







## Rockmount Primary School Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National and Whole School Events</b>	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness Week World Day for Cultural Diversity	Sports Week World Environment Day
<b>Assemblies / Circle Times / British Values / Safeguarding</b>	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
<b>Theme</b>	<b>What is a monarch's job?</b>	<b>How should we best remember Mary Seacole?</b>	<b>What do we know about our world?</b>	<b>Where do we live and go to school?</b>	<b>How is life in Mexico different from the UK?</b>	<b>How do animals around the world adapt to where they live?</b>
<b>Role Play opportunities</b>	<b>Castle/Banqueting Hall</b>	<b>Hospital/Healthy Living...</b>	<b>Airport/Travel Agents</b>	<b>Estate Agents</b>	<b>Mexican inspired restaurant</b>	<b>Rainforest/Jungle/Safari?</b>
<b>Literacy</b>	Labelling (features of castles) Narrative Retelling / Sequencing stories Newspaper report (the missing crown?) Independent story writing Imaginary stories	Labelling Instructions Recount Lists / Menus Retelling / Sequencing stories Independent story writing	Labelling Newspaper reports Instructions Factual writing Narratives Letter Writing	Letter writing Instructions Sequencing stories Information leaflet	Poetry Non-chronological report Leaflets (information) Newspaper reports	Fictional animal stories Nonfiction animal texts Recount Independent story writing Imaginary stories
<b>Key Text</b>	The King's Runaway Crown: A Coronation Caper National Trust: The Castle the King Built Castle (Non-fiction)	Leaf Man by Lois Elhert Stickman Huge bag of worries Non-fiction – Mary Seacole	Around the World in Eighty Days (Young Reading Series 2)- class book Welcome to our world Bringing the Rain to Kapiti Plain Mirror	In Every House, on Every Street Iggy Peck, Architect Our Tower Home (Carson Ellis) Major Glad, Major Dizzy Step Inside Homes Through History Non-Fiction Belonging: Jeannie Baker (link to DT)	Off we go to Mexico A gift from Abuela Manana Iguana Book Fiesta!: Celebrate Children's Day/Book Day Dias Los Muertos Non-fiction – How to make guacamole	Who's Habitat is that? How to look after a rabbit How to look after a dog Non-fiction – birds of prey Where the Wild Things Are Flip Flap Jungle Wild Tiny Perfect Things
<b>Maths</b>	Counting to 100 Reading 2 digit numbers Counting in 5's Doubling Numbers Number bonds to 10 (Jigsaw numbers) Adding / Subtraction to / from 10	Counting to 100 and beyond Reading 2digit / 3 digit numbers Multiples of 5 Doubling Numbers Number bonds to 10 / 20 (Jigsaw numbers) Adding / Subtraction to / from 20 <b>SAFE:</b> Describing position, Direction and Movements Comparing amounts (distance, weight , mass , capacity) Finding Half Sorting Data (Lists) Identify & Copy patterns	Reading 3 digit multiples of 100 Adding on 2 / Adding on 3 Doubling 2 digit multiples of 10 Solving addition/subtraction on a number line Division – Sharing 9,12,15 objects between 3 people	Reading 3digit multiples of 100 Adding on 2 / Adding on 3 Doubling 2 digit multiples of 10 Solving addition/subtraction on a number line Division – Sharing 9,12,15 objects between 3 people <b>SAFE:</b> Different shaped triangles Identifying 3D shapes Recognising coins / notes Using coins to make totals up to 10 p / £1 Time: Reading o'clock times Finding a third of an object Extending patterns	I can partition a 2-digit number I can count in 2's , 5's , 25's Multiples of 2 Doubling 1 and 2 digit numbers Finding half Fact families Addition / subtraction to 20 Division sharing between 4 people Making groups of 5 & 10 Number bonds to 10 / 20 / 100	I can partition a 2-digit number I can count in 2's , 5's , 25's Multiples of 2 Doubling 1 and 2 digit numbers Finding half Fact families Addition / subtraction to 20 Division sharing between 4 people Making groups of 5 & 10 Number bonds to 10 / 20 / 100 <b>SAFE:</b> 2D & 3D shapes

						<p>Clockwise</p> <p>Comparing amounts (distance, weight, mass, capacity)</p> <p>O'clock / Half past / Quarter past</p> <p>Spotting a quarter &amp; ,third</p>
<b>Science</b>	<p><b>Introduction to seasonal changes Autumn/Winter (linked to Geography)</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe the weather associated with the seasons and how the length of the day varies</li> </ul>	<p><b>Animals including humans</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>identify and name basic parts of the human body (Lessons 1-3 Plymouth Science)</li> </ul>	<p><b>Materials</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>distinguish between an object and what it is made of</li> <li>identify and name a variety of everyday materials</li> <li>describe the simple properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials based on their simple properties</li> </ul>	<p><b>Plants</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants</li> <li>identify and describe the basic structure of a variety of common flowering plants and trees</li> </ul>	<p><b>Seasonal Changes Continued</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe the weather associated with the seasons and how the length of the day varies</li> </ul>	<p><b>Animals including humans</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals</li> <li>identify carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (Lessons 4-12 Plymouth Science)</li> </ul>
