



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Key Stage One
(Cycle A, Year One)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Please find below an overview of the topics that your child will cover this year in Year One:

Oak Class Topics—Cycle A	
Autumn 1	Toys and Games
Autumn 2	Local Geography: Summerseat
Spring 1	Hot and Cold Places
Spring 2	Explorers
Summer 1	Great Britain
Summer 2	Seaside

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

****For further detail, please see the Subject Steps in Learning which are our key progression framework. Content in this booklet is summarised.***

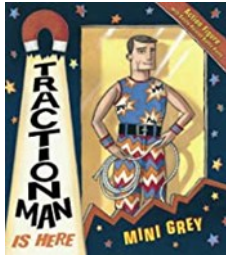
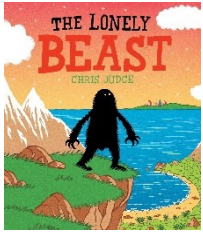

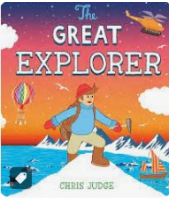

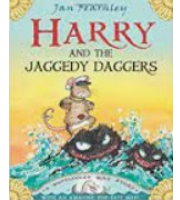


The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10
Believe. Achieve. Shine.



**Summerseat Methodist Primary School – Steps in Learning
Year One – Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys & Games	Local Geography: Summerseat	Hot and Cold Places	Explorers	Great Britain	Seaside
Visits and Visitors		Artist visit from The Lowry. Local area walk				Visit to the seaside
Key Texts	Traction Man - Grey 	The Lonely Beast - Judge 	Lost & Found - Jeffers 	The Great Explorer - Judge 	The Queen's Handbag – Anthony 	Harry & the Jaggedy Daggers - Fearnley 
Writing Outcomes	<i>Personnel Profiles Speech bubbles / thought bubbles Character description Story imitation and innovation Letter to ask parents and grandparents about their toys Information page about toys</i>	<i>Poster- Have you seen the Lonely Beast? An emotional speech Story innovation Instruction Make a new ending for the story</i>	<i>Non-chronological report about penguins Description of the journey to the Antarctic Adventure story based on L & F Thank you letter</i>	<i>A list of what to pack Diary entry of each part of the journey. Persuasion not to be eaten Innovating part of the story Biography</i>	<i>Story Innovation Information Page Recount – Visit</i>	<i>Character description Setting/action description Speech bubble</i>
Mathematics	Place value (numbers within 10)	Addition and subtraction within 10 Geometry—shape	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and volume	Multiplication and division Fractions Geometry—Position and direction	Place value within 100 Measurement—money Time
Science	<u>Chemistry</u> Materials (i)	<u>Biology</u> Animals Survival	<u>Biology</u> Plants (Light and Dark part i) <u>Biology</u> Living things and their habitats	<u>Biology</u> Living things and their Habitats cont. <u>Biology</u> Plants (Light and Dark part ii)	<u>Chemistry Materials</u> (ii) <u>Sustainability</u> Plastics	<u>Biology</u> Plants Bulbs & Seeds Part i <u>Sustainability</u> Wildlife <u>Biology</u> Plants Bulbs & Seeds Part ii

