Stoneydelph Curriculum Enrichment Overview

Throughout their time at Stoneydelph our pupils should experience a range of enrichment opportunities that are in line with their curriculum learning. This will give our pupils experiences to reflect on during their learning and will provide them with a wider range of life experiences. We expect our pupils, throughout their time with us, to participate in a wide and varied curriculum, that is enjoyable, provides a further stimulus for writing and gives them the opportunity to be creative, adventurous, active, aware and independent. All pupils will be given repeated opportunities to visit the following; community venues, a castle, a zoo and the theatre, during their time at our school.

Cycle A

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| --- | --- | --- | --- | --- | --- |
| Topic | Enrichment Activity | | Extra Details | LotC | |
| EYFS | | | | | |
| Once Upon a Time | - Arrange for the children to watch a pantomime based on a familiar fairy tale, such as Cinderella. Before the performance, read the story of [Cinderella](https://www.waterstones.com/book/cinderella-ladybird-first-favourite-tales/ailie-busby/9780723270669) and encourage the children to learn the names of the different characters. If possible, organise time after the show for the children to meet some of the characters in person. | | <https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-traditional-tales/zjjkbdm>  <https://www.hobgoblintheatrecompany.co.uk/greatest-fairy-tale-ever-told/4546173119>  <https://www.boostercushiontheatreforchildren.com/fairytale-theatre-show-children/>  <https://theatre-for-schools.com/?gclid=EAIaIQobChMIpZL024Gi8wIVDertCh18hQ42EAMYAiAAEgKjmvD_BwE> |  | |
| - Arrange for a special visitor, to come in and read a story to the children. This could happen each week and involve parents, members of the local community, older children in school or other staff members. | |  |  | |
| - Now Press Play (Gingerbread Man, Goldilocks, Jack and the Beanstalk, Little Red Riding Hood, Three Little Pigs) | |  |  | |
| - Fancy dress day | |  |  | |
| Dangerous Dinosaurs | - Create a prehistoric safari using the [Prehistoric safari picture cards](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-dandin_eng_pc_prehistoric_safari?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzA1ODYzMTQsImV4cCI6MTY0NjEzODMxNCwibmJmIjoxNjMwNTg2MzE0LCJqdGkiOiIxVE9uVGJBZnBDb3kyQ3BnIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.MjCFSFCDuTPQvAGptMEFfWwBYfquGSeRrJCdj_BuxG4). Leave a trail of dinosaur footprints leading to a swamp-like area set up with camouflage netting, branches and green and brown fabric and streamers. Hide the picture cards around the area and create a fossil dig in a Tuff Tub with salt dough fossils, damp sand and paintbrushes. Start by explaining that you are going to take the children back in time to see if they can spot any prehistoric creatures. Watch the [Time machine to the dinosaurs video](https://maestro.cornerstoneseducation.co.uk/project/dangerous-dinosaurs?group_by=stage&tab=engage&curriculumId=5144) together and then encourage small groups of children to follow the dinosaur footprints. Provide the children with the [Prehistoric safari spotting sheet](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-dandin_eng_ssh_prehistoric_safari?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzA1ODYzMTQsImV4cCI6MTY0NjEzODMxNCwibmJmIjoxNjMwNTg2MzE0LCJqdGkiOiIxVE9uVGJBZnBDb3kyQ3BnIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.MjCFSFCDuTPQvAGptMEFfWwBYfquGSeRrJCdj_BuxG4) to record what they spot during the safari. When the children have finished, play the [Time machine to the present day video](https://maestro.cornerstoneseducation.co.uk/project/dangerous-dinosaurs?group_by=stage&tab=engage&curriculumId=5144) to take them back to the present day. | |  |  | |
| Now Press Play (Dinosaurs) | |  |  | |
| - Visit to or from Historical lives | | <https://www.historical-lives.com/schools> |  | |
| - Watch ‘The Land Before Time, or Ice Age. | |  |  | |
| - Drayton Manor Trip | | <https://www.draytonmanor.co.uk/schools-and-groupss/education-workshops> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| - Portals to the Past Visit | | <https://www.portalstothepast.co.uk/classes/reception-dinosaurs-and-fossils/> |  | |
