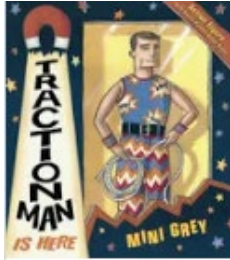

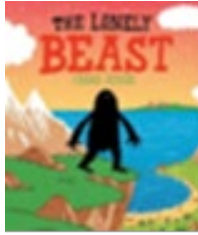
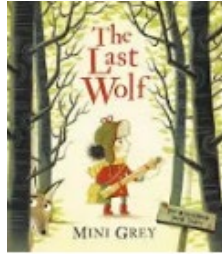


Year 1 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Traction man Toys in Space Biscuit Bear</p>	 <p>Egg Box Dragon</p>	 <p>Wild</p>	 <p>The Lonely Beast</p>	 <p>The Last Wolf</p>	 <p>How to Find Gold</p>
English – writing opportunities	<p>Labelling sentence structure narrative</p>	<p>Narratives instructions poems</p>	<p>Narratives poems</p>	<p>Non-fiction writing Narratives poems</p>	<p>Instructions explanations</p>	<p>Information texts Recounts Narratives poem</p>
English - SPAG	<p>Finger Spaces Capital Letters Full Stops Pronouns Nouns Asking questions Past tense</p>	<p>adjectives Capital letters Full Stops Conjunctions Verbs – ing 1st /3rd person Contractions</p>	<p>Time openers Conjunctions 'un' prefix -ed endings Exclamation marks Question marks</p>	<p>Time openers Prepositions of place 'un' prefix Irregular past tense</p>	<p>-ed endings -ing endings</p>	<p>Time Openers Prepositions Statements and Questions</p>
Maths	<p>Place Value (within 10)- Sort/count objects Count objects from a larger group. Represent objects Recognise numbers as words Count on from any number</p>	<p>Addition & Subtraction (within 10) Parts & Wholes Part-whole model Write number sentences Fact Families (addition) Number bonds within 10 Systematic number bonds within 10</p>	<p>Place Value (within 20) Count within 20 Understand 10,11,12,13,14,15,16, 17, 18, 19, 20 1 more/1 less The number line to 20 Use a number line to 20</p>	<p>Place Value (within 50)- Count from 20-50 Count by making groups of 10 Tens and ones Partition into tens and ones Number line to 50 Estimate on a number line to 50</p>	<p>Multiplication & Division - Count in 2s, 10s & 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups by grouping and sharing Fractions -</p>	<p>Place Value (within 100) Count from 50 – 100 Tens to 100 Partition into tens and ones The number line to 100 1 more/1 less Compare numbers Money - Unitising</p>

	<p>1 more/1 less Count backwards within 10 Compare groups by matching Fewer, more, same Less than, greater than, equals to Compare numbers Order objects and numbers</p>	<p>Number bonds to 10 Addition – add together/add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction Subtraction on a number line Add/subtract 1 or 2 Shape – Recognise and name 2D/3D shapes Sort 2d/3D shapes Patterns with 2D/3D shapes</p>	<p>Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Addition & Subtraction (within 20) Add by counting on Within 20 Doubles/near doubles Number bonds to 20 Subtraction – counting back and finding the difference</p>	<p>1 more/1 less Length & Height - Compare lengths & heights Measure length using objects Measure length in centimetres Mass & Volume - Measure/compare mass Full/empty Compare volume Measure/compare capacity</p>	<p>Recognise half/quarter of an object or shape Find half/quarter of an object or shape Recognise half/quarter of a quantity Find half a quantity Position & Direction - Describe turns Describe left & right/forwards & backwards/above & below Ordinal numbers</p>	<p>Recognise coins/notes Count in coins Time - Before & After Days of week/months of the year Hours, minutes and seconds Tell the time to the hour/half hour</p>
<p>Science – knowledge and skills</p>	<p>The Human Body Knowledge I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Skills Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions Performing simple tests Verbally state what they are going to investigate. Carry out simple tests using non-standard measurements when appropriate. Describe scientific findings to a partner.</p> <p>Seasonal Change (Autumn) Knowledge I can observe changes across the four seasons. I can observe and describe weather associated with</p>	<p>Materials Knowledge I can describe the simple physical properties of a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can distinguish between an object and the material from which it is made Skills Compare and sort together a variety of everyday materials on the basis of their simple physical properties. Identifying and classifying. Observing closely, using simple equipment. Performing simple tests Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions</p> <p>Seasonal change (Winter) Knowledge I can observe changes across the four seasons and describe weather associated with the</p>	<p>Planting A Knowledge I can identify the four main parts of a plant. Skills Asking simple questions and recognise that they can be answered in different ways Gathering and recording data to help in answering questions.</p> <p>Animals Knowledge I can sort and classify types of animals I can identify and name common animals I understand the terms Carnivore, Omnivore and Herbivore Skills Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Caring for the Planet Knowledge I can identify why it is important to care for our planet. I know how we can care for our plant. Skills Identify what is harmful to our planet and what is helpful. Using observational skills to suggest answers to questions.</p> <p>Seasonal Changes Knowledge I can observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Skills Asking simple questions and recognise that they can be answered in different ways Gathering and recording data to help in answering questions. Verbally state what they are going to investigate.</p>	<p>Plants Knowledge I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees Skills Identifying and naming plants Finding and observing plants and labelling roots, stem, leaves and flower Verbally state what they are going to investigate. Carry out simple tests using non-standard measurements when appropriate. Describe scientific findings to a partner.</p> <p>Planting C knowledge I can identify the four main parts of a plant. Skills</p>	<p>Growing and Cooking Knowledge I can say where my food comes from. I can identify food groups.</p> <p>Skills To observe how plants change throughout the year. To suggest answers to questions using scientific vocabulary.</p> <p>Seasonal change (Summer) Knowledge Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Skills Asking simple questions and recognise that they can be answered in different ways Gathering and recording data to help in answering questions</p>

