



Our Lady of Fatima Catholic Multi Academy Trust Curriculum Policy For Parents

September 2018

RATIONALE

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider Trust curriculum.'

At Our Lady of Fatima Catholic Multi Academy Trust (OLFCMAT), we passionately believe that our children have the right to a rich, broad and balanced curriculum. The curriculum of the Trust underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners. Safeguarding is at the heart of what we do within the Trust. The curriculum ensures that children are taught and equipped with skills that will enable them to lead safe and responsible lives .

In July 2018, we redesigned our curriculum to ensure that there were more opportunities for subjects to be linked, so that learning would be purposeful and meaningful for pupils and so that they could apply their reading, writing, mathematical and information communication technology skills across the curriculum. This development was then mirrored in the way we lead subjects. We introduced a model for subject leadership where the leaders joined Curriculum Teams whereby more than one member of staff can monitor and oversee many subjects at once, as part of a team. This change means that a group of leaders are aware of the actions for different subjects and if a staffing change does occur then any of the members of this Curriculum Team can continue the role until a replacement is found.

In some of the core subjects there is a 'Shadow Co-ordinator' who assists in the changes, running of and monitoring of the core subjects. At OLFCMAT there are Shadow Co-ordinators assisting in Mathematics, English and RE. There are co-ordinators across the Trust in most foundation subjects and these co-ordinators monitor and run these subjects individually as well as part of a Curriculum team (See Appendix 1).

At OLFCMAT we believe that we have achieved a curriculum model that reaches every child within the Trust and balances the acquisition of knowledge with the development of key skills. It excites, inspires and motivates our children and staff, making learning purposeful and allowing our children to recognise the part they play within the community of the Trust.

This policy is intended to provide an overview for our curriculum and the key principles and practices which embody it.

Whole-school topic based learning

Each term, each year group immerse themselves in a cross curricular topic. These topics are exciting topics which act as stimuli for all the learning that takes places within most of the curriculum subjects. Our topics allow for subjects to be linked and also give context to the skills which the children are learning. Topics are chosen to meet the requirements of the national curriculum and to reflect the children's interests as well as events happening locally, nationally or internationally.

When selecting topic themes, we give much thought to selecting topics which:

- Place the development of children's English at the heart of all learning.
- Are broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school;
- Can be explored at an appropriate depth and level of challenge, ensuring across a team;
- Enthuse staff and students;
- Allow for exciting 'hook' events to take place;
- Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development;
- Are accessible to all students of all abilities.

Breadth, Depth and Progression

Breadth

In selecting the topic themes, staff are careful to choose topics which allow a broad range of curriculum subjects to be explored. Therefore, staff give careful consideration in selecting topics which can be taken in a variety of directions, exploring a wide range of skills across the curriculum. In some topics, certain subjects are more prominent than in others. For example, in a History based topic, there may be less Geography occurring. The topics are planned on a half termly basis with the main aim being that each foundation subjects of Geography, History, Art, Computing, Science and PSHE receive a topic based majorly around them. The foundation subject base for each half term is alternated so that across the year each subject is taught at

depth, allowing the teachers to cover the appropriate curriculum areas for their subject. Although each foundation subject will have a topic based on it there are opportunities in all topics to teach cross-curricular lessons and cover more skills from the progression charts. It is also part of the role of Subject Leaders to ensure that the topics facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

Depth

We understand that the topics must allow for the depth of study to be maintained in each year group. In order to ensure that this happens the teacher's planning makes links to the topic when it is appropriate and, if skills or knowledge need to be taught discretely, they will take place. Subject Leaders take responsibility for monitoring the breadth and depth at which their subjects are taught.

Progression

With each year group in a team following the same theme, it is important to ensure that progression takes place. Teachers have access to progression documents for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate. Subject Leaders monitor these documents to ensure that teachers are providing appropriate challenge across the curriculum. Each term, Subject Leaders request samples of work from each year group to ensure that there is a progression in skills taking place as the children progress through the year groups.

Effective Teaching

A broad and balanced curriculum must go hand in hand with effective teaching.

It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at OLFEMAT will be at least 'Good' but preferably 'Outstanding' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged.

We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson.

Best practice is shared after the termly round of lesson observations and book scrutiny. Teachers are encouraged to work with a professional partner in the Trust to improve an aspect of their teaching.