| Me and My Community (Winter Wonderland) | - Explain to the children that they are part of the school community. Explore together what the word community means. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with. | |  |  | |
| - Now Press Play (People who help us) | |  |  | |
| Winter Wonderland - Display the [Winter picture cards](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-wonder_eng_pc_winter?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzA1ODYzMTQsImV4cCI6MTY0NjEzODMxNCwibmJmIjoxNjMwNTg2MzE0LCJqdGkiOiIxVE9uVGJBZnBDb3kyQ3BnIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.MjCFSFCDuTPQvAGptMEFfWwBYfquGSeRrJCdj_BuxG4) and invite the children to discuss what they can see in the images. Talk to the children about the changes that have happened since the start of the school year. Remind them of the weather and clothes they wore in September. Explain to the children that there are different seasons and the weather and day length changes during the year. On a cold and frosty day, go for a walk around the school grounds and support the children to take photographs of things that show that it is winter. Make a slide show of the pictures to share with the children. | |  |  | |
| - Arrange a visit to a local garden centre that may have their Christmas Decorations out, plan a visit to see Santa, even better if they have an ice rink/snow globe. | |  |  | |
| - Take the children for a walk around the local community area or school grounds. How has it changed since we started school in September? What is different? (Ideally photos of the area will have been taken earlier in the year for the children to compare to the way it looks now.) | |  |  | |
| - Invite the children to bring in photographs of themselves in the snow to share with the group. If it is snowy, make a snowman, footprints in the snow, snow angels and snowballs.  Create a collage of the photos for the children to see each day. | |  |  | |
| - Visit The Snowdome, to play in the snow and see what the difference is being in the cold. | | <https://www.snowdome.co.uk/> |  | |
| - Visit the National Adventure Farm; North Pole Adventure | | <https://www.adventurefarm.co.uk/schools/> |  | |
| - If it snows, go out and play in it! | |  |  | |
| - Now Press Play (Weather) | |  |  | |
| - Visit Conkers (Winter Wonderland) | | <https://www.visitconkers.com/events/winter-wonderland/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| Starry Night | - Go for a walk during the day around the school grounds. Take pictures or a video of all the places you visit. Stop at certain points and talk about what the children can see or hear. Arrange for the children to come back to school with their parents and carers after dark. Repeat the walk around the school grounds and stop at the same places to talk about what they can see and hear. Take photos or videos of the walk. During the night walk, spend time looking into the sky at the Moon and stars. Take out torches and encourage the children to shine them at objects they saw during the day walk. | | <https://wonderdome.co.uk/?gclid=EAIaIQobChMI7orXq4Si8wIVTLDtCh1N2QwjEAAYASAAEgJLK_D_BwE> |  | |
| - Animal Man; Arrange a visit from the animal man with a focus on nocturnal animals. | |  |  | |
| - Visit Twycross Zoo or Drayton Manor Zoo; specific focus on nocturnal animals. | | <https://twycrosszoo.org/schools/>  <https://www.draytonmanor.co.uk/schools-and-groupss/education-workshops> |  | |
| Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| Now Press Play (Space) | |  |  | |
| - Stardome visit | | <https://education.spacecentre.co.uk/outreach/stardome-portable-planetarium> |  | |
| Sunshine and Sunflowers | - Plant sunflower seeds and either keep them in school and monitor the way they have grown or send them home as a competition. | |  |  | |
| - Arrange a walk in your local environment or visit a local park. During the walk, talk about how the environment has changed throughout the year and point out how the trees have changed and look at the flowers that are blooming. Explain that the local environment is home to lots of living things, including plants and trees, and see if they can spot any animals, such as bumblebees, butterflies or ladybirds. Provide each child with a container to collect 'treasures' on their walk. Take lots of pictures of the children during the walk. (Staff could visit this same place at different points in the year to take photos for the children to look at so that they can compare what could be seen. Videos of the area could also be taken so that the children can experience the sounds as well as what they can see.) | |  |  | |