**Summerseat Methodist Primary School – Steps in Learning
Year One – Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p><u>Changes within living memory</u></p> <p>Toy and Games</p>			<p><u>Significant People</u> <i>Explorers – Christopher Columbus, Ernest Shackleton, Nellie Bly. John Wesley & Martin Luther King</i></p>		<p><u>Significant Events / Significant People</u> <i>Monarchs - (Focus - Queen Elizabeth (D) and Queen Victoria) World War I</i></p>
Geography		<p>Local Geography: Summerseat</p>	<p>Hot and Cold Places</p>		<p>Great Britain</p>	
Art		<p><u>Drawing</u> <u>LS Lowry & Nigel Walker</u> Topic link – Local Area</p>	<p><u>Printing</u> Martin Bullinya Indincra Topic link – Hot and cold places</p>		<p><u>3D Art</u> Antony Gormley Topic link –Great Britain</p>	
Design Technology	<p>Textiles <i>Template and Joining</i> Making puppets</p> <p><i>Designer: Henry Holland (Ramsbottom designer)</i></p>			<p>Food <i>Preparing fruits and vegetables</i> Explorers Picnic – vegetable cous cous & sandwiches using seasonal fruit or vegetables</p>		<p><i>Mechanisms Sliders and Levers</i> Sandcastles at the seaside</p> <p><i>Links to History topic</i></p>
Computing	<p>Introduction to Purple Mash 3 weeks</p> <p>Creative computing 4 weeks</p> <p>Online Reputation/Self-image & identity</p>	<p>Creating pictures 5 weeks</p> <p>Managing Online Information</p>	<p>Spreadsheets 56weeks</p> <p>Privacy & Security/Copyright & Ownership</p>	<p>Animated stories</p> <p>Online Relationships & Bullying</p>	<p>Coding 6 weeks</p> <p>Health, Wellbeing & Lifestyle</p>	<p>Unit 2.1-Coding 6 weeks</p>
Music	<p><u>Zoo-time (Reggae)</u></p>	<p>Songs for Christmas performances</p>	<p>Western Classic to 1940: Baroque period - Handel ‘Hallelujah from Messiah’ Western Tradition & Film post 1940: Anna Meredith ‘Connect it (Body Percussion)</p>	<p>Percussion & Boomwackers 2</p>	<p><u>In The Groove (Various Styles)</u> (Blues, Baroque, Latin, Bhangra, Folk and Funk.)</p>	<p><u>Round and Round (Latin style)</u> (explore pitch, rhythm and pulse)</p>
RE	<p>1.2 CREATION: Who Made the World? Harvest</p>	<p>What does it mean to belong to a faith community? Methodist Unit: Belonging together: Why does it matter to be part of a community? What can we learn about Christians and community life?</p>	<p>1.1 GOD: What do Christians believe God is Like?</p>	<p>Who is Jewish and how do they live?</p>		<p>How should we care for the world and for others, and why does it matter?</p>
PSHE	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me!</p>

Reading

Oracy & Reading

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others saying group talk
- Happy to join in with role play

Word Reading & Decoding:

- Recognises and reads words containing taught GPCs and the prefix un-
- Reads words with simple contractions (I'm, I'll, we'll)

Language in Context: V

- Checks that the text makes sense as they read and corrects inaccurate reading
- Discusses word meanings, linking new meanings to those they already know

Comprehension – Retrieval: R

- Joins in with predictable phrases or refrains
- Recalls main points from fiction and non-fiction
- Links what they read or hear to their own experiences

Comprehension – Sequencing & Summarising: S

- Identifies components of a story - beginning, middle and end
- Explains what is read in their own words

Comprehension – Inference: I / P

- Answers simple how and why questions from pictures or text
- Discusses the actions of characters and expresses views on the basis of what is being said and done
- Discusses the significance of the title and key events
- P Begins to make predictions based on what has been read



A Year One Child English

Speaking

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others saying group talk
- Happy to join in with role play

Writing

Oracy for Writing

- Generates ideas orally from a stimulus.
- Talks about their writing and makes simple changes with support.
- Reads writing clearly to peers and adults.

Composition: Sentences

- Writes 3–5 simple sentences independently.
- Sequences sentences to form short narratives.
- Uses and to join ideas.
- Chooses more accurate vocabulary and some story language.
- Begins writing for different purposes.

Punctuation

- Uses full stops and capital letters with growing accuracy.
- Begins to use exclamation and question marks.
- Uses capital 'I' and capital letters for names.

Composition: Editing

- Re-reads writing to check for sense.
- Adds missing punctuation with support.
- Checks words include all sounds with increasing independence.

Spelling

- Writes phonetically plausible words in line with teaching.
- Spells common exception words and words using taught phonemes.
- Uses suffixes –ing, –ed, –er, –est where no root change is needed.
- Applies taught spelling rules and uses letter names to clarify sounds.
- Writes simple dictated sentences using taught words.

Handwriting

- Holds a pencil correctly and sits properly at a table.
- Forms lower-case letters and digits in the correct direction.
- Forms digits 0–20 correctly.
- Separates words with spaces consistently.
- Begins to use simple joins.

Phonics Expectation—Year One

At Summerseat, we use Supersonic Phonic Friends as our phonic approach. In Year One, we work on Basics 4 and the higher levels of Choose to Use Spellings and Switch it Spell Sounds. The content can be found below. Phonic Parent Newsletters will be sent out at the beginning of each new group of spellings for sounds being taught, to guide on the support parents can provide at home.



