



Harehills Horizons Map 2026/27

Through our Harehills Horizons enrichment curriculum, we aim to provide pupils with a rich and diverse range of experiences that support their emotional, physical, and intellectual development. These opportunities are carefully designed to develop the essential ‘building blocks’ for life, including teamwork, resilience, responsibility, and positive relationships. Harehills Horizons places a strong emphasis on *how* children learn, fostering confidence, collaboration, and a strong sense of belonging within our school community.

➤ Physical development

Through Harehills Horizons, pupils benefit from a wide range of active and outdoor experiences that develop their physical health, coordination, and confidence. Sporting activities, play opportunities, and enrichment beyond the classroom encourage pupils to stay active, build stamina, and develop positive habits that support lifelong wellbeing.

➤ Emotional development

Enrichment opportunities provide pupils with meaningful experiences that build self-esteem, resilience, and emotional literacy. By trying new activities, facing challenges, and celebrating success, children develop confidence in their abilities and learn to manage setbacks positively within a supportive environment.

➤ Social development

Harehills Horizons offers structured opportunities for pupils to collaborate, communicate, and form strong relationships. Through group activities, shared experiences, and leadership opportunities, pupils develop empathy, respect for others, and the interpersonal skills needed to thrive in a diverse community such as Harehills Primary.

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Horizons Day Autumn Experience Day ➤ Create nature treasure hunt box ➤ Make leaf crowns and natural jewellery ➤ Create Autumn collection bags ➤ Explore the signs in Autumn around school ➤ Make hedgehog homes ➤ EYFS knowledge: Children know that autumn brings visible changes to leaves, plants, weather and wildlife. ➤ EYFS skill: Children explore, observe, collect and talk about natural objects using simple descriptive language. ➤ Development link: Physical development – children develop	Horizons Day Nature Day ➤ Natural art – 3D sculpture from natural materials ➤ Create autumn leaf prints ➤ Build miniature homes for woodland creatures ➤ Learn to tie shoelaces and zip coat ➤ NC knowledge: Pupils know that seasonal changes can be observed in autumn, including changes to plants, leaves, weather and animal behaviour. ➤ NC skill: Pupils observe closely, identify and classify natural materials, and use their observations to talk about patterns and changes. ➤ Development link: Physical development	Horizons Day Animals and their habitats • Autumn scavenger hunt with identification charts • Create class hedgehog hibernation box • Learn about seasonal changes • Collect and sort autumn seeds • Make gingerbread biscuits • Create leaf rubbings and patterns • Buddying-up with Reception pupils • NC knowledge: Pupils know that animals and plants live in habitats and that seasonal change affects local wildlife. • NC skill: Pupils observe closely, identify and classify natural objects, using simple observations to answer questions. • Development link: Social development –	Horizons Day Signature pizza • Learn to count to 10 in French • Sign your name • Pizza making day • NC knowledge: Pupils know that French is spoken in France and other parts of the world, and can recognise and say numbers 1–10 in French. • NC skill: Pupils listen attentively to spoken language, join in with simple words and phrases, and use practical food preparation skills safely and hygienically. • Development link: Social development – pupils collaborate, communicate and take responsibility within a shared cooking experience, developing confidence, teamwork	Horizons Day Birdwatch • Build and monitor bird feeder • Identify 10 British birds from their feathers or calls • Fine art bird or feather sketching • NC knowledge: Pupils know that animals need food, habitats and suitable conditions to survive, and that birds can be identified by observable features. • NC skill: Pupils observe, record and compare birds and natural materials using sketches and field observations. • Development link: Emotional development – pupils build patience, attention and confidence through focused observation and creative response.	Horizons Day Orchestra Day Build a Scrap Orchestra from recycled materials and create a class performance. ➤ Collect and use recycled materials ➤ Create a scrap orchestra from recycled materials ➤ Create a class performance ➤ NC knowledge: Pupils know that sounds can be created, changed and combined using different materials and instruments. ➤ NC skill: Pupils improvise, compose and perform music as part of an ensemble, listening and responding to others. ➤ Development link: Social development – pupils collaborate,	Horizons Day How Bizarre! Trip - Kirkgate market. (1st October) • NC knowledge: Pupils know that markets are places where goods are bought and sold and that local places can reflect culture, community and trade. • NC skill: Pupils use observation, questioning and geographical enquiry to investigate a local place. • Development link: Social development – pupils develop confidence, respect and communication skills through engaging with a shared community space. • Intended impact: Pupils broaden their