	<p>the seasons and how day length varies.</p> <p>Skills</p> <p>Asking simple questions and recognise that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions.</p> <p>Verbally state what they are going to investigate.</p> <p>Carry out simple tests using non-standard measurements when appropriate.</p> <p>Describe scientific findings to a partner.</p>	<p>seasons and how day length varies.</p> <p>Skills</p> <p>Asking simple questions and recognise that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions.</p> <p>Verbally state what they are going to investigate.</p> <p>Carry out simple tests using non-standard measurements when appropriate.</p> <p>Describe scientific findings to a partner.</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>To sort objects and living things into groups.</p>	<p>Carry out simple tests using non-standard measurements when appropriate.</p> <p>Describe scientific findings to a partner.</p> <p>Planting B Knowledge</p> <p>I can observe changes to living plants.</p> <p>Skills</p> <p>Asking simple questions and recognise that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Asking simple questions and recognise that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Verbally state what they are going to investigate.</p> <p>Carry out simple tests using non-standard measurements when appropriate.</p>
<p>RE Knowledge & Skills</p>	<p>What do Christians believe that God is like?</p> <p>Knowledge</p> <p>I know how to develop ideas of our understanding of God.</p> <p>I know what a parable is.</p> <p>I can tell the story of the Lost Son from the Bible, and talk about the idea that God is a forgiving Father for Christians</p> <p>I can give some examples of a way in which Christians show that they believe that God is loving and forgiving.</p> <p>Skills</p> <p>To be able give an example of how Christians put their beliefs about God into practice.</p> <p>To think, talk and ask questions about whether we can learn anything from the story, exploring different ideas of worship.</p>	<p>Why does Christmas matter to Christians?</p> <p>Knowledge</p> <p>I can give clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.</p> <p>I can recognise that stories of Jesus' life come from the Gospels</p> <p>I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Skills</p> <p>To retell the birth of Jesus Christ.</p> <p>To identify what I personally have to be thankful for at Christmas time.</p> <p>To make links between what is taught and what you believe.</p>	<p>What is the good news that Jesus brings?</p> <p>Knowledge</p> <p>I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news</p> <p>I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>I can recognise that Jesus gives instructions to people about how to behave.</p> <p>Skills</p> <p>To give two examples of ways in which Christians preach forgiveness and peace.</p> <p>To give examples of how Christians use their beliefs in practice.</p> <p>To think, talk and ask questions about Jesus's good news.</p>	<p>Why does Easter matter to Christians?</p> <p>Knowledge</p> <p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>I can understand the Easter story from the Bible.</p> <p>Skills</p> <p>To retell the Easter story.</p> <p>To give three examples of how Christians show their belief about Jesus's death and resurrection.</p> <p>To recognise that Jesus gives instructions about how to behave.</p> <p>To think, talk and ask questions about how the Easter story has anything to say to them about sadness, hope or heaven.</p>	<p>Who is Jewish and what do they believe?</p> <p>Knowledge</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>I know the significance of Shabbat and what it means to Jews.</p> <p>I can identify Jewish artefacts and what they are used for.</p> <p>Skills</p> <p>To ask questions about how Jewish artefacts are used and their meaning.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people</p> <p>Give some examples of what Jewish people might do to celebrate Shabbat</p> <p>Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means</p>	