Hook Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each topic theme, the staff consider how these moments can be achieved. It is usual for topics to begin with a 'HOOK Starter' and for further inspiration to be added throughout the term to reignite interest and enthusiasm. There are also opportunities for class teachers to take their classes on trips specific to their learning or for visits in the local community.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians are invited into school to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These 'hook' opportunities are not viewed in isolation, and provide a stimulus for work across the curriculum.

Parental Involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A half-termly newsletter informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning.

In September 2018 we implemented Home Learning instead of homework which allows the learning to be child led and completed through choice instead of threat of sanction and deadlines.

We provide regular opportunities for parents to join us in school to learn about our topics and how we teach. From midway through the autumn term, the parents of children in the Foundation Stage are welcome to join us on select days of the week for our 'Stay and Play' sessions. From Year 1 onwards we invite parents to join us for an assembly which is a Learning Celebration, each class will have a designated assembly based on their topic at the time.

Parents are also invited into school for concerts, assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school.

Parent's evenings happen twice per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the end of year report, which shows the children's academic levels, progress and performance in each area of the curriculum.

At each parent's evening, the Deputy Head gives out a parent's questionnaire in order to gain their views on a number of issues, including the curriculum. The results are compiled, and a summary is provided for staff, parents and governors so that they can see how their views are making an impact on Trust development.

The Curriculum and Inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them.

If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the Inclusion co-ordinator.

Specified interventions are run alongside the Creative Curriculum in an attempt to assist those children with SEND and to allow progression in all curriculum areas.

Our curriculum model also allows for children who are identified as Higher Attainers in specific areas, to be given opportunities to deepen their learning.

Individual Subject Statements

Core Subjects (English, Mathematics and RE)

English

Our English curriculum follows the guidelines laid down in the 2014 National Curriculum. We aim to promote high standards of language and English by equipping pupils with a strong command of the spoken and written word and to develop a love of literature through reading for enjoyment.

Writing

Children are taught to write fluently so they can communicate their ideas and emotions to others. Children develop their understanding of a range of genres and styles including fiction, non-fiction, poetry and plays. Grammar, spelling, punctuation and handwriting are taught rigorously across the school, beginning with teaching synthetic phonics and fine motor skills to develop mark making in the Foundation Stage, to enable children to have the skills and confidence to write effectively for a variety of purposes. Children are regularly given the opportunity to practise their writing this ensures that children know how to develop their writing further.

Reading

Across the school children have access to a wide range of high-quality texts to develop learning in all curriculum areas. Reading good quality fiction to the children is a priority in all year groups. The teaching of reading begins in the Foundation Stage with the systematic teaching of phonic skills. When they are ready, the children move on to reading using a wide range of reading schemes such as Oxford Reading Tree and Phonics Bug. Parents support their children's reading daily at home. Once our children have grasped the mechanics of reading our priority shifts towards reading comprehension and children take part in regular guided reading sessions. Reading for pleasure is a high priority – our library has recently been refurbished and every classroom has its own reading area from which children are encouraged to borrow books to take home. Weekly 'recommended reads' are given in the newsletter to aid pupils on their next book choice. We have links with our local library through which we have developed Reading Ambassadors for our schools. Each Termly topic is centred a book that hooks the topic together, further developing a love of reading within our children.

Speaking and Listening

Children develop both the confidence and skills in speaking and listening through planned learning opportunities across the curriculum including drama, group discussions, poetry and role play. Every pupil participates in class assemblies and many year groups put on an annual production where they experience speaking to a large audience.

For more information, see the Trust's English Policy

Mathematics

We aim to produce confident mathematicians who can use and apply their knowledge and understanding in a variety of contexts. We endeavour to provide children with a diverse range of opportunities to use their mathematics skills across the curriculum. Children are encouraged to take risks and to face challenges and problems with a positive approach.

Mathematics includes many areas including the number system, measures, shape, problem solving and handling data and these are covered throughout each year following the 2014 National Curriculum. It is taught daily and includes oral, mental and written work with an emphasis on using appropriate mathematical vocabulary.

A variety of approaches are used and children are encouraged to make their own choices with regards to resources needed and level of challenge. We ensure that the curriculum is tailored to meet the needs of each child while developing their skills and understanding at an appropriate level.

For more information, see the Trust's Mathematics Policy.

RE

As a Trust we are closely linked to our Brentwood Diocese. The Trust follow the Come and See programme of study. Each term focuses on three elements including the local church, the sacraments and the universal church. With each year group completing 12 topics. In addition to this there are two weeks throughout the school year where children learn about other religions, including Judaism and Islam. As part of Relationship and Sex education the Trust follows the Diocese of Brentwood programme of study called The Journey of Love.