	coordination, confidence and stamina through active outdoor exploration. ➤ Intended impact: Children become more curious and confident noticing seasonal change in their school environment. ➤ Intended outcome: Children create an autumn collection or nature item and talk about one sign of autumn.	– pupils build coordination, confidence and independence through active outdoor exploration and practical tasks such as collecting materials, making models and fastening coats or shoes. ➤ Intended impact: Pupils develop curiosity about the natural world, confidence working outdoors and a stronger understanding of how autumn changes can be seen in their local environment. ➤ Intended outcome: Pupils create a nature-based artwork or animal home and can explain at least one seasonal change they noticed during the experience.	pupils collaborate with peers and younger children, building empathy and positive relationships. • Intended impact: Pupils deepen curiosity about habitats and develop responsibility for caring for the natural world. • Intended outcome: Pupils describe one autumn habitat feature or seasonal change and contribute to a shared habitat resource.	and positive relationships. • Intended impact: Pupils build confidence trying new language, develop independence in practical tasks and understand how shared food experiences can bring people together. • Intended outcome: Pupils create a signature pizza and can say or recognise numbers 1–10 in French during the experience.	• Intended impact: Pupils develop care for local wildlife and confidence using observation to notice detail in the natural world. • Intended outcome: Pupils create a bird feeder or sketch and identify key features of at least one British bird.	communicate and form positive relationships through shared performance. ➤ Intended impact: Pupils develop creative confidence and understand how teamwork improves a shared musical outcome. ➤ Intended outcome: Pupils make an instrument from recycled materials and contribute to a class performance.	understanding of Leeds as a diverse local community and recognise the importance of local trade and culture. • Intended outcome: Pupils record observations from Kirkgate Market and explain one way the market supports community life.
	Trip/Workshop/Residential Trip- Roundhay Park ➤ Make water move and splash in puddles ➤ Climb to the top of a hill and roll down ➤ Collect leaves, twigs, acorns and conkers to make pictures	Trip/Workshops/Residential	Trip/Workshops/Residential	Trip/Workshops/Residential Real History Alive to school – Stone Age	Trip/Workshops/Residential Roman visitor- History Alive	Trip/Workshops/Residential	Trip/Workshops/Residential Sleepover/ Games Night
Autumn 2	Horizons Day My Emotions and Me. ➤ Launch day for the Owl, Tiger and Turtle brain (Polyvagal). ➤ Exploring emotions, including The Colour Monster ➤ Introducing puppets ➤ EYFS knowledge: Children know that feelings can be named, noticed in the body and	Horizons Day Fire Safety and Campfire Experience • Campfire Skills 1, 2, 3 • Understand how to call emergency services • Know what to do if a fire starts • Toast marshmallows safely • Learn campfire songs • Make hot chocolate outdoors • NC knowledge: Pupils know that fire can be dangerous and that	Horizons Day Keeping Safe • Learn basic knot tying • Create a fire safety poster • Practise emergency phone calls • Make emergency contact card • Create a home safety checklist • NC knowledge: Pupils know that everyday environments can contain risks and that rules, trusted adults	Horizons Day Make me a musician • Make a musical instrument using percussion sounds • Listen and respond to classical music • NC knowledge: Pupils know that musical sounds can be created, combined and changed using instruments, rhythm, pitch and dynamics. • NC skill: Pupils listen with attention to detail,	Horizons Day Play the Game ➤ Games night, including opportunities to play table tennis and other games ➤ Make snacks to eat at the games night ➤ NC knowledge: Pupils know that games have rules, strategies and fair play expectations, and that food preparation requires basic hygiene and safety.	Horizons Day Space Day • Mobile Planetarium • Rocket building and launching in the playground • Space food tasting • Scavenger hunt around school • NC knowledge: Pupils know that Earth is part of the solar system and that the Sun, Moon and planets can be observed and modelled	Horizons Day Skater kids! • Make skateboards • Invite skateboarders in • NC knowledge: Pupils know that movement, balance, friction and forces affect how skateboards travel and how riders stay safe. • NC skill: Pupils design, make and evaluate a product, applying practical skills and considering safety,