Securing The Basics 4 Adjacent Consonants		Tricky Words
Group 1	CVCC 	were what like have
Group 2	CVCC & Polysyllabic 	there here said one
Group 3	CCVC 	house when our your
Group 4	CCVC & Polysyllabic 	love school
Group 5	CCVCC CCCVCC & Polysyllabic 	then them that this

The Higher Levels Choose to Use Spellings		Tricky Words
Group 1 Choose to Use Two 	ai and ay ee and ea igh and ie oa and oe oo and ue	their people Mr Mrs
Group 2 Choose to Use – Split digraph 	ai ay and a_e ee ea and e_e igh ie and i_e oa oe and o_e oo and ue and u-e	Oh these friend asked
Group 3 Choose to Use Two 	oi and oy ur and ir ow and ou or and aw w and wh	where today once

The Higher Levels Choose to Use Spellings		Tricky Words
Group 4 Choose to Use Two & Three 	air and are n and kn r and wr f and ff and ph or aw and au	could should would called
Group 5 Choose to Use Three and Four 	n kn and gn or aw au and ore ee ea e_e and ey ee ea e_e ey and y oo ue u_e and ew	looked son says want
Group 6 Choose to Use 	air, are and ear ur, ir and or ch and tch j and dge ur, ir, or and er	after half only with

The Higher Levels Switch it Spell Sounds			Tricky Words
Group 1 Switch It 	i o c g	sixth and wild frog and old crisp and cement growl and gem	does goes tall call small laughed
Group 2 Switch It 	u ow ie ea	underpants and tuba clown and yellow pie and chief dream and bread	why over above live please
Group 3 Switch It 	a a	apple and angel apple angel and watch	water because break work
Group 4 Switch It 	ou o ue u_e ew	mouse and mouldy frog old and monk glue and rescue flute and cute screw and stew	who any many move eye
Group 5 Switch It 	y y ch ch ou	yellow and cry yellow cry and crystal children and chef children chef and chorus mouse mouldy and soup	who any many move eye



Grammar Knowledge Organiser

1

Punctuation

Capital letters (ABC): for names, the word I and at the beginning of all types of sentences

Full stops (.): used at the end of statement sentences

Question marks (?): used at the end of a question sentences

Exclamation marks (!): used at the end of exclamation sentences and to show shock or surprise

Word Classes

Noun: A person, place or thing

Adjective: To describe a noun

Composing Sentences

Think it, say it, write it, read it.
Then, don't forget to CHECK IT!



Think it.



Say it.



Write it.



Read it.



Terminology

Letter
phoneme
sound
capital letter
word
sentence
punctuation
full stop
capital letter
question mark
exclamation mark
singular
plural
pronoun



Full Stops

Sentence

Finger spaces: leaving spaces between words

and: joining words and joining clauses using the word and E.g. The dragon was green **and** fiery.



Word

Suffixes: that can be added to verbs where no change is needed in the spelling of root words.

Prefix: how the prefix 'un' changes the meaning of verbs and adjectives - kind-unkind, pack - unpack, tie-untie.

Singular: A singular noun names one person, place, thing or idea.

Plural: A plural noun names more than one person, place, thing or idea. E.g.-There is **one lamp** on my desk. There are **two lamps** on my desk.

Using ing, ed, er and est where no change is needed in the spelling of root words. E.g- helping, helped, helper, eating, eating, quicker, quickest.



Spelling Knowledge Organiser

1



all	her	my	push	today
are	he	me	pull	we
asked	have	Mr	she	was
a	his	Mrs	said	were
be	has	no	so	when
by	here	out	some	what
come	house	one	said	where
could	I	oh	says	you
called	into	of	school	your
do	is	one	the	
friend	like	once	to	
full	little	our	they	
go	looked	people	there	
	love	put	their	

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception

ee	ea	ee	ey	y
ai	ay	ae	a	
ie	igh	ie	i	
oa	oe	oe	o	
oo	ue	ue	ew	
or	aw	au	ore	
f	ff	ph		
n	kn	gn		
oi	oy		air	are
ow	ou		r	ur
w	wh		ur	ir
n	kn		z	zz
l	ll		s	ss
c	k	ck	ch	tch