For more information, see the Trust's RE Policy.

Art

We believe that art is profoundly important for the full development of the individual because it deals with ideas, feelings and experiences visually and develops a language of visual, tactile and spatial responses, which create and sustain images.

Art is a vehicle of communication in which all pupils at OLFCMAT can clarify their ideas, thoughts and experiences.

We believe that all children should be given the opportunity to express themselves through their art and to be given focused time and instruction in a range of techniques and media.

To this end we believe that:

- Art and Design should have a special slot in the curriculum.
- Art and Design should be an integral part of other curriculum subjects to extend and enrich them.

We aim to provide a broad and balanced art curriculum showing continuity and progression by integrating;

- Art and Design knowledge.
- Skills and understanding.

We believe in guiding our young pupils through the world of art, design and culture so that they can discover its fascination and richness. We can do this by linking our sessions with an ongoing reference to the art world, both ancient, classical, modern and multi-cultural. By looking at works of art and talking about them, children can begin to appreciate the diversity of style and openly discuss their preferences using art related language. We understand that children need to be exposed to a variety of materials and expressive activities to develop techniques.

We believe that every child should have an equal opportunity to participate in all Art and Design activities, taking into account the diversity of race, culture, gender and ability.

Computing

At OLFCMAT, we see Computing/ICT as an integral part of teaching and learning and see it playing a significant role in the education of all our children. ICT underpins today's modern lifestyle. It is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The safe use of ICT will also enhance and extend children's learning across the whole curriculum whilst contributing to motivation and the development of social skills.

We aim to provide appropriate, fully integrated and supported ICT resources in order that the highest level of education can be offered to all pupils together with the efficient support of administrative and financial functions. When possible, we aim to utilise the most up to date ICT resources and recognise the need to remain aware of the potential uses of any emerging technologies. In addition, we hope to utilise existing resources both within the Trust and the wider community. Safeguarding our children is of paramount importance. It is therefore essential that we equip the children with the skills that they need to stay safe in the ever-changing online world, and our curriculum provides aspects of e-safety across all year groups.

The Trust has Microsoft Schools status to recognize its commitment to using and training for digital literacy.

Design and Technology

We aim to prepare children for participation in tomorrow's rapidly changing technologies. Design and technology at OLFCMAT will provide children with the tools to deal with problems they meet in everyday life. We meet the requirements of the 2014 National Curriculum in Design and Technology by providing a balanced programme where children have experiences involving structures, mechanisms, food technology and materials /textiles.

Design and Technology requires pupils to apply knowledge and skills to solve practical problems. It involves identifying needs, generating design ideas, planning, making and appraising. It spans the curriculum and supports work in other subjects. Through well planned tasks, which allow for creativity, pupils learn how to take risks and become resourceful, innovative, enterprising and capable citizens.

At OLFCMAT we aim to:

- Develop creative thinking.
- Provide a relevant & challenging enjoyable D&T curriculum
- Provide opportunities for co-operative working.
- Give children opportunities to work independently and develop their organisational and presentation skills.
- Encourage children to investigate and use a variety of materials with economy.
- Teach children how to use various tools appropriately.
- Use a practical, problem-solving approach to tasks, the children will develop a range of skills around the design process (investigate, design, model, refine, make, test and evaluate).

Geography

At OLFCMAT we believe that Geography is critical to young people's understanding of the world around them. We want young people to marvel at the beauty of natural landscapes, to understand why our environments are changing, and to appreciate how their actions affect others far across the globe. We want them to understand their own local areas and when they travel, to understand the places they visit, rather than just passing through. We want to give young people these skills and show how geography can inspire and challenge. Please also see our Teaching and Learning Policy.

At OLFCMAT we aim to:

- Develop an understanding of the varied features and conditions, which make up the physical environment, and in so doing; help to make sense of their surroundings.
- Understand the positive and negative effects that humans have on the environment, and therefore develop the children's sense of responsibility for the earth.
- Develop geographical skills, including:

- 1) Observing and comparing places and geographical features using appropriate vocabulary
- 2) Measuring and recording accurately, enabling interpretation of geographical information
- 3) Interpreting and using maps, atlases and globes, making use of keys in order to understand about their local area, the UK, Europe and other areas of the world.