	supported by calming strategies. ➤ EYFS skill: Children use words, stories and puppets to express emotions and begin to explain what helps them feel safe and ready to learn. ➤ Development link: Emotional development – children build emotional literacy, self-esteem and resilience by recognising feelings and practising regulation strategies. ➤ Intended impact: Children become more confident talking about emotions and seeking support when they need it. ➤ Intended outcome: Children identify at least one emotion and one strategy that helps them feel calm or ready.	emergency services help keep people safe. • NC skill: Pupils explain simple safety rules, practise emergency communication and follow instructions in a practical outdoor context. • Development link: Emotional development – pupils build confidence, responsibility and resilience by learning how to keep themselves and others safe. • Intended impact: Pupils feel more confident responding calmly to safety risks and understand the importance of following adult guidance. • Intended outcome: Pupils can explain how to call for help and name one key fire safety rule.	and emergency services help keep people safe. • NC skill: Pupils identify hazards, communicate what to do in an emergency and create simple safety information for others. • Development link: Emotional development – pupils build confidence and resilience by learning practical strategies for managing worry, risk and uncertainty. • Intended impact: Pupils become more aware of how to keep themselves safe at home, in school and in the wider community. • Intended outcome: Pupils produce a safety poster, checklist or contact card and can explain one action to take in an emergency.	experiment with sound and perform simple rhythmic patterns as part of a group. • Development link: Social development – pupils collaborate, listen and respond to others, developing communication and positive relationships through shared music-making. • Intended impact: Pupils develop creative confidence and understand how individual contributions combine to create a shared musical outcome. • Intended outcome: Pupils make and play a percussion instrument and describe how they used sound in a simple performance.	➤ NC skill: Pupils follow rules, use hand-eye coordination, communicate with others and apply simple food preparation skills safely. ➤ Development link: Social development – pupils take turns, collaborate, communicate and build positive relationships through shared games and food preparation. ➤ Intended impact: Pupils develop confidence joining group activities and learn how fair play, teamwork and shared responsibility create positive social experiences. ➤ Intended outcome: Pupils take part in a games night activity, prepare a simple snack and explain one way they showed fair play or teamwork.	to explain space-related ideas. • NC skill: Pupils ask scientific questions, make careful observations, test design ideas and use evidence to explain how rockets move successfully. • Development link: Emotional development – pupils build curiosity, self-esteem and resilience by trying ambitious investigations, managing setbacks and celebrating success. • Intended impact: Pupils develop awe and wonder about space while strengthening scientific enquiry, problem-solving, perseverance and confidence in practical investigation. • Intended outcome: Pupils build and launch a rocket, take part in the planetarium experience and explain one space or force-related idea using accurate vocabulary.	function and user needs. • Development link: Physical development – pupils develop coordination, confidence and safe risk awareness through movement, balance and practical making. • Intended impact: Pupils develop confidence in practical design and understand how safety, persistence and control support success in physical activity. • Intended outcome: Pupils create a skateboard design or model and explain one feature that helps it work safely or effectively.
	Trip/Workshop/Residential	Trip/Workshops/Residential Tutti Frutti Performance at SHINE	Trip/Workshops/Residential Tutti Frutti Performance at SHINE Local fire station visits	Trip/Workshops/Residential	Trip/Workshops/Residential	Trip/Workshops/Residential Planetarium Experience	Trip/Workshops/Residential Trip-- Walk to into Leeds (compare river and canal)
Spring 1	Horizons Day Winter Exploration Day - Exploring freezing and melting - Making snowflakes - Make snowballs, weather permitting	Horizons Day Nature and Orienteering Experience Day • Make a small shelter or den • Use a compass for an orienteering trail • Design and build bird feeders • Treasure hunt using simple maps	Horizons Day Spring is blooming! • Design and make a spring garden in a container • Learn about lifecycles through frogspawn or caterpillars • Create weather poems and perform them • Plant spring bulbs	Horizons Day Amazing Architects • Bridge building challenge • Design and test paper aeroplanes • Test different bridge designs • Road safety • Stranger danger	Horizons Day Communication is Key • Study different communication methods • Learn basic Braille • Learn about accessibility • Design communication aids	Horizons Day The Light Fantastic • Design and build an art installation using colour and light • Stargazing evening • Create a constellation guide • Explore the effects of light pollution	Horizons Day Are you a wizard? • Harry Potter sorting ceremony • Play quidditch • Make potions • w/c 4th January • NC knowledge: Pupils know that narratives

