

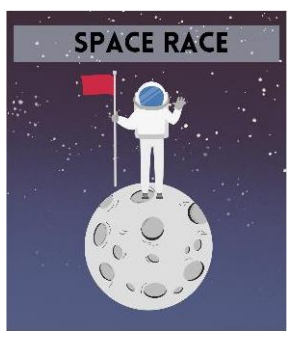
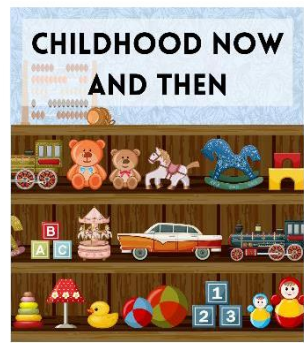
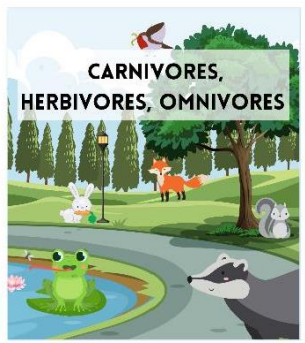
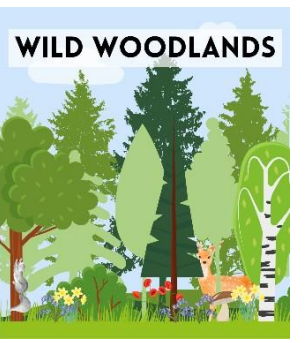

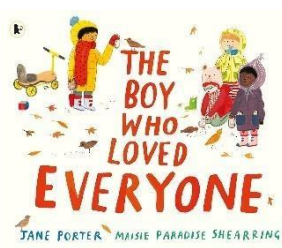
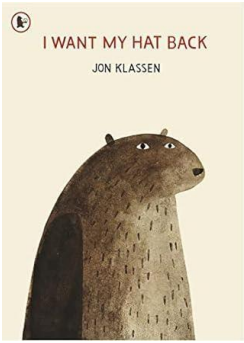



# YEAR ONE CURRICULUM

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	 <p><b>CITY TO CITY</b></p>	 <p><b>THE GREAT FIRE OF LONDON</b></p>	 <p><b>SPACE RACE</b></p>	 <p><b>CHILDHOOD NOW AND THEN</b></p>	 <p><b>CARNIVORES, HERBIVORES, OMNIVORES</b></p>	 <p><b>WILD WOODLANDS</b></p>
Project focus	<b>Geography</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>
Breadth of Project	The UK, London landmarks, maps and directions	The events of the Great Fire of London and recall some key facts	Neil Armstrong and why he was significant and to understand how these events took place beyond living memory	Everyday life and families today, comparing with childhood in the 1950s.	About the 7 continents and the 5 main oceans and where different animals live	Woodland plants and creatures and identifying some basic structures of flowering plants and trees



# YEAR ONE CURRICULUM

<p><b>Core Texts</b></p>						
	<p>Coming to England – Floella Benjamin</p>	<p>Toby and The Great Fire of London – Margaret Nash and Jane Cope</p>	<p>The Way Back Home- Oliver Jeffers Man on the Moon – Simon Bertram</p>	<p>The Boy Who Loved Everyone- Jane Porter The History of Toys – Helen Cox Cannons</p>	<p>I Want My Hat Back- Jon Klassen Crazy About Cats- Owen Davy</p>	<p>Welcome to the Woodland- Ruth Owen</p>
<p><b>Project Hook</b></p>	<p>Children will: Become city explorers and go for a walk around their local environment. Identify human and physical features of a city.</p>	<p>Children will: Experience the Great Fire of London through Now Press Play and meet Samuel Pepys and help to put out the famous fire. Ask questions to ‘Samuel Pepys’ visiting school providing an interactive workshop all about the Great Fire of London.</p>	<p>Children will: Become astronauts for the day learning how to fly a rocket and even tasting “space food”.</p>	<p>Children will: Compare toys from the past to toys today in a workshop.</p>	<p>Children will: Watch the National Theatre performance of ‘I Want My Hat Back’</p>	<p>Children will: Visit the woods and collect data about the flowers and trees they find</p>
<p><b>Visits and Visitors</b></p>	<p>Local environment walk.</p>	<p>Samuel Pepys visit</p>	<p>Visit from an author Kate Pankhurst</p>	<p>Toy Workshop provided by Leeds Museums Visitors – grandparents and parents invited into school</p>	<p>Yorkshire Wildlife Park</p>	<p>Woodland visit</p>
<p><b>Community Links</b></p>	<p>Exploring school grounds</p>	<p>Temple Newsam</p>	<p>Visit the parent allotment</p>	<p>Grandparents/parents of children</p>	<p>Yorkshire wildlife park</p>	<p>School community and grounds Leeds Playhouse</p>



