

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	Do you want to be friends?	What happens when I fall asleep?	What is a reflection?	Do cows drink milk?	Will you read me a story?	Why do zebras have stripes?
Super Start (hook)	School walk - people that help us Take a photo of each person we meet and helps us and reflect	Planetarium Visit	Fun and diverse range of dressing up clothes and accessories and mirrors.	Cannon Hall Farm visit (take a photo of a farmer/farmers)	Watching a pantomime/play. Meet the characters. (Local amateur dramatics society)	Invite an African dance or music group in to performance.
Fabulous Finish (learning celebration)	Local Walk Salt-dough heart hanging decorations. Children make a heart and reflect on who helps them and who they would like to give the heart to.	Christmas Performance Lullaby and goodnight. Invite parents and carers with new babies to come for a lullaby sing-along. Incorporate Christmas carols.	Reflection Tree - write name on a shiny bauble and hang on a class tree. Children to find and bring other shiny reflective objects in to put on the tree.	Write a letter to the farmer/farmers that we met at Cannon Hall Farm explaining all about our fabulous project.	Fairy tale tea party! Children write invites to those they would like to attend. Discuss favourite stories and fancy dress tea party.	Visit Yorkshire wildlife park. Face-paints. Children to become different African Animals (invite face-painter in),
First Hand Experiences	Create friendship scenarios using jelly babies/soft toys.	Constellation Creators – create star constellation using battery tea lights.	Secret codes! Children work to find a selection of words that can only be read using a mirror.	Design and make own bread to take home or sell to parents (farm shop).	Visit local library Magic Beans – what to do with them? What might happen? Plant and see a surprise next day.	Designing and create their own zebra or other patterned animal. For example: a zebra with spots. Use different materials.
Communication and Language	Provision experiences - playing together and role play Two-channelled attention - can listen and do for short span. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Links statements and sticks to a main theme or intention.	<ul> <li>Provision experiences - playing turn taking games</li> <li>Maintains attention, concentrates and sits</li> <li>quietly during appropriate activity.</li> <li>Two-channelled attention - can listen and do for short span.</li> <li>Listen attentively in a range of situations.</li> <li>Listen to stories.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	Provision experiences - <u>Talk partner work</u> Two-channelled attention - can listen and do for short span. Listen to stories. Respond to what they hear with relevant actions. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Follow instructions involving several ideas or actions.	<ul> <li>Provision experiences - <u>Talk partner work</u></li> <li>Two-channelled attention - can listen and do for short span.</li> <li>Listen attentively in a range of situations.</li> <li>Responds to instructions involving a two-part sequence.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>Follow instructions involving several ideas or actions.</li> </ul>	Provision experiences – Talk partner work Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Listen to stories. Respond to what they hear with relevant actions. Give their attention to what others say. Responds to instructions involving a two-part sequence.	Provision experiences – <u>Talk partner work</u> Maintains attention, concentrates and sits quietly during appropriate activity. Listen attentively in a range of situations. Responds to instructions involving a two-part sequence. Follow instructions involving several ideas or actions. Uses language to imagine and recreate roles and experiences in play situations.



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	Uses talk to organise,	Answer 'why' questions	Answer 'why' questions	Answer 'why' questions	Follow instructions involving	Links statements and sticks
	sequence and clarify	about their experiences and	about their experiences and	about their experiences and	several ideas or actions.	to a main theme or
	thinking, ideas, feelings and	in response to events.	in response to events.	in response to events.	Uses language to imagine	intention.
	events.	Extends vocabulary,	Uses language to imagine	Links statements and sticks	and recreate roles and	Uses talk to organise,
	Listen to stories.	especially by grouping and	and recreate roles and	to a main theme or	experiences in play	sequence and clarify
		naming, exploring the	experiences in play	intention.	situations.	thinking, ideas, feelings and
		meaning and sounds of new	situations.	Uses talk to organise,	Links statements and sticks	events.
		words.	Links statements and sticks	sequence and clarify	to a main theme or	Express themselves
		Uses talk to organise,	to a main theme or	thinking, ideas, feelings and	intention.	effectively.
		sequence and clarify	intention.	events.	Uses talk to organise,	Use present tense.
		thinking, ideas, feelings and	Uses talk to organise,	Express themselves	sequence and clarify	Develop their own
		events.	sequence and clarify	effectively.	thinking, ideas, feelings and	explanations by connecting
		Express themselves	thinking, ideas, feelings and	Use past tense.	events.	ideas or events.
		effectively.	events.	Develop their own	Express themselves	
		Develop their own	Express themselves	explanations by connecting	effectively.	
		explanations by connecting	effectively.	ideas or events.	Show an awareness of	
		ideas or events.	Develop their own narrative		listeners' needs.	
			by connecting ideas or		Develop their own narrative	
			, events.		by connecting ideas or	
			Develop their own		, events.	
			explanations by connecting		Develop their own	
			ideas or events.		explanations by connecting	
					ideas or events.	