| - Visit the Castle Grounds or other gardens of significance, explore the environment and talk about the plants, trees and wildlife that live there. Talk about how the plants are cared for and what they need to grow and survive. Provide each child with a [Parks and gardens spotting sheet](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-sunflow_eng_ssh_parks_and_gardens?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzI0ODkzMjIsImV4cCI6MTY0ODA0MTMyMiwibmJmIjoxNjMyNDg5MzIyLCJqdGkiOiIzaFEwaVNTaWUxSnpBSm9YIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.cWaQQjsDgRNmPBbV92isda_MgdXp_279n0h0VcfBvg8) to encourage them to look for a range of different flora and fauna in the environment. Take photographs of the different areas of the park, the plants and animals that live there and any special features. | | <https://www.tamworth.gov.uk/castle-grounds>  <https://www.middleton-hall.co.uk/> |  | |
| - Picnic with parents | |  |  | |
| Long Ago | - Trip to Black Country Living Museum (Arrange a visit to a local museum to see exhibits from the past. If possible, visit a living museum so the children can experience first-hand what life was like in the past. Take photographs of the children at different times during the day.) | | <https://bclm.com/>  (Alternatively visit Blists Hill,Ironbridge <https://www.ironbridge.org.uk/explore/blists-hill-victorian-town/?gclid=EAIaIQobChMI46WiwJCx8wIV2IBQBh16ZwQAEAAYASAAEgI6vvD_BwE>) | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| - Show the children the [Long ago video](https://maestro.cornerstoneseducation.co.uk/project/long-ago?group_by=stage&tab=engage&curriculumId=5144) to introduce them to the theme of life in the past. Display the [Long ago picture cards](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-longago_eng_pc_long_ago?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzA1ODYzMTQsImV4cCI6MTY0NjEzODMxNCwibmJmIjoxNjMwNTg2MzE0LCJqdGkiOiIxVE9uVGJBZnBDb3kyQ3BnIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.MjCFSFCDuTPQvAGptMEFfWwBYfquGSeRrJCdj_BuxG4) and photographs of the Nursery and local area in the past. Encourage the children to talk about the pictures and support them to make comparisons with their lives. Provide time for the children to ask questions. | |  |  | |
| Big Wide World | - Arrange a fantastic journey and see how many forms of transport you can use. You could go on a boat trip on your local river or canal, or visit a local railway and travel on a train. Before you go, watch the [Fantastic journeys video](https://maestro.cornerstoneseducation.co.uk/project/big-wide-world?group_by=stage&tab=engage&curriculumId=5144) and discuss the different forms of transport. | | <http://www.amrtm.org/> |  | |
| - Visit Black Country Museum | | <https://bclm.com/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| - Visit Birmingham Airport by coach, ride the monorail/maglev, then view the planes. Discuss the different types of transport used that day and then discuss the journeys that the planes will take. | | <https://www.birminghamairport.co.uk/> |  | |
| - Arrange for the children to bring their bikes, scooters, skateboards or trikes to Nursery. Make time to go on a fantastic journey around the grounds. You could provide a selection of ride on vehicles at different points of the journey for the children to explore, so they experience travelling in different ways. Take photographs of the children during their journey. When you return, use the photographs to make a picture map with the children to show where they have been. | |  |  | |
| - Invite a skateboarder, cyclist, driver into school to speak to the children or even show them their skills. | |  |  | |
| - Take the children for a skateboarding lesson. | | <https://www.revolutionskatepark.co.uk/lessons/skateboard-lessons/> |  | |
| - Now Press Play (Transport) | |  |  | |
| - Around the world fancy dress day, food tasting from around the world. | |  |  | |