# YEAR ONE CURRICULUM

<p><b>English</b></p>	<p><b>Reading Core Texts</b> Coming to England</p> <p><b>Reading Skills</b> Apply phonic knowledge and skills as the route to decode words. Read common exception words Read aloud accurately books that are consistent with their phonic knowledge and do not require other strategies to work out words Become very familiar with key stories, fairy stories and traditional tales, retelling them Participate in discussions about what is read to them, taking turns and listening to what others say Listening and discussing a wide range of stories at a level beyond what they can read independently</p> <p><b>Phonics</b> Little Wandle Revisit and review phase 3 and phase 4 Week 4 start Phase 5 – alternative graphemes for reading</p> <p><b>Grammar and punctuation</b> Children will: Leave spaces between words</p>	<p><b>Reading Core Texts</b> Toby and The Great Fire of London</p> <p><b>Reading Skills</b> Apply phonic knowledge and skills as the route to decode words. Read common exception words that are consistent with phonic knowledge and do not require other strategies to work out words Respond speedily with the correct sound to grapheme for all 40+phonemes, including, where applicable, alternative sounds for graphemes. Read aloud accurately books that are consistent with phonic knowledge and do not require other strategies to work out words Predicting what might happen next based on what has been read so far</p> <p><b>Phonics</b> Little Wandle Phase 5 – alternative graphemes for reading and alternative pronunciation of known graphemes</p> <p><b>Grammar and punctuation</b> Children will: Leave spaces between words</p>	<p><b>Reading Core Texts</b> The Way Back Home</p> <p><b>Reading Skills</b> Respond speedily with the correct sound to grapheme for all 40+phonemes, including, where applicable, alternative sounds for graphemes. Read aloud accurately books that are consistent with phonic knowledge and do not require other strategies to work out words Read common exception words noting the unusual correspondence Read words containing taught GPCs and s,es,ing,ed,er and est endings Discussing the significance of the title and events Predicting what might happen next based on what has been read so far Discussing word meanings</p> <p><b>Phonics</b> Little Wandle Phase 5 – alternative graphemes for known phonemes</p> <p><b>Grammar and punctuation</b> Children will:</p>	<p><b>Reading Core Texts</b> The Boy Who Loved Everyone Non-Fiction History of Toys</p> <p><b>Reading Skills</b> Respond speedily with the correct sound to grapheme for all 40+phonemes, including, where applicable, alternative sounds for graphemes. Read common exception words noting the unusual correspondence Read words with contractions and understand that the apostrophe represents omitted letters Read words containing taught GPCs and s,es,ing,ed,er and est endings Clearly explain their understanding of what is read to them Make simple inference based on what has been said and done Discussing word meanings</p> <p><b>Phonics</b> Little Wandle Phase 5 – alternative graphemes for known phonemes</p> <p><b>Grammar and punctuation</b> Children will:</p>	<p><b>Reading Core Texts</b> I Want My Hat Back Non-Fiction Crazy About Cats</p> <p><b>Reading Skills</b> Respond speedily with the correct sound to grapheme for all 40+phonemes, including, where applicable, alternative sounds for graphemes. Read common exception words noting the unusual correspondence Read words with contractions and understand that the apostrophe represents omitted letters Make simple inference based on what has been said and done Learning to appreciate rhymes and poems and learn some by heart</p> <p><b>Phonics</b> Little Wandle Phase 5 – Revisit and review Phase 3, Phase 4 and Phase 5 in preparation for the Phonics Screening Check</p> <p><b>Grammar and punctuation</b> Children will: Punctuate sentences with a capital letter, full stop or an exclamation mark to show feelings</p>	<p><b>Reading Core Texts</b> Non-Fiction Welcome to the Woodland</p> <p><b>Reading Skills</b> Respond speedily with the correct sound to grapheme for all 40+phonemes, including, where applicable, alternative sounds for graphemes. Read common exception words noting the unusual correspondence Read words with contractions and understand that the apostrophe represents omitted letters Make simple inference based on what has been said and done Discussing words meanings, linking new meanings to those that they already know</p> <p><b>Phonics</b> Little Wandle Phase 5 – alternative graphemes for known phonemes</p> <p><b>Grammar and punctuation</b> Children will: Punctuate sentences with a capital letter and a full stop Use of exclamation marks to show feelings Use of capital letters for names and places and days of the week Simple noun phrases to add detail</p>
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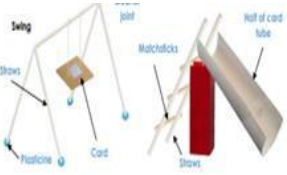