Plural noun suffixes		Plural add -s OR add -es
watches	toys	

Suffix

Adding **-ing**, **-ed** and **-er** to verbs

Adding **-er** and **-est** to adjectives

Prefix

un- unhappy, unlock



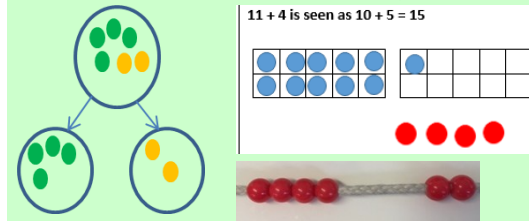
Being a mathematician

Number

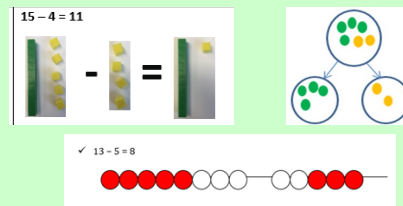
- Count reliably to 100 forwards and backwards
- Count on in 2, 5, and 10s to 100
- Count back in 2, 5, and 10s to 100
- Write all numerals to 100
- Write all numbers to 20 in words
- Identify and represent place value to 100 (tens/ones) - objects and pictorial representation
- Compare numbers to 100 using the language of equal, more, less than/fewer than, most and least
- Say the number that is one more or one less than a number to 100
- Know and use the signs +, -, and =
- Recall doubles and halves from double 1 to double 10/half of 2 to half of 20
- Recall all pairs of additions and subtractions for each number up to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve a missing number problem, using the equals sign. Eg: $8 = _ + 3$
- Solve a one-step problem involving addition using concrete objects and pictorial representation
- Solve a one-step problem involving subtraction using concrete objects and pictorial representation
- Solve a one-step problem involving multiplication using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving division using concrete objects and pictorial representations

A Year One Child Mathematics

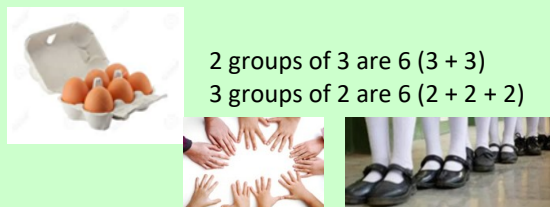
Addition strategies



Subtraction strategies

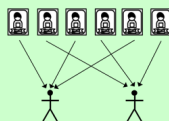


Multiplication strategies



Division strategies

Sharing



Grouping



Being a mathematician

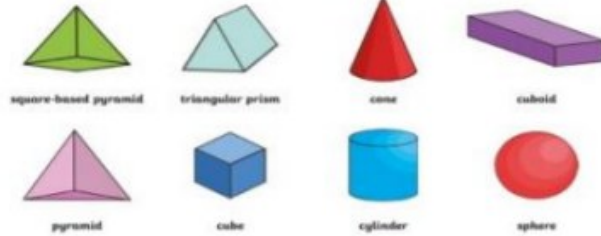
Fractions, Measurement, geometry & statistics

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- Compare, describe and solve practical problems for length, height, mass/weight and capacity/volume
- Measure and begin to record length, height, mass/weight and capacity/volume
- Recognise and name coins up to £2
- Sequence events in chronological order using language of time
- Recognise and use language relating to dates, including days of the week, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Describe position, direction and movement, including whole, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns

2D Shapes

Name of shape	No. of sides
Triangle	3
Square	4
Rectangle	4
Pentagon	5
Hexagon	6
Octagon	8

3D Shapes

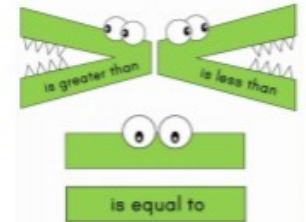


Place Value

Hundreds	Tens	Ones		
5	4	1		

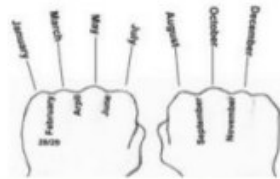
Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



Time facts

60 seconds = 1 minute
60 minutes = 1 hour
7 days = 1 week
12 months = 1 year



1

Maths

Measure

cm = centimetres

l = litres

g = grams

km = kilometres

ml = millilitres

kg = kilograms

1 metre	100 centimetres
1 litre	1000 millilitres
1 kilogram	1000 grams

Counting

- Count to and across 100, forwards and backwards.
- Count, read and write numerals.
- Count in twos, fives and tens.
- Identify 1 more 1 less.
- Represent numbers using pictures representations
- Solve one step problems involving multiplication and division

Fractions



Money 100p = £1



Addition and subtraction

Read, write and interpret mathematical statements involving addition, subtraction and equals sign.