Physical	<u> Provision – focus on gross</u>	Provision - focus on gross	<u> Provision - focus on</u>	<u> Provision – focus on</u>	<u> Provision - focus on</u>	<u> Provision – focus on</u>
Development	motor skills and fine	motor skills and fine	throwing skills and fine	throwing skills and fine	striking skills and fine	striking skills and fine
	motor skills	motor skills	motor skills - introducing	motor skills - introducing	motor skills - perfecting	motor skills - perfecting
	Shows increasing control	Experiments with different	letter formation	letter formation	letter formation	letter formation
	over an object in pushing,	ways of moving.	Experiments with different	Experiments with different	Experiments with different	Experiments with different
	patting, throwing, catching	Shows increasing control	ways of moving.	ways of moving.	ways of moving.	ways of moving.
	or kicking it.	over an object in pushing,	Travels with confidence and	Negotiates space	Travels with confidence and	Uses simple tools to effect
	Handles tools, objects,	patting, throwing, catching	skill around, under, over and	successfully when playing	skill around, under, over and	changes to materials.
	construction and malleable	or kicking it.	through balancing and	racing and chasing games	through balancing and	Handles tools, objects,
	materials safely and with	Handles tools, objects,	climbing equipment.	with other children,	climbing equipment.	construction and malleable
	increasing control.	construction and malleable	Handles tools, objects,	adjusting speed or changing	Handles tools, objects,	materials safely and with
	Shows a preference for a	materials safely and with	construction and malleable	direction to avoid obstacles.	construction and malleable	increasing control.
	dominant hand.	increasing control.	materials safely and with	Shows increasing control	materials safely and with	Shows a preference for a
		Shows a preference for a	increasing control.	over an object in pushing,	increasing control.	dominant hand.
	Uses a pencil and holds it	Shows a preference for a				
	Uses a pencil and holds it effectively to form	dominant hand.	5	patting, throwing, catching	Begins to form recognisable	Move confidently in a range
	Uses a pencil and holds it effectively to form recognisable letters, most		Shows a preference for a dominant hand.	patting, throwing, catching or kicking it.	Begins to form recognisable letters.	Move confidently in a range of ways.



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	of which are correctly	Move confidently in a range	Show good control in large	Handles tools, objects,	Show good control in large	Handle equipment and tools
	formed.	of ways.	and small movements.	construction and malleable	and small movements.	effectively.
	Manage their own personal	Handle equipment and tools	Show good co-ordination in	materials safely and with	Move confidently in a range	Handle pencils effectively
	needs.	effectively.	large and small movements.	increasing control.	of ways.	for writing.
		Handle pencils effectively	Safely negotiate space.	Shows a preference for a	Safely negotiate space.	
		for writing.	Handle equipment and tools	dominant hand.	Handle equipment and tools	
		Shows some understanding	effectively.	Show good control in large	effectively.	
		that good practices with		and small movements.	Handle pencils effectively	
		regard to exercise, eating,		Show good co-ordination in	for writing.	
		sleeping and hygiene can		large and small movements.		
		contribute to good health.		Safely negotiate space.		
		Talk about ways to keep		Handle equipment and tools		
		healthy.		effectively.		
				Shows some understanding		
				that good practices with		
				regard to exercise, eating,		
				sleeping and hygiene can		
				contribute to good health.		
				Manage their own basic		
				hygiene.		
Personal,	<u>Focus</u> - <u>Friends,</u>	Focus on self and own	Focus on needs of others	Focus on needs of others	Focus on empathy and	Focus on empathy and
Social and	interaction and feelings	needs	Confident to speak to	Confident to speak to	helping others	helping others
Emotional	and emotions	Confident to speak to	others about own needs,	others about own needs,	Understands that own	Confident to speak to
Development	Can describe self in positive	others about own needs,	wants, interests and	wants, interests and	actions affect other people.	others about own needs,
	terms and talk about	wants, interests and	opinions.	opinions.	Talk about their own	wants, interests and
	abilities.	opinions.	Say when they need help.	Say when they need help.	behaviour and its	opinions.