# YEAR ONE CURRICULUM

	<p>Begin to punctuate sentences with a capital letter and a full stop and understand what a sentence is</p> <p>Use of capital letters for the personal pronoun 'I'</p> <p><b>Writing genre and published pieces</b></p> <p>Write a 'welcome to England' aeroplane announcement for people visiting England for the first time</p> <p>Write a radio advert for Leeds listeners who aren't familiar with the city</p>	<p>Begin to punctuate sentences with a capital letter and a full stop</p> <p>Use the conjunction 'and' to join ideas</p> <p>Use of capital letters for names and places and days of the week</p> <p><b>Writing genre and published pieces</b></p> <p>Write fire safety instructions for using sparklers</p> <p>Retell the event of the fire of London through interviewing Samuel Pepys</p>	<p>Begin to punctuate sentences with a capital letter and a full stop</p> <p>Use of capital letters for names and places and days of the week</p> <p>Use simple noun phrases to add description and know what an adjective is</p> <p>Use of 'and' to join ideas</p> <p><b>Writing genre and published pieces</b></p> <p>Help year five learn about space by writing a 'did you know?' fact file on Neil Armstrong... and wait for them to write back!</p> <p>Write what happens next after reading 'The Way back Home'</p>	<p>Begin to punctuate sentences with a capital letter and a full stop</p> <p>Use of capital letters for names and places and days of the week</p> <p>Use simple noun phrases to add description and know what an adjective is</p> <p>Use of 'and' to join ideas</p> <p>Use of question marks to denote questions</p> <p>Understand what a verb is</p> <p><b>Writing genre and published pieces</b></p> <p>Create a non-fiction book about toys from the past</p> <p>Add an extra part to the story 'The Boy Who Loved Everyone', where Dimitri meets someone who keeps him safe</p>	<p>Use of capital letters for names and places and days of the week</p> <p>Simple noun phrases to add detail and know what an adjective is</p> <p>Understand what a suffix is and how these can be added to verbs where no change is needed</p> <p><b>Writing genre and published pieces</b></p> <p>Create a poem based on 'Eat, prey, hunt'</p> <p>Write a cat fact file</p> <p>Write a diary from the perspective of Bear in 'I Want My Hat Back'</p>	<p>Understand what a suffix is and how these can be added to verbs</p> <p>Understand what a prefix is and how this changes the meaning of a word</p> <p><b>Writing genre and published pieces</b></p> <p>Make a woodland visitor's guide about animals and plants they may see</p> <p>Adapt a traditional tale by creating their own character</p>
<p><b>Maths</b></p>	<p><b>Place Value:</b> up to 10</p> <p><b>Addition and Subtraction:</b> numbers up to 10</p>	<p><b>Shape:</b> recognise and make patterns with 2D and 3D shapes</p> <p><b>Addition and Subtraction:</b> numbers up to 10</p>	<p><b>Addition and Subtraction:</b> Numbers 0-20</p> <p><b>Place Value:</b> Numbers up to 50</p>	<p><b>Length and Height:</b> Measure and compare lengths</p> <p><b>Weight and Volume:</b> measure and compare mass and capacity</p>	<p><b>Multiplication and Division:</b> Count in 2s, 5s and 10s, make equal groups, arrays and doubles</p> <p><b>Fractions:</b> half and quarters of shape, objects and quantities</p> <p><b>Position and Direction:</b> whole, half, quarter and 3 quarter turns</p>	<p><b>Place Value:</b> Count to 100, compare and order numbers, partition numbers</p> <p><b>Money:</b> Recognising coins and notes</p> <p><b>Time:</b> Dates, time to the hour and half past</p>