Add and subtract one and two digit numbers
E.g. $24 + 6 = 30$

Use number bonds and related subtraction facts E.g.
 $4 + 6 = 10$ $10 - 6 = 4$

KS1 Aut 1 Cycle A



Materials

To be secure in this unit you must:
 Know how materials can be changed by squashing, bending, twisting and stretching
 Identify and name everyday materials: wood, plastic, glass, metal, water, rock
 Compare and group everyday materials on the basis of simple properties.
 Know why a material might or might not be used for a specific job (wood, metal, plastic, glass, brick, rock, paper and cardboard).
 Distinguish between an object and the material from which it is made.

Develop scientific skills:
 Ask simple questions.
 Observe closely, using simple equipment.
 Perform simple tests.
 Identify and classify.
 Use observations and ideas to suggest answers to questions.
 Gather and record data to help in answering questions.

Vocabulary

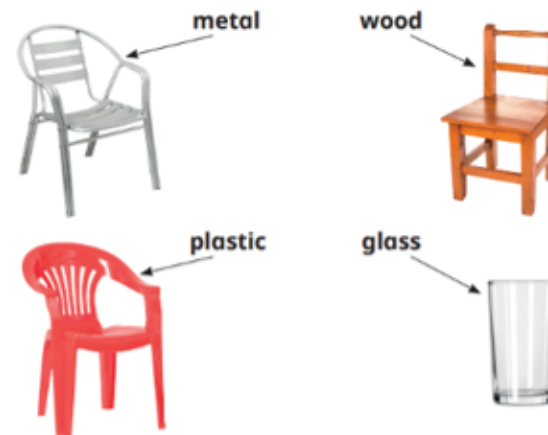
material	What something is made from
object	Something you can see and touch
melt	When a solid turns into a liquid because it gets warm
freeze	When a liquid turns into a solid because it gets cold
ice	Frozen water
float	To stay on top of water or another liquid
sink	To go down under the water or another liquid
absorb	To soak up a liquid
transparent	Let light through so you can see through it clearly
opaque	Does not let light through
solid	A material that keeps its shape
liquid	A material that can flow and be poured
shiny	Bright and reflects light
dull	Not bright and does not reflect much light
heavy	Hard to lift or move
light	Easy to lift or move

useful vocabulary: metal, wood, plastic, glass, rock

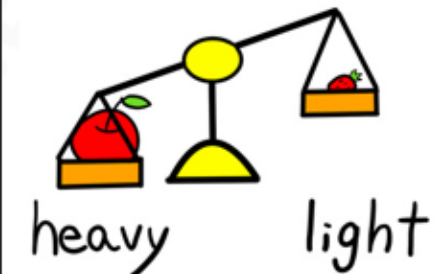
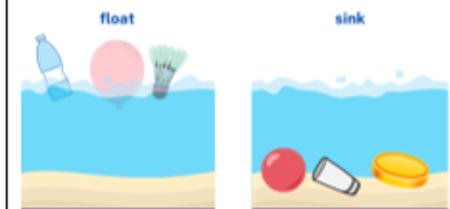
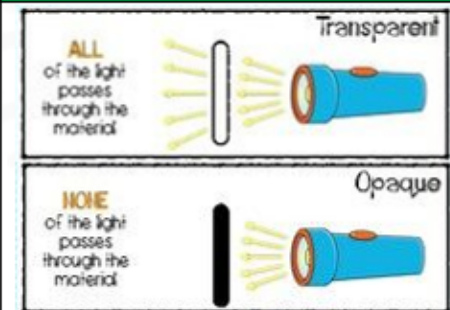
Sticky Knowledge



- **object** - something that can be seen and touched
- **material** - what an object is made from



Useful Diagrams



KS1 Aut 1 A Toys & Games



To be secure in this unit you must:

- Identify some similarities and differences between their own present and aspects of the past from their own family.
- Explain what some artefacts were used for.
- Describe what my toys are like now and understand this is the present.
- Identify some similarities and differences between my own toys and my parent's / grandparents' toys.
- Think about what toys may be like in the future.

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use real life accounts, artefacts, pictures, stories, online sources and databases to find out about the past.
- Place events and artefacts in order on a time line.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Show an understanding of the concept of nation and a nation's history.