<p>Geography Plan B Knowledge & skills</p>			<p>Where do I live? Knowledge I know what a Continent is and name all seven continents. I can name and locate the four countries and capital cities of the UK To locate the four countries of the United Kingdom, and their cities To can use directional language to navigate around our school Skills To use a world map. To locate continents and countries on a world map, the four countries of the United Kingdom and their cities. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>The UK/The Farm Knowledge I can name the different types of farms. I can explain the features of the different types of farms. I know the four points on a compass. To know how the different seasons affect farm life. I know geographical features of a farm/countryside. Skills To use an aerial photo to identify features in a map. To use a map to identify simple geographical features.</p>	<p>The four seasons Knowledge To know that there are four seasons in a year and how they relate to them months of the year. Skills To describe the features of the seasons using appropriate vocabulary. To identify seasonal and daily weather patterns in the United Kingdom. To compare the four seasons.</p>	

<p>History Plan B Knowledge & skills</p>	<p>Toys from the past Knowledge I can describe toys by their characteristics. I can compare past and present toys. I know what a decade is. I know the difference between old and new toys. I know how to order toys from past to present Skills To know that toys from the past are different from today. I can use appropriate vocabulary to describe toys. To understand changes within living memory. To sort old/new toys into categories.</p>	<p>Castles Knowledge To know that the Normans invaded England To know how a castle is built . To know who worked in a castle. To know the history of the Tower of London Skills To ask questions to find out more information about events beyond living memory that are significant nationally or globally. To say how castles have changed over time.</p>				<p>Seaside holidays the past Knowledge I know how to recognise differences in how people used the seaside in the past and how it is used today. To order photographs chronologically. To identify ways in which holidays in the past are similar to holidays today. Skills To use photographs to find out clues about our past. To describe some features of seaside holidays 100 years ago. To make deductions about the past from a variety of sources. To discuss differences between seaside holidays from the past and present.</p>
<p>Art and DT Kapow Knowledge & skills</p>	<p>Printing and colour Knowledge I know how to name the primary colours. I know how to make prints using a range of objects and media Skills Mix primary colours to make secondary colours Explore the relationship between mood and colour.</p>	<p>Structures Knowledge I know how to describe the purpose of a structure I know how to follow instructions to make a structure I know how to use simple tools safely I know how to join materials in different ways. I know how to evaluate my product Skills Generate own ideas for designing a structure Assemble, join and combine materials Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</p>	<p>Textiles Knowledge I know how to use different techniques to join fabrics I know how to design and make a puppet I know how to evaluate my design work Skills Generate a design Fix materials/join fabric Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.</p>	<p>Lines and colour Knowledge I know how to create abstract art I know how to experiment with different resources, different types of lines and different media I know how to explore with media and mark making I know how to identify primary colours and can mix secondary colours Skills Abstract compositions Experiment with a range of ideas and media To explore a range of techniques To look at the work of a range of famous artists</p>	<p>Food tech Knowledge I know how to identify fruit and veg I know where some fruit and vegetables come from I know how to use simple tools safely Skills To select from and use a range of tools and equipment to perform practical tasks To evaluate their ideas and products against design criteria</p>	<p>Seascapes Knowledge I know primary colours I know how to mix paint I know how to use a range of media and textures I know how to use paint in a wide variety of ways Skills To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