	Choose the resources they	Talk about how they show	Talk about how they show	Beginning to be able to	consequences.	Can describe self in positive
	need for their chosen	feelings.	feelings.	negotiate and solve	Understand and follow	terms and talk about
	activities.	Play co-operatively.	Talk about how others show	problems without	rules.	abilities.
	Understands that own	Initiates conversations,	feelings.	aggression.	Play co-operatively.	Talk about their ideas.
	actions affect other people.	attends to and takes	Explains own knowledge and	Play co-operatively.	Initiates conversations,	Say when they need help.
	Talk about others'	account of what others say.	understanding, and asks	Work as part of a group.	attends to and takes	Aware of the boundaries
	behaviour and its		appropriate questions of	Initiates conversations,	account of what others say.	set, and of behavioural
	consequences.		others.	attends to and takes	Form positive relationships	expectations in the setting.
	Initiates conversations,		Listen to others' ideas.	account of what others say.	with other children.	Explains own knowledge and
	attends to and takes					understanding, and asks
	account of what others say.					appropriate questions of
	Takes steps to resolve					others.
	conflicts with other					Understand and follow
	children.					rules.



	Play co-operatively. Show sensitivity to others needs and feelings. Form positive relationships with adults.					Show sensitivity to others needs and feelings.
Literacy	Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Read simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell some words correctly.	Continues a rhyming string. Begins to read words and simple sentences Enjoys an increasing range of books. Read simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sounds. Write simple sentences which can be read.	Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. Read simple sentences Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read.	Continues a rhyming string. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Read simple sentences Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Demonstrate understanding when talking with others about what they have read. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Read simple sentences. Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell some words correctly.	Begins to read words and simple sentences. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Read simple sentences. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sounds. Write simple sentences which can be read. Spell some words that are phonetically plausible.



		We're Going on a Bear Hunt Michael Rosen Under Rosen Michael Rosen Micha	<image/>	Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell some words correctly. Spell some words that are phonetically plausible. Bog Baby	<image/>	<b>HANDAS</b> SURPRISE SUR
Math	Baseline	Numbers:	Numbers:	Numbers:	Numbers:	Numbers: Solve problems
		(Securing numbers 1-5)	(Using numbers 1 - 10)	(Securing numbers 1-10)	(Using numbers 1 - 20)	including doubling, halving
	Numbers:	Place them in order and say	Children count reliably with	Place them in order and say	Children count reliably with	and sharing
	(Using numbers 1 - 5)	which number is one more	numbers from 1 to 10	which number is one more	numbers from 1 to 20.	
	Children count reliably with	or one less than a given		or one less than a given	(Securing numbers	Revisit and consolidate
	numbers from 1 to 5	number. Using quantities	Shape, space and	number. Using quantities	1-20)	Numbers and Shape Space and Measures.
	Shape, space and	and objects, they add and subtract two single-digit	<b>measures:</b> Children use everyday	and objects, they add and subtract two single-digit	Place them in order and say which number is one more	and measures.
	Snape, space and measures:	numbers and count on or	language to talk about size,	numbers and count on or	or one less than a given	Assessment
	Explore characteristics of	back to find the answer.	weight and capacity to	back to find the answer.	number. Using quantities	~33633116111
	everyday objects and	such to find the diswer.	compare quantities and	such to find the diswer.	and objects, they add and	
	shapes and use	Shape, space and	objects and to solve	Shape, space and	subtract two single-digit	
	mathematical language to	measures:	problems.	measures:	numbers and count on or	
	describe them. Recognise,	Children use everyday	•	Explore characteristics of	back to find the answer.	
	create and	language to talk about		everyday objects and	Shape, space and	
	Describe patterns.	money		shapes and use	measures: Children use	
				mathematical language to	everyday language to talk	



Understanding the world	People who help us Enjoys joining in with family customs and routines. Say how others are the same or different to them. Say how other communities are the same or different to their own. Say how other traditions are the same or different to their own. Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Interacts with age- appropriate computer software. Select and use technology for a particular purpose.	Bebtimes, Night and Day Space and planets Bonfire night Christmas Enjoys joining in with family customs and routines. Say how others are the same or different to them. Looks closely at similarities, differences, patterns and change. Say how living things are the same or different. Talk about features of their immediate environment. Make observations about animals. Explain why things happen.	Shadows Reflections and symmetry Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Say how living things are the same or different. Make observations about animals. Interacts with age- appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.	describe them. Recognise, create and describe patterns. Children use everyday language to talk about time to compare quantities and to solve problems. The farm, animals, where food comes from, crops and growing Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Say how living things are the same or different. Make observations about plants. Make observations about animals. Explain why things happen. Talk about changes. Interacts with age- appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.	about position and distance to compare quantities and objects and to solve problems. Fairy tales and nursery <u>rhymes</u> Looks closely at similarities, differences, patterns and change. Say how materials are the same or different. Make observations about plants. Explain why things happen.	African culture and wildlife Say how others are the same or different to them. Say how other communities are the same or different to their own. Say how other traditions are the same or different to their own. Looks closely at similarities, differences, patterns and change. Say how living things are the same or different. Make observations about animals. Interacts with age- appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.