<b>Computing</b>	<p><b>We are treasure hunters</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b>We are tv chefs</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<p><b>We are digital artists</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<p><b>We are publishers</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>recognise common uses of information technology beyond school</li> </ul>	<p><b>We are rhythmic</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>understand what algorithms are</li> </ul>	<p><b>We are detectives</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<b>Online Safety (Project Evolve)</b>	<p><b>Managing Online Information:</b></p> <p>I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. 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. I know how to get help from a trusted adult if we see content that makes us</p>	<p><b>Online Relationships:</b></p> <p>I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services).</p> <p><b>Online Bullying:</b></p>	<p><b>Self-Image and Identity:</b></p> <p>I can recognize that there may be people online who could make someone feel sad, embarrassed or upset. 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.</p>	<p><b>Privacy and Security:</b></p> <p>I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p><b>Copyright and Ownership:</b></p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content). I can understand that work created by others does not belong to me even if I save a copy.</p>	<p><b>Health, Well-being and Lifestyle:</b></p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><b>Copyright and Ownership</b></p> <p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it').</p>

	feel sad, uncomfortable, worried or frightened.	I can describe how to behave online in ways that do not upset others and can give examples.	<b>Online Reputation:</b> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	<b>Online Relationships:</b> I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.		
<b>History</b>	<b>What is a monarch's job?</b>  Children are taught about: <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<b>How should we best remember Mary Seacole?</b>  Children are taught about: <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>changes within living memory (incl. changes in national life)</li> <li>significant historical events, people and places in their own locality</li> </ul>		<b>Where do we live and go to school?</b>  Children are taught about: <ul style="list-style-type: none"> <li>changes within living memory (incl. changes in national life)</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>		
<b>Geography</b>	<b>Introduction to weather Patterns (link to termly Science)</b> Children are taught to: <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>		<b>What do we know about our world?</b> Children are taught to: <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>use fieldwork and observational skills to study the key human and physical features of two localities</li> </ul>	<b>Where do we live and go to school?</b> Children are taught to: <ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>devise a simple map and use and construct basic symbols in a key</li> <li>use fieldwork and observational skills to study the key human and physical features of two localities</li> </ul>		<b>How do animals around the world adapt to where they live?</b> Children are taught to: <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans in the context of where animals live</li> <li>to use world maps, atlases and globes to identify the countries studied at this key stage in the context of where animals live</li> <li>to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of where animals live</li> </ul>