		Evaluate their ideas and products against design criteria				
Music Charanga Knowledge & skills	<p>My musical heartbeat Knowledge I know how to find a steady beat. I know how to clap simple rhythmic patterns using long and short sounds.</p> <p>Skills Listen carefully and copy back the actions. Respond to the questions, thinking about the music. To use their voices expressively and creatively by singing songs.</p>	<p>Dance, sing, plan Knowledge I can find and keep a steady beat. I can play or clap simple rhythmic patterns using long and short sounds</p> <p>Skills Listen carefully and copy back the actions. Respond to questions thinking about the music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Exploring sounds Knowledge I can respond to high and low pitches. I can explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Skills To move in time with a steady beat To Copy back simple long and short rhythms with clapping</p>	<p>Learning to listen Knowledge I know how to keep a steady beat when improvising. I can clap four-beat rhythms, creating long and short sounds.</p> <p>Skills To use their voices expressively and creatively by singing songs and speaking chants and rhymes To listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Having fun with improvisation Knowledge I can find and keep a steady beat. I can play or clap simple rhythmic patterns using long and short sounds</p> <p>Skills Listen carefully and copy back the actions Respond to the questions, thinking about the music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Let's perform together Knowledge I can find and keep a steady beat. I can play or clap simple rhythmic patterns using long and short sounds</p> <p>Skills use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music.</p>
PHSE Jigsaw Knowledge & skills	<p>Being me Knowledge I understand the rules of my new classroom and the school I know use my Jigsaw journal. I recognise the choices I make and understand the consequences involved in making bad choices. I understand my views are valued and that I am a member of my class.</p> <p>Skills</p>	<p>Celebrating difference Knowledge I know similarities between people in my class I know differences between people in my class. I know what bullying is I know some ways I am different from my friends.</p> <p>Skills To tell you some ways in which I am the same as my friends.</p>	<p>Dreams and Goals Knowledge I know how to set out a goal and know how to achieve it. I know how to tackle a new challenge. I know how to tell you how I felt when I succeeded and how I celebrated it.</p> <p>Skills To give different examples of when I or others make my class happy and safe.</p>	<p>Healthy Me Knowledge I know how to make healthy choices. I know how to keep myself clean and healthy. I know that medicines can help me and I know how to use them safely. I know keep safe crossing the road.</p> <p>Skills To give different examples where I or others make my class happy and safe.</p>	<p>Relationships Knowledge I know the members of my family and understand that there are lots of different types of families. I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I know what being a good friend means to me</p>	<p>Changing me Knowledge I am starting to understand the life cycles of animals and humans. I know some things about me that have changed and some things about me that have stayed the same. To know how my body has changed since I was a baby. I know about changes that have happened in my life.</p>

	<p>To give different examples where I or others make my class a happy or safe place.</p> <p>To explain what bullying is and how being bullied might make somebody feel.</p> <p>To say why my internal treasure chest is an important place to store positive feelings.</p> <p>To give examples where being healthy can help me feel happy.</p> <p>To give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>To tell you some ways I am different from my friends.</p> <p>To understand how being bullied might feel.</p> <p>To know how it feels to make a new friend.</p>	<p>To explain what bullying is and how being bullied might make somebody feel.</p> <p>To say why my internal treasure chest is an important place to store positive feelings.</p> <p>To give examples of when being healthy can help me feel happy.</p> <p>To give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>To explain what bullying is and how being bullied might make somebody feel.</p> <p>To give examples of when being healthy can help me feel happy.</p>	<p>I know why I appreciate someone who is special to me.</p> <p>Skills</p> <p>To know how to make a new friend.</p> <p>To know when I need help and know how to ask for it.</p> <p>To know ways to praise myself</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these</p> <p>Skills</p> <p>To understand that changes happen as we grow and that this is OK</p> <p>To know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>To understand that growing up is natural and that everybody grows at different rates.</p> <p>To respect my body and understand which parts are private.</p> <p>To know some ways to cope with changes</p>
<p>Computing Purple mash Knowledge & skills</p>	<p>Internet safety and Purple Mash Knowledge</p> <p>I can log in safely and understand why that is important.</p> <p>I can create an avatar and to understand what this is and how it is used.</p> <p>I can save work to the My Work area and understand that this is private space</p> <p>I know understand the importance of logging out when they have finished.</p> <p>Skills</p> <p>To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash</p>	<p>Grouping and sorting. Knowledge</p> <p>I can sort items using a range of criteria.</p> <p>I know the term 'algorithm' to describe logically following a process.</p> <p>Skills</p> <p>To begin to think logically about the steps of a process.</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>Pictograms Knowledge</p> <p>I know that data can be represented in picture format.</p> <p>I can contribute to a class pictogram.</p>	<p>Lego builders Knowledge</p> <p>I know the importance of following instructions.</p> <p>I can use the additional direction keys as part of their algorithm.</p> <p>I know how to change and extend the algorithm list</p> <p>Skills</p> <p>To follow and create simple instructions on the computer.</p>	<p>Animated stories Knowledge</p> <p>I know the differences between traditional books and books.</p> <p>I can explore the tools of 2Create a Story's My Simple Story level.</p> <p>Skills</p> <p>To save the page they have created.</p> <p>To add animation to a picture.</p> <p>To add a sound effect to a picture.</p> <p>To add a background to the story</p> <p>To use the copy and paste feature to create additional pages.</p>	<p>Coding Knowledge</p> <p>I know what instructions are.</p> <p>I know that computer programs work by following instructions called code.</p> <p>I know what objects and actions are.</p> <p>I know what an event is.</p> <p>I know how code executes when a program is run.</p> <p>I can make a computer program.</p> <p>Skills</p> <p>To plan a computer program.</p> <p>To use code to make a computer program.</p>	<p>Spreadsheets Knowledge</p> <p>I know what a spreadsheet looks like.</p> <p>I can create a spreadsheet.</p> <p>I can navigate around a spreadsheet and enter data.</p> <p>I know new vocabulary related to spreadsheets.</p> <p>Skills</p> <p>To add clipart images to a spreadsheet.</p> <p>To use the 'move cell' and 'lock' tools.</p> <p>To use the 'speak' and 'count' tools in 2Calculate to count items.</p>