| Marvellous Machines | - Watch the [Marvellous machines video](https://maestro.cornerstoneseducation.co.uk/project/marvellous-machines?group_by=stage&tab=engage&curriculumId=5144), then go on a walk around the Nursery and outside area to look for machines. Take photographs of the machines that you find. After the walk, display the [Marvellous machines picture cards](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-machine_eng_pc_marvellous_machines?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MzA1ODYzMTQsImV4cCI6MTY0NjEzODMxNCwibmJmIjoxNjMwNTg2MzE0LCJqdGkiOiIxVE9uVGJBZnBDb3kyQ3BnIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.MjCFSFCDuTPQvAGptMEFfWwBYfquGSeRrJCdj_BuxG4) and invite the children to talk about the machines. Encourage them to describe machines they have at home and how they make their lives easier. Support the children to explore what life would be like without these machines. | | <https://www.stem.org.uk/resources/curated-collections/primary-0> |  | |
| - Trip to or visit from ThinkTank | | <https://www.birminghammuseums.org.uk/thinktank> |  | |
| - Trip to The Mad Museum | | <https://themadmuseum.co.uk/schoolgroup-visits/> |  | |
| - Trip to Legoland Discovery Centre, Birmingham | | Legoland Discovery – Free Workshop |  | |
| Animal Safari | - Visit West Midlands Safari Park | | <https://www.wmsp.co.uk/school-group-bookings/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| - Visit Twycross Zoo | | <https://twycrosszoo.org/schools-early-years/> |  | |
| - Visit Drayton Manor Zoo | | <https://www.draytonmanor.co.uk/schools-and-groupss/education-workshops> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
| - Exotic Zoo Visit | | <https://exoticzoo.co.uk/> |  | |
| Moving On | Arrange for a visit for the children to see their Year 1 classroom and teachers. Take photographs of the Year 1 staff and the different areas the children will use, including the cloakroom, toilet area and playground. Provide time for the children to explore their new classroom and use the resources. Take lots of photographs. | |  |  | |
| - Create a time capsule, reflecting on the past year and also include things that they children think would be useful to them in the future. | | <https://www.personalcreations.com/blog/time-capsule-ideas> |  | |
| - End of year assembly/graduation | |  |  | |
| Y1/2 | | | |  | |
| Splendid Skies | | Take a nature’s treasures walk to search for seasonal signs. Ask children to make observations of trees, responding to questions such as ‘Can you see leaves? What colour are they?’ Investigate what the weather is like, looking upwards to the clouds to look at their shapes, sizes and colours.  Collect items to talk about back in the classroom, such as buds, dried leaves, wildflowers, sticks, leaf litter, acorns, pine cones and other natural objects.  Choose a route that will enable children to collect a range of interesting items and take digital pictures at different points of the walk. |  |  |
|  | | Visit ThinkTank Birmingham | <https://www.birminghammuseums.org.uk/thinktank/whats-on> |  |
|  | |  |  |  |
| School Days | | Visit Black Country Museum | <https://bclm.com/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre |
| Visit Blists Hill | <https://www.ironbridge.org.uk/learning/> |  |
| Invite parents/grandparents in to talk about when they were at school. Discuss the differences and any similarities between the two. |  |  |
| Recreate a Victorian classroom at school and spend the day learning in that format. |  |  |
| Look at maps, pictures and aerial images of the local area from now, the year the children were born and in the past. What is the same? What is different?  What do the children think it will look like in the future? |  |  |
| Muck, Mess and Mixtures | | Hold a messy mixtures morning. Allow the children to experience a variety of weird and wonderful mixtures that they can feel with their hands and feet. Create messy mixtures from cornflour and water, paint, jelly, shaving foam, body lotion, soap flakes and clay. Allow the children to ladle, pour, touch and explore with their senses **(but no tasting)**.  You will need to set up an outdoor space to use as a laboratory for the children to complete a carousel of messy activities. Establish ground rules for working in the lab, including one about leaving an activity ready for the next group. Ask the children to come to school in old clothes and be prepared to get messy.  **A local gallery may be happy to provide a workshop tailored to your children, so get in touch with them to see if it’s possible. If it is, let the children take a peek inside the gallery to inspire their artistic thinking.** | <https://www.birminghammuseums.org.uk/bmag> |  |