	- Winter clothes: fasten own coat, hats and gloves - EYFS knowledge: Children know that winter weather can change water, clothing choices and the outdoor environment. - EYFS skill: Children observe, explore and talk about freezing, melting and winter changes using simple scientific vocabulary. - Development link: Physical development – children develop independence, coordination and confidence through dressing for outdoor play and active winter exploration. - Intended impact: Children become more curious about seasonal change and more independent in managing winter clothing and outdoor routines. - Intended outcome: Children describe one winter change and demonstrate increasing independence with coats, hats or gloves.	• NC knowledge: Pupils know that maps, symbols and simple compass directions help people find places and follow routes. • NC skill: Pupils use simple maps, directions and practical construction skills to navigate, build and solve outdoor challenges. • Development link: Physical development – pupils build coordination, stamina and confidence through active outdoor navigation, den building and practical making. • Intended impact: Pupils develop confidence exploring outdoors and begin to understand how maps and teamwork support successful navigation. • Intended outcome: Pupils complete a simple orienteering task and create a den, shelter or bird feeder using appropriate materials.	• Make seed bombs • Learn about pollination • NC knowledge: Pupils know that plants need suitable conditions to grow and that some animals and plants change as part of their life cycle. • NC skill: Pupils observe changes over time, plant and care for seeds or bulbs, and use spoken language to perform weather poems. • Development link: Emotional development – pupils build patience, responsibility and pride by nurturing living things and celebrating growth over time. • Intended impact: Pupils develop curiosity about life cycles and a sense of responsibility for caring for plants and local habitats. • Intended outcome: Pupils create a spring garden, seed bomb or planted bulb and explain one way a plant or animal changes as it grows.	• NC knowledge: Pupils know that structures need to be strong, stable and fit for purpose, and that safety rules help people manage risk in the local environment. • NC skill: Pupils design, build, test and evaluate structures, using observation and problem-solving to improve their designs. • Development link: Emotional development – pupils build resilience, confidence and safe risk awareness by testing ideas, learning from failure and improving their designs. • Intended impact: Pupils develop practical problem-solving skills and confidence applying safety knowledge in real-life contexts. • Intended outcome: Pupils build and test a bridge or aeroplane design and explain one safety rule for roads or unfamiliar situations.	