# YEAR ONE CURRICULUM

<p><b>Science</b></p>	<p><b>Animals including humans</b> Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Properties of everyday materials</b> Children will distinguish between an object and the material from what it is made. Identify and name a variety of everyday materials</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants and Animals</b> Children will identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Everyday Materials</b> Children will continue to learn to name, describe and sort everyday materials. Describe the simple physical properties of materials. Compare and group together a variety of everyday materials</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals including humans</b> Children will find out which domestic animals are carnivores, herbivores and omnivores. They will learn about the similarities and differences between familiar species and themselves.</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants and Animals</b> Children will learn to identify and name a variety of common wild and garden plants and trees. They will identify and describe the basic structure of common flowering plants and trees. Children will continue to identify plants and animals in their locality. Children will learn the different habitats of animals.</p> <p><b>Seasonal Changes</b> Children will observe changes across the four seasons. Children will also observe and describe weather associated with the seasons and how day length varies.</p>
<p><b>DT</b></p>	<p><b>Structures</b> Cut, join and fix construction kits or cardboard boxes and straws</p> <p>Children will: Design and make school furniture for new children coming to England.</p> 	<p><b>Food</b> Chop, cut and slice using simple tools</p> <p>Children will: Prepare fruit and vegetables to make a fruit and vegetable smoothie.</p> 				<p><b>Mechanisms</b> Slider, lever, pivot and slot using cardboard and wooden sticks</p> <p>Children will: Make and evaluate a pop-up owl egg for an information display.</p> 






# YEAR ONE CURRICULUM

<b>History</b>		<b>Significant historical events, cause and consequence</b> Children will learn when and how the Great Fire of London started. They will be able to recall some facts about the event and how these fit within a chorological framework. Within their work, they will learn about significant individuals linked to the fire and its wider effects in history.	<b>Significant people</b> Children will learn about Neil Armstrong and Buzz Aldrin and why they are significant. They will understand how these events took place beyond living memory and where these fit within a chronological framework. The children will also identify the significance this event had on the World at this time (through looking at the Space Race) and the contributions figures such as Katherine Johnson, Dorothy Vaughan, Mary Jackson and Christine Darden made to ensure its success.	<b>Significant historical events, compare and contrast</b> Children will begin to understand that some objects belonged to the past. They will identify similarities and differences between ways of life for children in different periods. Through researching different toys and games from the past, they will be able to make comparisons between the past and present.		
<b>Geography</b>	<b>UK</b> Children will: <ul style="list-style-type: none"> <li>- compare Leeds to a non-European city (Addis Ababa).</li> <li>- look at human and physical features and name some of the countries in the UK and the surrounding seas.</li> <li>- name the features of Leeds city.</li> <li>- identify and explain the human and physical features in Leeds and other cities.</li> <li>- identify Leeds as an urban area.</li> <li>- gain a greater understanding of the geography of the UK through identifying the nations within it and the seas that surround it.</li> </ul>				<b>Continents and Oceans</b> Children will: <ul style="list-style-type: none"> <li>- learn that there are 7 continents and 5 major oceans.</li> <li>- identify the four compass points and use some directional language.</li> <li>- identify the equator and know that this divides the Earth.</li> <li>- compare the different continents of the World.</li> <li>- use their understanding of directional language to describe the location of Leeds and other cities.</li> <li>- revisit their knowledge of the United Kingdom and the nations that it comprises.</li> <li>- revisit their knowledge of the seas that surround the United Kingdom.</li> </ul>	<b>Weather</b> Children will: <ul style="list-style-type: none"> <li>- learn about the four seasons and describe the typical weather of each season.</li> <li>- describe how the seasons change over the year and how the four seasons take place within a year.</li> <li>- name the weather patterns within each season.</li> <li>- identify the different types of weather patterns.</li> <li>- explain that weather and places change all the time.</li> <li>- revisit their knowledge of the capital cities of the UK.</li> <li>- revisit their knowledge that we live in the continent of Europe.</li> <li>- revisit their knowledge of the 5 major oceans.</li> </ul>