| Liaise with local church to arrange a ‘Messy’ art/craft session. |  |  |
| Invite local secondary schools to come in and work with the children with a range of different media. It may be an opportunity for some of their older students to come in. |  |  |
| Childhood | | Visit Sudbury Hall, Museum of Childhood | <https://www.nationaltrust.org.uk/the-childrens-country-house-at-sudbury> |  |
| The Enchanted Woodland | | Visit a local woodland or the perimeter of the school field to enjoy an outside walk, using their super senses to observe nature’s beauty and magic. In a small bag, collect fallen treasures they find along the way. Encourage the children to describe their surroundings and take digital photographs of interesting things, such as tree bark, leaves of different shapes and sizes, wildflowers or nuts and seeds. Maybe leave some fantasy items for children to find: miniature slippers, a weeny pair of wings, a tiny bowl, a sprinkle of fairy dust, or a mysterious little spell book.  Back at school, set up a nature table to display all the interesting and exciting treasures that they have collected. Make the children aware of woodland safety rules, pointing out things that shouldn’t be touched or eaten, keeping calm and looking out for hazards. |  |  |
| Visit Alvecote Woods | <http://www.alvecotewood.co.uk/> |  |
| Visit Conkers | <https://www.visitconkers.com/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre |
| Visit Rosliston Forestry Centre | <https://www.nationalforest.org/visit/attractions/rosliston-forestry-centre> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre |
| Bright Lights, Big City | | Use the [Bunting cut outs](https://maestro.cornerstoneseducation.co.uk/school/669/download/2020-blbc_eng_co_bunting?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2NDYwNDY2MjEsImV4cCI6MTY2MTU5ODYyMSwibmJmIjoxNjQ2MDQ2NjIxLCJqdGkiOiJwM3l3b0ltSDc5QzZEZEZhIiwic3ViIjo2MjMxLCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiOHBKQXljNHFMaW11YkZzS3VWUG5oYkQ1QklpeldYQVo0NnFJc2c3SXhLbGhLb1l4RWIifQ.fYUvKd44o5ovRuV42q2LM6GxVM80Er-oyiu-gloFuSI) to create a themed environment for a royal garden party. Set out cups, saucers and cutlery, with sandwiches, cupcakes and juice. Model some of the formal introductions and conversations that might take place and invite the children to join in. Before allowing the children to enjoy the party, challenge them to explain the purpose of royal garden parties. To help prompt their thinking, ask 'Why are royal garden parties important? What do they help the monarch to do? What might you say to someone at such an event? What questions might the monarch or other guests ask?’ Invite the children to enjoy the royal role play, encouraging them to talk to others formally. |  |  |
| Take a virtual trip to London. Explain that the places during the introduction are not all in London.  Which part of London would they most like to visit and why. |  |  |
| Show some pictures of key tourist attractions in London. Children to recreate these tourist attractions through exploring art and DT skills. |  |  |
| Y3/4 | | | |  | |
| Invasion | Play The Ruin audio to the children. Ask them to listen carefully for clues as to what the poem is about and encourage them to share their thoughts and ideas. Reveal that the poem was written by an unknown author, probably in the 8th or 9th century, and describes a deserted Roman city somewhere in England that has been destroyed by neglect and invasion. Ask the children to consider how useful the poem is as a historical source and share their opinions about its reliability. In pairs, ask the children to read The Ruin analysis information sheet and use a highlighter pen to mark words and phrases, or make notes, to refer to evidence of the effects of the Romans withdrawal and invasion on Britain. Invite the children to discuss their findings with the larger group, before working in pairs to write a shared poem on the theme, using The Ruin word mat to help. Invite the children to read their finished poems aloud or record them. | |  |  | |