• Invite someone from Deaf Friends Group • Link to science: sound • NC knowledge: Pupils know that people communicate in different ways and that sound, symbols and adapted tools can support access and inclusion. • NC skill: Pupils investigate communication methods, listen carefully, design a purposeful aid and explain how it supports others. • Development link: Social development – pupils develop empathy, respect and positive relationships by learning how communication can include everyone. • Intended impact: Pupils become more aware of accessibility and more confident adapting communication so others can participate fully. • Intended outcome: Pupils create or explain a communication aid and describe one way it supports inclusion.	• NC knowledge: Pupils know that light travels from sources, can be reflected, and affects how we see colour, shadow and objects in the night sky. • NC skill: Pupils investigate light, observe patterns, design creatively and use evidence to explain how light affects visibility. • Development link: Emotional development – pupils build curiosity, confidence and awe through creative exploration and new experiences beyond the classroom. • Intended impact: Pupils develop scientific curiosity and creative confidence by connecting light, astronomy and visual art. • Intended outcome: Pupils create a light-based artwork or constellation guide and explain one effect of light or light pollution.	use character, setting, atmosphere and imagined worlds to engage an audience. • NC skill: Pupils perform, collaborate and use descriptive language, movement and practical investigation to bring an imaginative experience to life. • Development link: Social development – pupils collaborate, communicate and build positive relationships through shared imaginative play and team activity. • Intended impact: Pupils develop confidence, creativity and teamwork by taking part in a shared themed experience. • Intended outcome: Pupils take part in the sorting ceremony, quidditch or potion-making and explain how imagination and teamwork shaped the experience.
	Trip/Workshop/Residential Skelton Grange – Bear Hunt	Trip/Workshops/Residential Compton Road Library Visit	Trip/Workshops/Residential Medical Museum Visit	Trip/Workshops/Residential Real History Alive – Egyptian workshop Trip-Leeds City Museum Egyptian Gallery Visit	Trip/Workshops/Residential	Trip/Workshops/Residential Leeds Museum (History) Royal Armouries – WW2 workshop	Trip/Workshops/Residential Herd Farm Residential City Bloc
Spring 2	Horizons Day Spring Exploration Day - Signs of spring - Pond dipping	Horizons Day Sign Language Dance Performance • Take part in a class performance • Sign your name	Horizons Day How do we communicate? • Learn 5 more signs in sign language • Learn about different types of communication	Horizons Day Go for Gold • Make a catapult that fires a ball 10m • Slime Olympics and bubbles	Horizons Day Survival of the fittest • Den building and campfire making with marshmallows	Horizons Day Equalities Day ➤ Learn 15 signs in Makaton	Horizons Day Escape Harehills • Take part in an escape room