We believe that all children should have equality of opportunity and should be able to access the Geography curriculum regardless of race, religion, gender or ability.

History

At OLFCMAT we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children to become time detectives, developing their curiosity to know more about the past and develop their understanding of chronology. History teaching focuses on enabling children to think as historians in a fun and exciting way. Visits and artefacts will be used to bring the past alive and encourage children to investigate and develop their skills of enquiry.

At OLFCMAT we aim to:

- Foster in children an interest in the past.
- Enable children to know about significant events in British history and to appreciate how things have changed over time.
- Develop pupils' understanding of chronology;
- Help children understand society and their place within it, so that they develop a sense of their own cultural heritage.
- Develop in children the skills of enquiry and investigation.

We believe that all children should have equality of opportunity and should be able to access the history curriculum regardless of race, religion, gender or ability.

Modern Foreign Languages

At OLFCMAT we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Our main objective in the teaching of a modern foreign language at OLFCMAT is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Increase children's linguistic competence through regular timetabled MFL sessions. Currently French
- Familiarise themselves with the sounds and written form of a modern foreign language and develop listening skills and phonological & grammatical awareness.
- Begin to understand a new language, and communicate in it
- Learn about different countries and their people and work with materials from different countries and communities, thus increasing their awareness of other cultures.
- Develop a positive attitude towards the learning of foreign languages in general through a range of activities
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
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- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Music

At OLFCMAT we see music as an important part of Trust life. We believe that all children should have opportunities to explore, communicate and express ideas through: listening to live (including professional performers) and recorded music, composing, performing (using singing, vocal and body sounds and instruments), notating, recording (on paper/audio/video/using IT resources), experimenting, investigating, evaluating and responding to music (through art, dance, language and other forms).

Music lessons are timetabled during the week to be taken by a specialist teacher

Our fundamental aims are that:

- Music is for all children to have access to and enjoy
- All children shall experience playing musical instruments and singing
- All children shall be given opportunities to develop their imagination
- Children should be allowed to develop the ability to listen attentively
- Children should be allowed to express personal thoughts and feelings about music
- Children should be given a wide breadth of musical experience
- Music which occurs in our Trust should reflect the world in which we live
- Music that children listen to and appraise should be a broad balance of different genres and styles from different cultures and times.

In addition to classroom based music, we recognise that the following enhance the core music curriculum:

- Music playing during assemblies (with informative accompanying PowerPoints)
- Music occasionally playing in classrooms during working times
- Singing Assemblies
- Annual Christmas, Easter and Summer Concerts; Talent Shows and Class Assemblies
- Clubs such as Choir, Cheerleading, Recorders and Performing Arts
- Individual/Group lessons with peripatetic teachers
- Opportunities to perform with other Primary and Secondary Schools
- Encouraging and valuing parental contributions, in terms of demonstration, participation and spectating

Physical Education

We believe at OLFCMAT that all children should have the opportunity to:

- Achieve their full potential in PE and school sport
- Receive high quality PE and sports teaching
- Engage in exciting and challenging but safe activities that encourage active healthy lifestyles.

OLFCMAT are an all-inclusive Trust which will give a child, whatever their ability, a chance to represent their school and self in a competitive competition if they are willing to commit to training. We are part of a long established sports association, Mark Hall Academy which organises many sports festivals. They encourage competition, sportsmanship and discipline in many sports including tag rugby, football, basketball, athletics and rounders. This gives us the opportunity to compete against local schools in inter- sport competitions.

The facilities at OLFCMAT are excellent however we constantly strive to improve them. We have large school halls with a choice of games and gymnastics apparatus, large playgrounds with an adventure trail playground, a climbing frame and Basketball. The large school fields have Samba football posts and has lines marked out. In the summer months we are able to fit in two rounders pitches and an athletics track.

During the school timetable the programme of study includes a progression of skills and each child has the opportunity of two hours of PE a week. These include dance, gymnastics, invasion games, net/wall games, striking and fielding games, athletics and outdoor adventurous activities. Swimming takes place in a local swimming pool.

PSHE

At OLFCMAT we see Personal, Social and Health Education (PSHE) as being an important aspect of the teaching and learning of our pupils, working in conjunction Religious Education, to enable our children to grow into thoughtful and well-rounded individuals contributing in a positive and beneficial way to society. PSHE has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment of the school community as a whole. The areas included in PSHE: Self Esteem, Sex and Relationship Education, Drug Education, Personal Safety, Relationships and Healthy Lifestyles. These relate to the broader areas of our school life such as Spiritual and Moral development, Equal Opportunities, Behaviour Management, Health and Safety as well as the Healthy Schools Initiative.