| - Now Press Play (Anglo-Saxons,Vikings) | |  |  | |
| -Portals to the past visit | | <https://www.portalstothepast.co.uk/classes/ks2-saxons/>  <https://www.portalstothepast.co.uk/classes/ks2-vikings/> |  | |
| Misty Mountain, Winding River | Prepare children for the visit by investigating the area to be visited using Ordnance Survey and satellite maps. Ensure that children can find and identify four-figure grid references. For those who need to recap on this skill, encourage them to watch the video How to take a four-figure grid reference with Steve Backshall and Ordnance Survey. For children who are secure with four-figure grid references, you could introduce finding and identifying six-figure grid references. Discuss what is expected of the children during the visit by sharing the River visit recording sheet. On location, direct the children to carry out the investigations described and record their findings. Back in the classroom, share and compare the children’s data and make a class database of river facts using a collaborative tool, such as Google Sheets. | |  |  | |
| - Now Press Play (Water Cycle, Materials Changing State) | |  |  | |
| Invite a hiker, climber into school to talk about their kit, what they might see or encounter. | |  |  | |
| Visit the local river. Discuss the parts of it, the landscape around the river and the animals and plants that might live there. Work the local nature reserves, or rivers and canal trust. | | <https://canalrivertrust.org.uk/> |  | |
| Ancient Civilisations | Ask the children the meaning of the terms, archaeology and archaeologist. Encourage them to give examples of archaeological finds from previous projects and explain why such discoveries are essential to understand the past. Explain that they will study a selection of artefacts from either ancient Sumer or ancient Egypt. Organise the children into teams and give each group a set of Archaeological finds picture cards from either ancient Sumer or ancient Egypt. Challenge the children to investigate the pictures, working together to deduce information from each artefact and recording their ideas on the relevant Archaeological finds recording sheet. Invite the children to share and compare their ideas then encourage them to read the Archaeological finds information sheet to find out more. At the end of the session, gather the children together to discuss their findings. Encourage them to explain what the objects have started to tell them about life in the civilisations and any similarities or differences they have noticed between the objects. | |  |  | |
| - Now Press Play (Ancient Egypt) | |  |  | |
| * Interview an archaeologist (Mrs Phillips or Mr Webster) Discuss what the work of an archaeologist involves, the tools they use and the exciting things that they find and what they learn from them. | | <https://www.yac-uk.org/faqs-kids> |  | |
| * Archaeological dig, bury some special items in sand and challenge the children to find and recover them without any damage. (Special kits can be found) | | <https://www.amazon.co.uk/s?k=kids+archeology+set&adgrpid=55928827431&gclid=EAIaIQobChMIvJ_Y8_LH9AIVAevtCh16nQQ5EAAYASAAEgIsnvD_BwE&hvadid=259021141617&hvdev=c&hvlocphy=1007147&hvnetw=g&hvqmt=e&hvrand=4715515475892741010&hvtargid=kwd-315135129971&hydadcr=15519_1832220&tag=googhydr-21&ref=pd_sl_9kirruhh17_e> |  | |
| - Portals to the Past Visit | | <https://www.portalstothepast.co.uk/classes/ks2-ancient-egyptians/> |  | |
| * Class Museum   Create a museum of artefacts in the hall, that has been broken in to. What is missing(descriptions of artefacts) Children to walk around the museum with a clipboard to create new descriptions of the artefacts. Wait! The descriptions have been found, which description goes with which artefact? | |  |  | |