# YEAR ONE CURRICULUM

<p><b>Computing</b></p>	<p><u>Is it okay?</u></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important. <b>Autumn 1</b></p> <p><b>Esafety and Digital Literacy</b> Computing systems and creating media: Children will make a book on 'Book Creator' to move, re-size and sort <b>given</b> images of human and physical features linked to geography.</p>	<p><u>Personal Information?</u></p> <p>I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <b>Autumn 2</b></p> <p><b>Esafety and Digital Literacy</b> Computing systems and creating media: Children will learn to recognise technology in school and how to use technology, with a particular focus on the use of an on-screen mouse and trackpad. Children will use these skills to practise creating a fire scene resembling the Great Fire of London.</p>	<p><u>Helping Alex</u></p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. <b>Spring 1</b></p> <p><b>Esafety, Computer science</b> Programming: Children will explore direction and be introduced to the concept of algorithms before programming a Beebot to follow a given route.</p>	<p><u>Healthy and Safe Choices</u></p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home. <b>Spring 2</b></p> <p><b>Esafety and Digital Literacy</b> Data and information: Children will be introduced to recording data and information using technology. They will use Book Creator to label and sort toys from the present day and past.</p>	<p><u>Who and Why?</u></p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. <b>Summer 1</b></p> <p><b>Esafety, Digital Literacy</b> Creating media/Digital writing: Children will use a computer to create and format text. Children will be introduced to word and label a picture of a big cat with the features of a carnivore, changing font size, type and colour.</p>	<p><u>Personal and Private</u></p> <p>I can describe what information I should not put online without asking a trusted adult first. <b>Summer 2</b></p> <p><b>Esafety, Computer science</b> Programming animations: Children will consolidate learning into Beebots and direction prior to using Scratch music programme to further explore algorithms.</p>
<p><b>Art</b></p>	<p><b>Printing</b> Children will create a pattern for a cityscape or skyline. They will look at the designer Claire Caulfield.</p> 	<p><b>Painting</b> Children will make their own planet for the solar system in the style of Kandinsky by painting concentric circle planets.</p> 	<p><b>Drawing</b> Children will create an observational drawing of a soft toy personal to them, using soft and hard lines to add tone, and different lines to add texture. They will look at the artist Ester Curini.</p> 	<p><b>Sculpture</b> Children will create a clay sculpture of a face of a big cat. They will use a variety of tools and techniques to create the different features of the cat. They will look at the craft maker Lesley Anne Greene.</p>		