	- Making bug hotels and bird houses/feeders - EYFS knowledge: Children know that spring brings new growth, changing weather and more visible plants and animals. - EYFS skill: Children observe, explore and talk about living things using simple descriptive language. - Development link: Physical development – children build coordination, confidence and stamina through active outdoor exploration. - Intended impact: Children become more curious about spring and more confident noticing changes in the natural world. - Intended outcome: Children identify one sign of spring and contribute to a simple wildlife home or feeder.	• Learn 3 greetings in sign language • Learn a simple dance routine • Create props for performance • Practise speaking clearly • NC knowledge: Pupils know that people communicate using spoken language, signs, gestures, facial expression and movement. • NC skill: Pupils perform clearly, use signs and movement to communicate meaning, and create simple props for an audience. • Development link: Social development – pupils develop confidence, empathy and positive relationships through shared performance and inclusive communication. • Intended impact: Pupils become more confident communicating in different ways and performing as part of a group. • Intended outcome: Pupils perform a simple signed dance sequence and can use at least one sign or greeting accurately.	• Make communication posters • Learn about body language • Practise public speaking • NC knowledge: Pupils know that communication can include signs, speech, writing, posters, body language and gesture. • NC skill: Pupils speak clearly, listen to others, use signs and create visual messages for a purpose. • Development link: Social development – pupils strengthen empathy, respect and collaboration by exploring how people communicate in different ways. • Intended impact: Pupils become more confident and inclusive communicators who understand that people express themselves in different ways. • Intended outcome: Pupils create a communication poster and demonstrate at least one sign, gesture or speaking strategy.	• Race Time – Participate in a race • NC knowledge: Pupils know that forces can make objects move, change speed or change direction, and that athletes use practice, teamwork and fair competition to improve performance. • NC skill: Pupils design, test and refine a simple mechanism, take part in races, and explain how effort, technique or design affects success. • Development link: Physical development – pupils build coordination, stamina and confidence through active challenges, races and practical construction. • Intended impact: Pupils develop perseverance, safe competition and confidence testing ideas and improving performance. • Intended outcome: Pupils build and test a catapult, take part in a race or Olympic-style challenge and explain one way they improved their result.	• Obstacle course using school equipment • NC knowledge: Pupils know that outdoor activities require planning, safety rules, teamwork and practical problem-solving. • NC skill: Pupils work cooperatively, follow safety instructions, build shelters and complete physical challenges with increasing control and confidence. • Development link: Physical development – pupils build stamina, coordination and confidence through active challenge, movement and outdoor practical tasks. • Intended impact: Pupils develop resilience, independence and teamwork by completing practical outdoor challenges safely. • Intended outcome: Pupils build a den, complete an obstacle challenge and explain one safety or teamwork strategy they used.	➤ Create a signed performance ➤ Learn about deaf culture ➤ Learn about equality and inclusion ➤ NC knowledge: Pupils know that equality, inclusion and accessible communication help people participate fully in school and wider society. ➤ NC skill: Pupils use signs, performance and discussion to communicate respectfully and explain how communities can be more inclusive. ➤ Development link: Social development – pupils develop empathy, respect and positive relationships by learning how to include and communicate with others. ➤ Intended impact: Pupils become more confident, respectful and inclusive communicators who recognise the importance of accessibility and belonging. ➤ Intended outcome: Pupils perform using Makaton signs and explain one way communication can support equality and inclusion.	• NC knowledge: Pupils know that puzzles and challenges can be solved using logic, communication, inference and teamwork. • NC skill: Pupils collaborate, reason, interpret clues and communicate clearly to solve problems under time pressure. • Development link: Social development – pupils strengthen teamwork, leadership, communication and positive relationships through shared problem-solving. • Intended impact: Pupils develop confidence, perseverance and strategic thinking by working together to solve complex challenges. • Intended outcome: Pupils complete an escape-room challenge and reflect on one clue, strategy or team behaviour that helped them succeed.
	Trip/Workshop/Residential	Trip/Workshops/Residential	Trip/Workshops/Residential Share a class poem and create a class blog Gledhow Valley Woods trip (link to science)	Trip/Workshops/Residential	Trip/Workshops/Residential	Trip/Workshops/Residential Looking into workshop.	Trip/Workshops/Residential Trip- Malham
Summer 1	Horizons Day Life cycles and growth - Life cycle of a hen	Horizons Day Picnic Experience	Horizons Day Year 2 Olympics	Horizons Day Big Art	Horizons Day Stitch in Time	Horizons Day – Urban Wildlife Hunt	Horizons Day Culture Day!