<p><b>Art</b></p>	<p><b>Sculpture</b></p> <p><b>Can you design and sculpt a model of a castle?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use sculpture to develop techniques in pattern, texture, line, shape form and space</li> <li>• appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Drawing</b></p> <p><b>Which tools would be best to use to draw a self-portrait?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>• draw lines of different shapes and thicknesses</li> <li>• draw simple 2D Shapes with increasing accuracy</li> <li>• colour (own work) neatly following the lines using pencils and crayons</li> </ul>	<p><b>Printing</b></p> <p><b>Which objects make the best prints?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Collage</b></p> <p><b>Can we create a collage in the style of Jeannie Baker?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use drawings to develop techniques in line, shape form and space</li> <li>• appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Painting</b></p> <p><b>Can we paint like Frida Kahlo?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use painting to develop techniques in using colour, pattern, texture, line, shape form and space</li> <li>• apply paint in different ways</li> <li>• make observational paintings of objects, people and places</li> </ul>	
<p><b>Featured Artist</b></p>	<p><b>Michelle Reader</b></p> 	<p><b>Faith Ringgold</b></p> 	<p><b>Favianna Rodriguez</b></p> 	<p><b>Jeannie Baker</b></p> 	<p><b>Frida Kahlo</b></p> 	<p><b>Chris Barlow</b></p> 
<p><b>Design &amp; Technology</b></p>	<p><b>Construction</b></p> <p><b>Can you design and sculpt a model of a castle?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a wide range of materials and components, including construction materials according to their characteristics</li> <li>• evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>				<p><b>Cooking and Nutrition</b></p> <p><b>How can we make a delicious Mexican-inspired dip (one lesson)?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul> <p>Cooking: Guacamole</p>	<p><b>Textiles</b></p> <p><b>Can we create an animal using textiles? Sock puppets/sewing templates</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing</li> <li>• evaluate their ideas and products against design criteria</li> </ul>

<b>Music</b>	<p><b>How can music help us imagine royal life?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and respond to a range of music through movement and role-play, describing their thoughts and observations with an increasing musical vocabulary.</li> <li>• to play percussion instruments with increasing control and accuracy.</li> <li>• to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> </ul>	<p><b>How can music help us celebrate festivities and tell enchanting stories?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and respond to Tchaikovsky's magical ballet, <i>The Nutcracker</i> through movement and role-play, describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>• to recognise some instruments of the orchestra by sight and sound.</li> <li>• to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> <li>• to perform songs with a sense of purpose for end of term performances.</li> </ul>	<p><b>What is melody?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and respond to a range of music through movement and role-play, describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>• to read and create simple notated rhythms.</li> <li>• about melody and melodic shapes, composing and playing their own short melodies.</li> <li>• to play tuned percussion instruments with increasing control and accuracy.</li> <li>• to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> </ul>	<p><b>How do different styles of music make us feel and move?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and respond to music in contrasting styles through movement and role-play describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>• to sing and play songs in different styles using tuned percussion instruments with increasing control and accuracy.</li> <li>• to develop a sense of pitch, pulse and rhythm through singing, chants (rap), rhythm games and movement.</li> </ul>	<p><b>What does Mexican music sound like?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about the music and instruments of Mexico through exploration of traditional Mexican music, songs, dances and rhythm games.</li> <li>• to sing a variety of songs, including learning how to sing a round (Popocatepetl) in two parts.</li> <li>• to read and create simple notated rhythms</li> <li>• to play percussion instruments with increasing control and accuracy.</li> </ul>	<p><b>How can music represent different animals?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and respond to Saint-Saens' <i>Carnival of the Animals</i> through movement and role-play, exploring how the music represents the different animals.</li> <li>• to sing a round (Kookaburra) in two parts.</li> <li>• to use rhythm notation and their growing understanding of the elements of music to create their own animal class song/piece.</li> </ul>