Expressive Arts and Design	<u>Colour mixing</u> <u>Handprints</u> <u>Simple rhythms and</u> <u>movements</u> Explores the different sounds of instruments. Explores what happens when they mix colours.	<u>3D construction</u> <u>Outdoor construction</u> Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects.	<u>Collage</u> <u>Percussion composing</u> Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources.	Farm songs and composing <u>Printing</u> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	<u>Construction</u> <u>Painting</u> <u>Dough work</u> <u>Dance and performance</u> Manipulates materials to achieve a planned effect.	African music, songs and <u>dance</u> <u>Making masks and</u> <u>jewellery</u> <u>Paintings and printing</u> Begins to build a repertoire of songs and dances.



the end of the local states	distance in the	the end of the local states	the end of the local states	distance in the	The Local Proc.
Uses simple tools and	Constructs with a purpose	Uses simple tools and	Uses simple tools and	Constructs with a purpose	Explores the different
techniques competently and	in mind, using a variety of	techniques competently and	techniques competently and	in mind, using a variety of	sounds of instruments.
appropriately.	resources.	appropriately.	appropriately.	resources.	Manipulates materials to
Selects appropriate	Uses simple tools and	Make music.	Sing a song.	Experiment with different	achieve a planned effect.
resources and adapts work	techniques competently and	Use a variety of materials	Make music.	ways of moving and dancing.	Uses simple tools and
where necessary.	appropriately.	and techniques.	Experiment with different	Use a variety of materials	techniques competently and
Make music.	Selects appropriate	Experiment with designs.	ways of moving and dancing.	and techniques.	appropriately.
Safely use tools.	resources and adapts work	Experiments with form.	Initiates new combinations	Experiments with form.	Selects appropriate
Use a variety of materials	where necessary.		of movement and gesture in	Creates simple	resources and adapts work
and techniques.	Selects tools and		order to express and	representations of events,	where necessary.
Experiment with colours.	techniques needed to shape,		respond to feelings, ideas	people and objects.	Selects tools and
Creates simple	assemble and join materials		and experiences.	Introduces a storyline or	techniques needed to shape,
representations of events,	they are using.		Introduces a storyline or	narrative into their play.	assemble and join materials
people and objects.	Sing a song.		narrative into their play.	Plays alongside other	they are using.
Initiates new combinations	Use a variety of materials		Plays co-operatively as part	children who are engaged in	Sing a song.
of movement and gesture in	and techniques.		of a group to develop and	the same theme.	Make music.
order to express and	Experiment with designs.		act out a narrative.	Plays co-operatively as part	Experiment with different
respond to feelings, ideas	Experiments with form.		Represent their own ideas,	of a group to develop and	ways of moving and dancing.
and experiences.	Creates simple		thoughts and feelings	act out a narrative.	Use a variety of materials
Introduces a storyline or	representations of events,		through dance.	Use what they have learnt	and techniques.
narrative into their play.	people and objects.			about media and materials	Experiment with designs.
Plays alongside other	Introduces a storyline or			in original ways thinking	Creates simple
children who are engaged in	narrative into their play.			about uses and purposes.	representations of events,
the same theme.	Represent their own ideas,			Represent their own ideas,	people and objects.
Plays co-operatively as part	thoughts and feelings			thoughts and feelings	Initiates new combinations
of a group to develop and	through role play.			through role play.	of movement and gesture in
act out a narrative.	5			5	order to express and
Use what they have learnt					respond to feelings, ideas
about media and materials					and experiences.
in original ways thinking					Chooses particular colours
about uses and purposes.					to use for a purpose.
Represent their own ideas,					Introduces a storyline or
thoughts and feelings					narrative into their play.
through role play.					Plays alongside other
······································					children who are engaged in
					the same theme.