	- Life cycle of a sheep - Making bread - Making butter - Share a story outside - EYFS knowledge: Children know that living things grow and change over time and that food can come from animals, plants and natural processes. - EYFS skill: Children observe, talk about and sequence simple life-cycle changes, using practical experiences to explore how food is made. - Development link: Emotional development – children build curiosity, confidence and pride by exploring growth, change and practical making in a supportive environment. - Intended impact: Children develop a stronger understanding of growth and change while becoming more confident taking part in practical food experiences. - Intended outcome: Children describe one way an animal grows or changes and take part in making bread or butter.	• Bake and decorate a cake or buns • Create a healthy lunch menu • Learn basic food preparation • Class hike • NC knowledge: Pupils know that food can be prepared safely and that a balanced meal includes a variety of foods that help keep us healthy. • NC skill: Pupils use simple food preparation skills, make healthy choices and take part in physical activity safely. • Development link: Physical development – pupils build coordination, independence and stamina through food preparation and outdoor walking. • Intended impact: Pupils develop confidence making simple healthy choices and understand how food and activity support wellbeing. • Intended outcome: Pupils contribute to a picnic menu or baked item and explain one healthy choice they made.	• Organise a mini-Olympics event • Design team games • Learn about healthy competition • Create a class sports day • Learn about sportsmanship • NC knowledge: Pupils know that physical activity supports health and that fair competition involves rules, effort, teamwork and respect. • NC skill: Pupils design and take part in team games, follow rules and reflect on how sportsmanship supports positive participation. • Development link: Social development – pupils collaborate, communicate and show respect through shared games, teamwork and healthy competition. • Intended impact: Pupils develop confidence participating in sport and understand how teamwork, fairness and effort support success. • Intended outcome: Pupils help organise or take part in a mini-Olympics activity and explain one example of sportsmanship.	• Big art inspired by Jackson Pollock • NC knowledge: Pupils know that artists use colour, line, movement and scale to create expressive artwork. • NC skill: Pupils experiment with materials and techniques, evaluate effects and create collaborative large-scale artwork. • Development link: Emotional development – pupils build confidence, self-expression and pride by creating ambitious artwork in a supportive environment. • Intended impact: Pupils develop creative confidence and understand how experimentation can lead to expressive artistic outcomes. • Intended outcome: Pupils contribute to a large-scale artwork and explain one technique they used to create effect.	• Learn basic sewing skills • Learn embroidery stitches • Design and sew a bag • Make a printing block • NC knowledge: Pupils know that textiles can be joined, shaped and decorated using stitches, patterns and printing techniques. • NC skill: Pupils design, make and evaluate a textile product, using sewing, embroidery and printing skills with increasing accuracy. • Development link: Physical development – pupils develop fine motor control, coordination and confidence through careful practical making. • Intended impact: Pupils develop perseverance, independence and pride in creating a purposeful handmade product. • Intended outcome: Pupils produce a sewn or printed textile item and explain one skill they used to improve its quality.	Links to No Mow May ➤ Biodiversity: explore the wildlife around school, including bugs, birds and mammals ➤ Link to No Mow May ➤ Place bird feeders on classroom windows ➤ NC knowledge: Pupils know that biodiversity describes the variety of living things in a habitat and that human choices can affect local wildlife. ➤ NC skill: Pupils observe, identify, record and compare living things in the school environment using fieldwork skills. ➤ Development link: Social development – pupils collaborate respectfully during fieldwork and build shared responsibility for caring for their environment. ➤ Intended impact: Pupils develop curiosity about urban wildlife and understand how small actions can support biodiversity around school. ➤ Intended outcome: Pupils record evidence of local wildlife and explain one action that can help protect or improve a habitat.	• Come in cultural clothing • Create crafts from different parts of the world, including weaving from Peru • Cook a cultural dish • NC knowledge: Pupils know that cultures can be expressed through clothing, food, craft, traditions and shared stories. • NC skill: Pupils compare cultural traditions, communicate respectfully and use practical skills to create crafts or prepare food. • Development link: Social development – pupils develop empathy, respect and belonging by sharing and learning about diverse cultures within the school community. • Intended impact: Pupils feel proud of their own identity and show curiosity, respect and appreciation for the cultures of others. • Intended outcome: Pupils share or create a cultural item, dish or craft and explain one thing they learned about another culture.
	Trip/Workshop/Residential Temple Newsam Farm trip Temple Newsam playground exploration	Trip/Workshops/Residential Keeping Safe: road safety and stranger danger	Trip/Workshops/Residential Water Safety Workshop Skipton Castle trip	Trip/Workshops/Residential	Trip/Workshops/Residential	Trip/Workshops/Residential Gledhow Woods Games night/Movie night	Trip/Workshops/Residential Trip- Pen-y-Ghent Takeover Day Potternewton Park