Vocabulary		Sticky Knowledge	Timeline of Toys
Toy	Something for a child to play with.	<ul style="list-style-type: none"> ✓ Toys can be lots of fun! You can play with them on your own, with a friend or with lots of people. They are for joy and amusement. They can be used in leisure time. ✓ Toys have existed for thousands of years and they were made out of materials available at the time. Early toys included those made from stone and string. In the past, they have often been made of wood, paper or metal. ✓ Modern toys are usually made out of plastic. ✓ Toys nationally changed in our grandparents era with the invention of television. Some toys from the 70s started to follow TV programmes. ✓ In the 80s, toys started to commonly be battery or electronic. This was a significant change within our parents era with computers and consoles becoming increasingly available. ✓ Toys available to richer and poorer families have always been different. ✓ Toys are now safer than they were in the past. ✓ Attitudes about toys have changed. 	
Game	An activity for amusement and fun.		
Leisure	Free time when not working.		
Compare	Looking for similarities and differences between two examples.		
Changes	Explaining the differences and how something has developed over time.		
Older	Existed for a long time, no longer young.		
Newer	Made recently or now.		
Past	Gone by in time.		
Present	Happening now.		
Future	Time still to come.		
Recent	Having happened, begun, or been done not long ago		
Decade	A period of ten years.		
Artefact	An object made by a person, such as a tool or a decoration, especially one that is of historical interest.		
Material	What something is made of.		
Rich	Has lots of money or material possessions.		
Poor	Does not have enough money or possessions.		
		Interesting Texts	



KS1 Aut 1 A
Textiles



To be secure in this unit you must:

Design:

- Design products that appeal to other users based on design criteria.
- Use drawings to communicate ideas.
- Use a template to aid accuracy of design.

Make:

- Choose appropriate materials, tools and equipment to perform practical tasks.
- Join materials and components together using different ways.
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.

Evaluate:

- Explore and evaluate existing products.
- Explain what went well or works well in their finished product.
- Explain what has not worked well or challenges faced in their finished product.
- Evaluate against a design criterion.

Technical Skills:

Textiles:

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Vocabulary		Sticky Knowledge		Inspiration
Textile	cloth or woven fabric			<p>Henry Holland</p>
Texture	the feel, appearance, or consistency of a surface or substance			
fabric	cloth or other material made by weaving together threads			
stitch	a movement of thread through cloth or material			
running stitch	a line of stitched thread that runs in and out of cloth without overlapping			
needle	a thin piece of metal used for sewing			
thread	a long thin strand of cotton, nylon or other fibres			
attach	join or fasten one thing to another			
pattern	a repeated decorative design			
template	a shaped piece of rigid material used for making to help cut material accurately			
seam	a row of stitched joining two pieces of fabric	<p>Investigate existing hand puppets and discussing what they like about each one.</p> <p>Joining fabrics in a variety of ways and discussing the results.</p> <p>Threading a needle and practicing making a running stitch.</p> <p>Marking out a template around their own hand.</p> <p>Designing a hand puppet based on an animal.</p> <p>Cutting out and sewing together a hand puppet.</p> <p>Decorating the hand puppet to make it appealing to young children.</p>		
mark out	transferring a design, pattern or template onto another material			
sew	to join pieces of fabric with stitches			

Design Brief:
Design, make and evaluate an animal hand puppet to appeal to young children.



Learning Qualities

Year One

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Ask for help (if the time is appropriate)
- Choose and use equipment needed for a set task
- Set a simple target or goal
- Stop and think before acting
- Think about more than one way to solve a problem
- Don't let others distract you

Developing Confidence

- Confident to share ideas with others
- Know and understand what they do well
- Recognise where work could have been better
- Understand what they need to do to improve
- Tell others why they enjoy a task
- Tell someone what they have learnt

Becoming Collaborative

- Work in a group and take turns
- Prepared to listen to ideas of others without interrupting them
- Confident to share ideas with others
- Actively listen and share ideas
- Confident to both lead and be directed by others
- Consider views of all group members during discussion

Building Resilience

- Have a go at something new
- Have a go even when something is difficult
- Never give up
- Keep going even when others find it easy
- Know we can learn from mistakes

Being Inquisitive

- Show curiosity about new things
- Ask sensible questions about learning and tasks
- Use 'how' and 'why' when trying to find things out
- Give a simple opinion and explain why
- Explain why they prefer one or two ideas that are proposed
- Give opinions and say which they agree with



EYFS Cycle A



Be at one with nature

Explore the local coastal landscape



Be a heritage host



Share photographs of their families

Be a helping hand



Do your own beach clean - Wildlife Trust

Be inspired to aspire



Visit from: Oral Health team, Police, Firefighters



Summerseat Methodist Primary School

Infinite Eight

Core Experiences Offer

Marvel at the masters



Marvel at the animals of the Savannah and the Antarctic

Be part of a top team



Walk in someone else's shoes



Find out about the work BBC Children In Need do

Be a culture collector



Visit Rowlands Church to explore a place of worship