| Predator | Organise an animal experience, so that children can observe a range of predatory birds, insects, reptiles, amphibians and other animals. Invite an animal expert or ranger to run a hands on workshop, talking about each of the animals and encouraging the children to observe how they move and feed. Ideally, the children will be able to handle the animals and feel their form, weight, fur, scales or feathers. Remind the children to listen carefully to the expert’s explanations and information and to ask plenty of relevant questions.  Ask children to bring their own predatory pets into school to show and observe, and talk about how to care for and feed them. Take photographs and film the experience for reference during the project. | |  |  | |
| * Exotic Zoo visit | | <https://exoticzoo.co.uk/> |  | |
| * Twycross Zoo (Who eat’s who? Workshop) | | <https://twycrosszoo.org/schools-primary-school/> |  | |
| * West Midlands Safari Park | | <https://www.safariacademy.co.uk/schools/> |  | |
| * Drayton Manor Zoo | | <https://www.draytonmanor.co.uk/zoo> |  | |
| Potions | -Now Press Play (Changing State) | |  |  | |
| -Lay out a trail of intriguing items for the children to discover. This might include playing cards, a top hat, a picture of Alice or a jam tart. Invite children to speculate on how these items might be connected. The final item to be discovered should be a mysterious bottle marked ‘Drink me’. Discuss what the bottle might contain and whether it would be safe to taste. Decide as a group what to do with the bottle. | |  |  | |
| * Create a link with a local beverage company. (Britivic) possible visitor to school or factory tour. | | <https://www.britvic.com/> |  | |
| * Alice in Wonderland Tea Party or other experience | | [Enrichment\Resources\Alice in Wonderland experiences.pdf](file:///\\STO-SR-001\StaffShare\Wider%20Curriculum\Enrichment\Enrichment\Resources\Alice%20in%20Wonderland%20experiences.pdf) |  | |
| Burps, Bottoms and Bile | Visit a local dental surgery to meet the staff and talk to them about their work. Look at a range of model and real teeth and listen to the experts talking about different dental procedures. Having prepared questions in class, encourage the children to ask their questions and make simple jottings and notes to remember any important facts and information. Select leaflets and flyers from the surgery to take back to school to read later.  Alert the children to listen out for key vocabulary to sink their teeth into. Take part in a dental examination or tooth cleaning demonstration. Words like molar, incisor, canine, milk teeth, decay, floss, enamel, filling, gum, root, plaque, dentine, pulp and wisdom tooth will provide lots of research opportunities back in class. | |  |  | |
| - Now Press Play (KS1-Humans) | |  |  | |
| Using the full size skeleton, in the science cupboard (will need building first) look at the journey that food takes through the human body. | |  |  | |
| Create a model digestive system | | <https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn> |  | |
| Y5/6 | | | |  | |
| Off with Her Head | Meet the ailing figure, Queen Elizabeth I, as she speaks from her deathbed in front of an imposing portrait of her beloved father, King Henry VIII. She waits until she cannot be overheard, then reveals a miniature portrait of her mother, Anne Boleyn, executed on the orders of her father when she was just two years old. Queen Elizabeth I is still desperate to know the truth about her parents’ disastrous relationship and whether her mother was really guilty. Can you help her? | |  |  | |
| - Now Press Play (The Tudors) | |  |  | |
| - Visit Tutbury Castle, audience with Anne Boleyn, HenryVIII or other characters | | <https://tutburycastle.com/> |  | |
| - Visit Middleton Hall | | <https://www.middleton-hall.co.uk/> |  | |
| - Portals to the Past visit | | <https://www.portalstothepast.co.uk/classes/ks2-tudors/> |  | |
| - Use the English Heritage Website videos | | <https://www.english-heritage.org.uk/learn/story-of-england/tudors/> |  | |
| - Visit Tudor World, Stratford-Upon-Avon | | <https://www.tudorworld.com/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
|  | Visit the Tudor House Museum | | <https://thetudorhousemuseumupton.org/> |  | |