					Represent their own ideas,
					thoughts and feelings
					through art.
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						Represent their own ideas, thoughts and feelings through role play. Represent their own ideas, thoughts and feelings through stories.
SMSC	Reflect on their beliefs,	Reflect on their beliefs,	Reflect on their beliefs,	Sense enjoyment and	Reflect on their beliefs,	Reflect on their beliefs,
	religious or otherwise, that	religious or otherwise, that	religious or otherwise, that	fascination when learning	religious or otherwise, that	religious or otherwise, that
	inform their perspective on	inform their perspective on	inform their perspective on	about themselves, others	inform their perspective on	inform their perspective on
	life and their interest in	life and their interest in	life and their interest in	and the world around them.	life and their interest in	life and their interest in
	and respect for different	and respect for different	and respect for different	Use imagination and	and respect for different	and respect for different
	people's faiths, feelings and	people's faiths, feelings and	people's faiths, feelings and	creativity in their learning.	people's faiths, feelings and	people's faiths, feelings and
	values.	values.	values.	Reflect willingly on their	values.	values.
	Sense enjoyment and	Sense enjoyment and	Sense enjoyment and	experiences. Know about	Sense enjoyment and	Sense enjoyment and
	fascination when learning	fascination when learning	fascination when learning	and respect the public	fascination when learning	fascination when learning
	about themselves, others	about themselves, others	about themselves, others	institutions and services in	about themselves, others	about themselves, others
	and the world around them.	and the world around them.	and the world around them.	England.	and the world around them.	and the world around them.
	Use imagination and	Use imagination and	Use imagination and	Understand the	Use imagination and	Use imagination and
	creativity in their learning.	creativity in their learning.	creativity in their learning.	consequences of their	creativity in their learning.	creativity in their learning.
	Reflect willingly on their	Reflect willingly on their	Reflect willingly on their	behaviour and actions.	Reflect willingly on their	Reflect willingly on their
	experiences. Know about	experiences. Know about	experiences. Know about	Understand the	experiences. Know about	experiences. Know about
	and respect the public	and respect the public	and respect the public	consequences of their	and respect the public	and respect the public
	institutions and services in	institutions and services in	institutions and services in	behaviour and actions. Use	institutions and services in	institutions and services in
	England.	England. Use a range of	England.	a range of social skills in	England.	England.
	Understand the	social skills in different	Understand the	different contexts.	Investigate and offer	Develop an acceptance of
	consequences of their	contexts.	consequences of their	Participate in a variety of	reasoned views about moral	other people, understanding
	behaviour and actions.	Participate in a variety of	behaviour and actions. Use	communities and social	and ethical issues and	the importance of
	Know about and respect the	communities and social	a range of social skills in	settings.	understand and appreciate	identifying and combatting
	public institutions and	settings.	different contexts.	Cooperate well with others	the viewpoints of others on	discrimination.
	services in England. Use a	Cooperate well with others	Participate in a variety of	and be able to resolve	these issues.	Use a range of social skills
	range of social skills in	and be able to resolve	communities and social	conflicts effectively.	Use a range of social skills	in different contexts.
	different contexts.	conflicts effectively.	settings.	Participate in and respond	in different contexts.	Participate in a variety of
	Participate in a variety of	Participate in and respond	Cooperate well with others	positively to artistic,	Cooperate well with others	communities and social
	communities and social	positively to artistic,	and be able to resolve	musical, sporting and	and be able to resolve	settings.
	settings.	musical, sporting and	conflicts effectively.	cultural opportunities.	conflicts effectively.	Cooperate well with others
	Cooperate well with others	cultural opportunities.	Participate in and respond		Know that the rule of law	and be able to resolve
	and be able to resolve		positively to artistic,		protects the rights of	conflicts effectively.
	conflicts effectively.		musical, sporting and		individual citizens and is	Understand and appreciate
	Know that the rule of law		cultural opportunities.		essential for their well-	the wide range of cultural
	protects the rights of				being and safety.	influences that have shaped



individ	ual citizens and is		Participate in and respond	their heritage and those of
essent	ial for their well-		positively to artistic,	others.
bei	ng and safety.		musical, sporting and	Understand and appreciate
Particip	ate in and respond		cultural opportunities.	the range of different
posit	ively to artistic,			cultures within school and
musi	cal, sporting and			further afield as an
cultu	ral opportunities.			essential element of their
				preparation for life in
				modern Britain.
				Participate in and respond
				positively to artistic,
				musical, sporting and
				cultural opportunities.