pieces of art from other cultures or countries</i></p> <p><i>Representations in different countries</i></p> <p><i>Understand other ways of living</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p> <p><i>11 Before 11 Art exhibition</i></p>
<p>D&amp;T</p>	<p><b>L.O. to master techniques</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> <p><b>ICT (cross curricular)</b></p> <ul style="list-style-type: none"> <li>• Model designs using software.</li> </ul> <p><b>L.O. to design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> </ul> <p><b>To take inspiration from design throughout history</b></p>	<p><b>L.O. to master techniques</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul> <p><b>L.O. to design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> </ul> <p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul> <p><b>Electricals and electronics (cross curricular)</b></p> <ul style="list-style-type: none"> <li>• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul> <p><b>L.O. to design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Use software to design.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>		<p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>
<b>Depth and Challenge</b>	<p><i>Propose the most suitable material for a given task</i></p> <p><i>Critique designs and justify responses</i></p> <p><i>Create an advert for their product</i></p>	<p><i>Propose the most suitable material for a given task</i></p> <p><i>Critique designs and justify responses</i></p> <p><i>Create an advert for their product</i></p>	<p><i>Propose the most suitable material for a given task</i></p> <p><i>Critique designs and justify responses</i></p> <p><i>Create an advert for their product</i></p>
<b>British Values and SMSC</b>	<p><i>Create an item for someone else within the community</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p> <p><i>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</i></p>	<p><i>Create an item for someone else within the community</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p> <p><i>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</i></p>	<p><i>Create an item for someone else within the community</i></p> <p><i>Use of imagination and creatively in their learning willingness to reflect on their experiences.</i></p> <p><i>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</i></p>
<p>RE</p> <p>*Study the main stories of Christianity</p> <p>• Study at least one other</p>	<p><b>LO: To understand beliefs and teachings</b> SMSC1 &amp; SMSC3</p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p><b>LO: To reflect</b></p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul> <p>SMSC1</p>	<p><b>LO: To understand practices and lifestyles</b> SMSC1 &amp; SMSC3</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>

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<p>religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <ul style="list-style-type: none"> <li>• Study other religions of interest to pupils.</li> </ul>	<p><b>LO: To understand values</b></p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others. BV8</li> <li>• Show an understanding of the term 'morals'. BV7</li> </ul>	<ul style="list-style-type: none"> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life. BV6</li> </ul>	<p><b>LO: To understand how beliefs are conveyed</b> SMSC1 &amp; SMSC3</p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>
<p><b>Depth and Challenge</b></p>	<p><i>Create an information booklet about a religion they have researched</i></p> <p><i>Justify why one action would be more beneficial than another</i></p>	<p><i>Pose questions and suggest range of possible responses</i></p> <p><i>Debate different answers or responses to the behaviour of religious figures</i></p>	<p><i>Research and present information on other religions and artefacts</i></p> <p><i>Create a poster explaining symbols</i></p> <p><i>Imagine a symbol for a new religion and explain its significance</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>Interest in exploring, improving understanding of and showing respect for different of and showing respect for different faiths and cultural diversity and the extent respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic groups</i></p> <p><i>Opportunities to understand the impact of their actions on other people</i></p> <p><i>Opportunity to visit places of worship</i></p>	<p><i>Debate</i></p> <p><i>Link with 11 before 11</i></p> <p><i>Opportunities to enable a moral sense</i></p> <p><i>Interest in exploring, improving understanding of and showing respect for different of and showing respect for different faiths and cultural diversity and the extent respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic groups</i></p>	<p><i>Opportunities to work on other cultures (e.g. Customs, traditions, dress, food) and faiths.</i></p>

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	<p>PE</p>	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim unaided up to 25 metres.</li> <li>• Use one basic stroke, breathing correctly.</li> <li>• Control leg movements.</li> </ul> <p>Athletic activities are combined with games in Years 1 and 2.</p>
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Computing	<p>JIT Programming</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Motion: control motion by specifying the number of steps to travel, direction and turn</li> <li>• Draw: control when drawings appear and set the pen colour, size and shape</li> </ul>	<p>Data collection and representation (Science branch diagrams/classification)</p> <p><b>L.O. to collect</b></p> <ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum</li> </ul>	<p>Research great fire of London (search engines and e-safety) (history)</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p><b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>• Understand online risks...</li> </ul>	<p>Create a short documentary about the great fire of London (English/History)</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<p>Collect and organise images. (Geography – human and physical)</p> <p><b>L.O. to collect</b></p> <ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum</li> </ul>	<p>J2Visual Programming</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Motion: control motion by specifying the number of steps to travel direction and turn</li> <li>• Looks: Add text strings, show and hide objects and change the features of an object</li> <li>• Events: specify user inputs (such as clicks) to control events</li> <li>• Control: specify the nature of events (such as a single event or a loop)</li> </ul>
Science	<p><b>L.O to understand the Earth’s movement in space</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies. (This should be done in a separate large class or year book.)</li> </ul>					

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	<p><b>L.O. to understand animals and humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <i>Clued up for growing up resource 'Boys and Girls.'</i></li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<p><b>L.O. to investigate materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p><b>L.O. to understand plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>L.O. to investigate living things</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> </ul>
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	<p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Identify and classify.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Identify and classify.</li> </ul>
Depth and Challenge	<p><i>Research and create animal fact files</i></p> <p><i>Justify why animals live in particular habitats or have particular roles</i></p> <p><i>Create own creature and justify which animal group it would best belong to</i></p>	<p><i>Invent own investigation</i></p> <p><i>Devise a way to make it a fair test</i></p> <p><i>Hypothesize and justify choices</i></p>	<p><i>Create a poster of caring for different plants</i></p> <p><i>Research information on a plant or animal has adapted to a particular environment and create a presentation</i></p> <p><i>Produce a classification system for plants</i></p>
British Values and SMSC	<p><i>Responsibility of caring for a pet</i></p> <p><i>Responsibility for caring the environment for humans and animals</i></p>	<p><i>Opportunities for group activities that teach co-operation and initiative</i></p>	<p><i>Responsibility of caring for a plant</i></p> <p><i>Responsibility for caring the environment for humans and animals</i></p>

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Brilliant Beginning	Visit Snow Dome in Tamworth 'Antarctica Experience'	Visit Aston Hall – explore the story of the Great Fire of London. <a href="http://www.birminghammuseums.org.uk/school_sessions/11">http://www.birminghammuseums.org.uk/school_sessions/11</a> or Blakesley Hall <a href="http://www.birminghammuseums.org.uk/school_sessions/182">http://www.birminghammuseums.org.uk/school_sessions/182</a> hearing an account from Samuel Pepy's diary	Visit to Weston Super Mare
Fabulous Finish	Visit from the animal man	Build and Burn Fire of London parent workshop	Parent invite for exhibition of ...