	<p>for Save, Print, Open, New. To explore the Games area on Purple Mash. To demonstrate an understanding of the importance of online safety.</p>	<p>I can use a pictogram to record the results of an experiment. Skills To use 2 Connect and 2 Count. To open, close and share. To add or delete columns.</p>		<p>To continue and complete an animated story.</p>	<p>To can predict what will happen when instructions are followed.</p>	<p>Unit 1.9 Technology outside school Knowledge I know where technology is used in the local community. Skills To record examples of technology outside school</p>
MFL Knowledge & skills						
PE Get set 4 PE Knowledge & skills	<p>Invasion games Knowledge I know the role of defenders and attackers. I know who to pass to and why. I know how to support a team mate when playing in attack. I can move into space showing an awareness of defenders. I can stay with a player when defending. Skills Sending & Receiving - Explore S&R with hands and feet to a partner. Dribbling - Explore Dribbling with hands and feet Attacking - Explore changing direction to move away from a</p>	<p>Dance Knowledge I can use counts of 8. I can count in time. I can explore pathways in my dance. I can create my own dance using actions, pathways and counts. I can explore speeds and actions. I can copy, remember and repeat actions. Skills Actions - Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. Dynamics – Explore varying speeds to represent an idea. Space - Explore pathways within their</p>	<p>Gymnastics Knowledge I can explore travelling movements. I can develop quality, when preforming and linking shapes. I can develop quality when linking shapes. I can develop stability and control when preforming balancing. I can develop technique and control when preforming shape jump. Skills Shapes - Explore basic and still shapes straight, tuck, straddle, pike. Balances - Perform balances making their body tense, stretched and curled.</p>	<p>Net and wall Knowledge I can defend space using the ready position. I can play against an opponent and keep the score. I can explore hitting with a racket. I can develop racket and ball skills. I can develop sending a ball using a racket. I can develop hitting over a net. Skills Hitting - Explore hitting a dropped ball with a racket. Feeding - Throw a ball over a net to land into the court area. Rallying - Explore underarm rallying with a partner.</p>	<p>Striking and fielding Knowledge I can develop underarm catching. I can develop over arm throwing I can develop hitting a ball I can develop collecting a ball I can learn how to get a batter out I can play games and understand how to score points. Skills Striking - Explore striking a ball with their hand and equipment. Fielding - Develop tracking and retrieving a ball for their team. Throwing - Explore technique when throwing over and underarm.</p>	<p>Athletics Knowledge I can move at different speeds over distances. I can develop balance I can develop changing direction quickly I can explore hopping, jumping and leaping for distance. I can develop throwing for distance. I can develop throwing for accuracy. Skills Running - Explore running at different speeds and over obstacles. Jumping - Develop balance whilst jumping and landing. Explore hopping, jumping and</p>

	<p>partner. Space - Recognise good space when playing games. Defending - Explore tracking and move to stay with a partner.</p>	<p>performances. Relationships - Begin to explore actions and pathways with a partner. Performance- Begin to use counts within their Performance.</p>	<p>Rolls - Explore barrel, straight and forward roll progressions. Jumps - Explore shape jumps including jumping off low apparatus.</p>	<p>Footwork - Use the ready position to move towards a ball.</p>	<p>Catching - Develop coordination and technique when catching.</p>	<p>leaping for distance. Throwing - Explore throwing for distance and accuracy. ills</p>
Cultural capital	<p>Perform group Amelia centre visit.</p>	<p>Remembrance – 2 minutes silence In school Pantomime</p>		<p>(Farmer John) Planetarium visit</p>	<p>Garden centre trip Farmer John</p>	<p>Trip to the seaside Pirate day</p>