# YEAR ONE CURRICULUM

<b>Music</b>	<p><b>Pulse and Rhythm.</b> Children will listen to a range of music and play games to identify the difference between pulse and rhythm. They will consolidate their learning through listening and performance opportunities.</p> <p>Harvest festival singing assembly.</p>	<p><b>Classical music, dynamics and tempo.</b> Children will use their bodies and instruments to listen and respond to piece of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> <p>Singing: London's Burning and Christmas songs.</p>	<p><b>Musical Vocabulary</b> Children will journey under the ocean to explore key musical vocabulary. Children will make movements appropriate to the pulse and tempo of a piece of music. They will choose instruments with the appropriate timbre and respond to dynamic changes in music. Children will create pitches and rhythms and perform a layer of music within an overall piece.</p>	<p><b>Timbre and rhythmic patterns.</b> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases while creating rhythmic patterns to tell a familiar fairy tale.</p>	<p><b>Pitch and tempo.</b> Children will learn what pitch means and identify whether a note is higher or lower. Children will create patterns using two pitches, identifying changes in tempo and will perform patterns that gradually get faster. They will also contribute to a group composition and performance by creating, selecting, combining and performing sounds.</p>	<p><b>Vocal and body sounds.</b> Children will create movements that match the music and identify descriptive sounds within the music. Children will recreate and then adapt descriptive sounds using their voice or body and make appropriate instrument choices to represent these. They will control instruments and their voices following simple instructions. Children will create their own graphic scores.</p>
<b>PE &amp; Sport</b>	<p><b>Sending and receiving</b> Send and receive a ball with their feet, catch a ball, roll and throw a ball towards their partner or a target and work co-operatively with a partner or small group.</p> <p><b>Fundamentals</b> Begin to link running and jumping movements, throwing a ball towards a target and show some control when travelling at different speeds.</p>	<p><b>Dance</b> Copy and repeat actions, use changes of direction, speed and levels with guidance</p> <p><b>Ball Skills</b> Roll and throw towards a target, catching with two hands and dribbling a ball with hands and feet.</p>	<p><b>Gymnastics</b> Exploring basic shapes, balances, rolls and jumps</p> <p><b>Fitness</b> Changing directions when running, balancing, running at different speeds, exploring exercises using own body weight and moving for longer periods of time.</p>	<p><b>Yoga</b> Perform simple balances, explore poses and look at mindfulness</p> <p><b>Invasion</b> Sending and receiving, dribbling with hands and feet, recognising a space when playing games, explore changing direction and defending.</p>	<p><b>Athletics</b> Explore running at different speeds, jumping and throwing for distance and accuracy</p> <p><b>Net and Wall</b> Hitting a dropped ball with a racket, throw a ball over a net and explore sending a ball with a racket.</p>	<p><b>Striking and Fielding</b> Striking a ball with equipment, throwing using over arm and underarm and catching.</p> <p><b>Team Building</b> Problem solving in response to a task, navigational skills and communication skills.</p>
<b>RE</b>	<p><b>Islam Key question: What does it mean to belong to a mosque?</b> Children will learn about the Islamic place of worship and prayer</p>	<p><b>Christianity Key Question: How do we celebrate special events?</b> Children will learn about the Christmas story, why Christmas is special and why Christians celebrate Christmas</p>	<p><b>Islam Key Question: What does it mean to belong to a mosque?</b> Children will learn about the symbols of Islam, why they are so special and the Qur'an</p>	<p><b>Christianity Key Question: Which books and stories are special?</b> Children will learn about the Easter story, why Easter is special and why Christians celebrate Easter</p>	<p><b>Islam Key Question: How and why do we care for others?</b> Children will learn what makes a good friend and how we can be kind and what we can do to help?</p>	<p><b>Christianity Key Question: What does it mean to belong to a church?</b> Children will learn about what it means to belong and prayer.</p>





# YEAR ONE CURRICULUM

<p><b>PSHE</b></p>	<p><b>Physical health and wellbeing</b> Children will learn about special foods associated with celebrations, sun safety and playground games from around the world</p> <p><b>Mind mate – Life changes</b> Children will look at feelings when starting a new class and how to make new friends.</p>	<p><b>Mental health and emotional wellbeing</b> Children will learn about good and not so good feelings, how to manage their feelings and how to cope with change or loss</p> <p><b>Pants are Private</b></p> <p><b>Mind mate – Strong emotions</b> Children will look at what is fair and unfair and right and wrong and know when someone is being unkind</p>	<p><b>Drug, alcohol and tobacco education</b> Children will learn about what is good to put into our bodies and what is harmful</p> <p><b>Mind mate – Solving problems</b> Children will look at setting goals and targets and how to play and work well in a small group</p>	<p><b>Keeping safe and managing risk</b> Children will learn about their own personal safety and who keeps them safe in and out of the home.</p> <p><b>Mind mate – Being the same/ being</b> Children will celebrate differences and understand that the people in their class are all different</p>	<p><b>Relationships and Sex Education</b> Children will learn about the differences between male and female animals, different types of families, differences and similarities to themselves and other people</p> <p><b>Mind mate – Friends and Family</b> Children will look at how people show different feelings and know how to respond</p>	<p><b>Identity, society and equality</b> Children will learn about roles and responsibilities at home and at school, what makes themselves and others special and how to be cooperative with others</p> <p><b>Mind mate – Feeling good and being me</b> children will understand how to recognise feelings and talk about how they are feeling</p>
<p><b>Innovate &amp; Enrich</b></p>	<p>Black History Month workshop</p>	<p>Children will re-create The Great Fire of London by building their own houses then burning them down. They will discuss what made the houses burn down so quickly and for so long.</p>		<p>The parents and grandparents will be invited in to a workshop to play historical and present-day games with their children/grandchildren. World Book Day</p>	<p>Children will visit Yorkshire Wildlife park</p>	<p>Children will visit local woodlands D:Side drug &amp; alcohol education Clean Air Initiative Sports Day Water Safety workshop</p>