We aim that through the PSHE and Ct curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Develop a safe and healthy life style
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others

- Learn to respect and value the differences between people
- Prepare to play an active role as citizens

Science

At OLFCMAT Science is about developing the children's sense of enquiry and extending their knowledge and understanding of the world around them. We use a range of teaching methods in science lessons, with an emphasis on providing a curriculum which develops and extends the children's scientific concepts and enables them to be curious about the world. The children learn to work as scientists, plan and undertake practical investigations. Science is taught through specific subject lessons and cross curricular topics. Wherever possible, links are made between science and other subjects, particularly English, maths, DT and ICT. Activities are planned to cover the relevant key science skills and knowledge for each year group and assessed against our Key Performance Indicators (KPI's). Work is recorded in a variety of ways including the use of drawings, charts, graphs and photographs. Children complete at least 1 science investigation per half term, with an emphasis on assessing particular science investigational skills. By Upper Key Stage 2, children are able to plan, carry out and then write up their full investigations. They communicate conclusions and carry out repeat tests to check results.

Appendix 1

Coverage of Topics at OLFCMAT for 2018-19

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year One	Being a good friend (PHSE)	Van Gough (Art)	Castles (History)	Magic Garden (Science)	The beach (Geography)	Robots (Computing)
Year Two	Explorers (History)	Australia (Geography)	Ocean Habitats (Science)	Great Fire of London (Computing)	Chocolate (Art)	Srumdidlyumptious (PHSE)
Year Three	Edwardians (PHSE)	Victorians (Art/D&T)	Dinosaurs (Science)	Stones and bones (Computing)	Bella Italia (Geography)	Romans (History)
Year Four	Unsinkable (PHSE)	Poles Apart (Science)	Rise of the Robots (Computing)	3..2..1.. Blast Off (Art/ D&T)	Terrible Tudors (History)	Viva la fiesta (Geography)
Year Five	Awesome Egyptians (History)	Wallace & Gromit (Computing)	Life is like a box of chocolates (PHSE)	Lost in Space (Science)	Meander down the river (Geography)	Wonders of the Earth (Art/ D&T)
Year Six	WW1/WW2 (History)	Natural Disasters (Geography)	Cyber Life (Computing)	Inventors (PHSE)	Andy Warhol (Art/ D&T)	Wacky Races (Science)

Appendix 2: Reception Class and the Creative Curriculu

Reception Class at St Alban's and St Luke's Long Term Plan 2018-2019						
Planning for Reception Class is treated separately but still following a topic based approach – Children are also assessed differently using the Early Learning Goals.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Once upon a time	Toys and Christmas	Animals Farm/Jungle	Superheroes	Mini beasts	Seaside and Pirates
Week 1	Elmer	My Favourite Toy Dogger	Little Red Hen	Superheroes	Norman's Silly shell	Seaside
Week 2	Three Bears	New Toys	Enormous Turnip	Superheroes Elliots Midnight Adventure	Hungry Caterpillar	Seaside
Week 3	Gingerbread man	Old Toys	Animals and their young	Superheroes Super worm	Bad Tempered Ladybird	Seaside in the past
Week 4	Giraffes can't dance	Making Toys	Rumble in the jungle	Superheroes Super tato	Busy Spider	Under the sea
Week 5	Three Little Pigs	Toy Story	Dear Zoo	Superheroes Super-tato	Butterflies	Pirates
Week 6	The Gruffalo	Elves and the shoemaker	Jungle Adventure	Easter Week	Ugly Bug Ball	Mermaid
Week 7	Tiger who came to tea	Christmas themed work				Preparation for year one
Mantle of the expert opportunity	Real life Tiger comes and trashes the classroom.	Video from a toy designer. Design a new toy.	Role play a jungle adventure	Superhero Adventure capturing a TA.	Minibeast investigators	Pirate's steal the children's bikes!
Visits/Trips/ Something extra		Christmas Show Trip	Zoo for you visit Chicks	Superhero Visit Fireman's Visit	Butterflies	End of year trip
Parental opportunities	Tigers Tea Party	Christmas Craft Afternoon	Visit the chicks	Superhero Work sharing opportunity	Ugly Bug Ball	End of year celebration gathering