<b>R.E.</b>	<p><b>Why are we Thankful?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• find out that people can be grateful for family and skills, as well as food</li> <li>• know how people show they are thankful</li> <li>• know why religious people show gratitude to their God for what they have</li> </ul>	<p><b>What places make you feel you belong?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know the names of the places of worship studied</li> <li>• know and remember some of the artefacts found in each place of worship</li> <li>• understand why people have special places</li> <li>• know the role of leaders in a place of worship</li> </ul>	<p><b>Who is important to me?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• identify the leader/founder of each religion</li> <li>• recall some key facts about each leader/founder</li> <li>• observe some of the qualities a leader needs</li> </ul>	<p><b>Which stories are important to you?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• recognise that many stories can have a message (both religious and non-religious)</li> <li>• know that religious and secular stories have been used to help people understand how they should live their life</li> <li>• understand that religious stories help people learn more about God</li> </ul>	<p><b>Why do people celebrate?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know the names of some religious festivals and how they are celebrated</li> <li>• understand why people like to celebrate</li> <li>• learn about how most people celebrate special times</li> </ul>	<p><b>How do you know you belong?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• learn that for many religions prayer and worship takes place in the home as well as a Place of Worship</li> <li>• learn that following a religion can affect the daily life of believers</li> <li>• know that Humanists often celebrate non-religious forms of Christmas, Easter, or other cultural events</li> </ul>
<b>PSHE / SRE</b>	<p><b>Families and Relationships</b></p> <ul style="list-style-type: none"> <li>• exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy</li> </ul>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• learning about a range of money and bank functions including cash safety, spending, saving and jobs</li> </ul>	<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>• learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe</li> </ul>	<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>• learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe</li> </ul>

<b>PE and Sport</b>	<b>Attack, defend, shoot</b> <ul style="list-style-type: none"> <li>to practise basic movements including running, jumping, throwing and catching</li> <li>to begin to engage in competitive activities</li> <li>to experience opportunities to improve agility, balance and coordination</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>respond to a range of stimuli and types of music</li> <li>explore space, direction, levels and speeds</li> <li>experiment creating actions and performing movements with different body parts</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>identify and use simple gymnastics actions and shapes</li> <li>apply strength to a range of gymnastics actions</li> <li>begin to carry basic apparatus such as mats and benches</li> </ul>	<b>Hit catch run</b> <ul style="list-style-type: none"> <li>to be able to hit objects with a hand or bat</li> <li>track and retrieve a rolling ball</li> <li>throw and catch a variety of balls and objects</li> </ul>	<b>Run jump throw</b> <ul style="list-style-type: none"> <li>pupils will begin to link running and jumping</li> <li>to lean and refine a range of running which includes varying pathways and speeds</li> <li>develop throwing techniques to send objects over long distances</li> </ul>	<b>Send and return</b> <ul style="list-style-type: none"> <li>able to send an object with increased confidence using hand or bat</li> <li>move towards a moving ball to return</li> <li>sending and returning a variety of balls</li> </ul>
<b>Outdoor Learning</b>	Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare	Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare	Material hunts Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare	Gardening Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare	Habitat hunt Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare	Science/Geography weather topic- photograph a place in the school grounds at the beginning of each half term- compare
<b>Health and Wellbeing</b>	5 a Day Go Noodle – Mindfulness Cosmic Yoga Calm Corner	5 a Day Go Noodle – Mindfulness Calm Corner	5 a Day Go Noodle – Mindfulness Cosmic Yoga Calm Corner	5 a Day Go Noodle – Mindfulness Cosmic Yoga Calm Corner	5 a Day Go Noodle – Mindfulness Cosmic Yoga Calm Corner Mental Health Week Yoga	5 a Day Go Noodle – Mindfulness Cosmic Yoga Calm Corner 5 ways to wellbeing Yoga
<b>Enrichment Visits/Trips</b>	Castle day (Dressing-up Day)	Visit from Health Professional Mary Seacole visits  Cinema visit - Crystal Palace	Trip to the Horniman Museum- Toys Around the World Workshop Sushi making	Local area fieldwork	Mexican Fiesta Celebration	Visit to Safari Park