| Frozen Kingdoms | Invite a member of your local polar museum or geographical society to talk to the children about the polar regions using maps, satellite imaging resources and other artefacts they have available. Ask the visiting expert to recap on the location of the polar regions and use the children’s bank of knowledge statements as a discussion point. Explain to the children that they will be working in small teams to complete a virtual polar expedition. They must gather information about the polar region they choose using the Arctic information sheet or Antarctic information sheet. They can also prepare questions to ask the expert to help them gain further information. Invite the children to work together to complete the Arctic recording sheet or Antarctic recording sheet, depending on which region they have chosen. When complete, ask each team to share their findings with the visiting expert and make informed observations about the similarities and differences between the two locations. | |  |  | |
| * Zoom call with someone who has visited a polar region | |  |  | |
| * Sealife Centre; | | <https://www.visitsealife.com/birmingham/explore/aquarium-zones/penguin-ice-adventure/> |  | |
| * Watch a DisnyeNature/National Geographic Documentary on animals of the polar regions. | | <https://www.disneyplus.com/en-gb/movies/disneynature-penguins/1DRN706fN3sy> |  | |
| Tomorrow’s World | Visit/virtual visit from a blogger/vlogger - Invite a web designer, blogger or podcaster into school as a guest speaker. Before the visit, the children could look at and listen to examples of the guest’s work and prepare to interview the visitor about the potential of 21st century communications technology. They should prepare a series of questions about the creative process, from conceiving initial concepts and deciding on a structure and layout, to content development, publishing and broadcasting. Ask the children to find out about the special features of blogs, podcasts and websites, including how readers and listeners use them, what type of content they might expect to find, and how often content is published. **Talk to the children about e-safety throughout the project, including how to make sure that their online information is private.** | |  |  | |
| * Look at an older piece of technology (wired phone, old TV). How have things moved on from that time? What are the benefits that we have gained from the technological advances that we have now? | |  |  | |
| Maya | Visit Cadbury’s World | | <https://www.cadburyworld.co.uk/schools-and-groups/schools> |  | |
| In school chocolate workshop | | <http://www.ministryofchocolate.com/educational/> |  | |
| Darwin’s Delights | * Arrange the children into small groups to investigate a range of live and dead animal specimens. Provide live specimens including snails, worms, gerbils, hamsters and chicks. Dead specimens should include mice pinkies (frozen baby mice), frozen rat pups and chickens’ feet. Ask the children to observe characteristics and features of both sets of specimens, including how the live creatures behave. Invite them to draw the specimens and label common body parts. Finally, make a list of research questions that will help them to find out more about each specimen. Hold a group discussion, where they can ask and share their questions. | |  |  | |
| * Visit the Birmingham Botanical Gardens | | <https://www.birminghambotanicalgardens.org.uk/education/education-for-schools/> | Learning Outside the Classroom Quality Badge | Leicester Outdoor Pursuits  Centre | |
|  | * Twycross Zoo Workshop (KS2 Evolution and Adaptation) | | <https://twycrosszoo.org/schools-primary-school/> |  | |
| Britain at War | Visit a war museum, or a local museum with an exhibition about warfare, to learn about the history of British conflict. Ask the children to collect information, study a range of artefacts and make a Britain at War fact file to present their work. | |  |  | |
| - Portals to the Past Visit | | <https://www.portalstothepast.co.uk/classes/ks2-world-war-ii/> |  | |
| - Hold an evacuee day | |  |  | |
| - Now Press Play (World War 2) | |  |  | |
| - Visti Cosford Air Museum | | <https://www.rafmuseum.org.uk/cosford/> |  | |
| - Contact Tamworth Royal British Legion | | <http://counties.britishlegion.org.uk/counties/staffordshire/about-us/branches> |  | |
| - Visit The National Memorial Arboretum | | [https://www.thenma.org.uk/#](https://www.thenma.org.uk/) |  | |
|  | - Visit the Staffordshire Regiment Museum | | <https://staffordshireregimentmuseum.com/visitor-info/> |  | |

Turquoise links refer to Maestro resources.

Now Press Play