Summer 2	Horizons Day Summer Exploration Day - Caterpillar life cycles - Sports day, separate day - Planting seeds - Measuring plants as they grow - EYFS knowledge: Children know that living things grow and change over time, including caterpillars becoming butterflies and seeds growing into plants. - EYFS skill: Children observe, measure, compare and talk about changes in plants and animals using simple vocabulary. - Development link: Physical development – children build coordination, stamina and confidence through active sports day participation and practical planting. - Intended impact: Children develop curiosity about growth and confidence taking part in physical and outdoor learning experiences. - Intended outcome: Children describe one change in a plant or caterpillar and take part in a sports day or planting activity.	Horizons Day Let's Learn About Money! • Learn about money and coins • Visit a local shop • Create a class shop • Learn to count change • Design price labels • Practise buying and selling • Learn about saving money • NC knowledge: Pupils know that coins have different values and that money can be used to buy, sell and save. • NC skill: Pupils recognise coins, count simple amounts, use role play to buy and sell, and create price labels for a purpose. • Development link: Social development – pupils communicate, take turns and build confidence through real-life role play and shared shopping experiences. • Intended impact: Pupils develop early financial awareness and confidence using money in familiar everyday contexts. • Intended outcome: Pupils take part in a class shop experience and count or match coins to simple prices.	Horizons Day We're in charge! • Plan and run a summer fair stall • Learn about profit and loss • Create advertising posters • Learn customer service skills • Count money and give change • Evaluate the success of the stall • Donate profits to charity • NC knowledge: Pupils know that money can be earned, spent, saved and donated, and that profit and loss show whether a stall has made money. • NC skill: Pupils plan, advertise, count money, give change, serve customers and evaluate how successful their stall was. • Development link: Social development – pupils collaborate, communicate and take responsibility through a shared enterprise project that supports others. • Intended impact: Pupils develop confidence, responsibility and early enterprise skills while understanding how their actions can benefit the wider community. • Intended outcome: Pupils run a stall, handle simple money transactions and explain whether the stall made a profit or supported a charity.	Horizons Day Parklife • Park day • Identify 5 types of trees from their leaves or flowers • Road safety and stranger danger • NC knowledge: Pupils know that local green spaces contain a variety of trees and plants, and that safety rules help people use public spaces responsibly. • NC skill: Pupils identify and compare trees using observable features, follow safety guidance and use fieldwork observations in a local environment. • Development link: Physical development – pupils build stamina, coordination and confidence through active outdoor exploration and safe movement in the local area. • Intended impact: Pupils develop confidence using local parks safely and become more observant of nature in familiar community spaces. • Intended outcome: Pupils identify at least five trees or plants and explain one safety rule for visiting a local park.	Horizons Day Fun in Filey • Learn OS map symbols • Orienteering • Sand sculptures at Filey • Join in a water fight • Time capsule in a bottle • NC knowledge: Pupils know that maps use symbols to represent real places and that coastal environments have distinctive physical features. • NC skill: Pupils interpret map symbols, navigate using simple orienteering strategies and use natural materials creatively in a coastal setting. • Development link: Social development – pupils collaborate, communicate and share responsibility during outdoor challenges and creative beach activities. • Intended impact: Pupils broaden their experience of coastal environments and develop confidence applying map skills beyond the classroom. • Intended outcome: Pupils complete an orienteering challenge, create a sand sculpture or time capsule and explain one OS map symbol.	Horizons Day Storytelling Day ➤ Make up an adventure or mystery story ➤ Act out parts of the story ➤ Make props ➤ Share part of the story with other Year 5 classes ➤ NC knowledge: Pupils know that stories use character, setting, plot, atmosphere and resolution to engage an audience. ➤ NC skill: Pupils plan, perform and evaluate spoken narratives, using expression, gesture, props and vocabulary for effect. ➤ Development link: Social development – pupils collaborate, communicate and build confidence through shared storytelling and performance. ➤ Intended impact: Pupils develop confidence as storytellers and performers while strengthening imagination, audience awareness and teamwork. ➤ Intended outcome: Pupils create and perform part of a shared adventure or mystery story for another class.	Horizons Day Sporting Stars! • Sports event involving competition, team games and sportsmanship • Awards ceremony • NC knowledge: Pupils know that physical activity, fair competition and teamwork support health, wellbeing and positive participation. • NC skill: Pupils apply rules, strategies and movement skills in competitive and cooperative games, showing sportsmanship and respect. • Development link: Physical development – pupils build stamina, coordination and confidence through active participation in competitive and team-based sport. • Intended impact: Pupils develop resilience, confidence and respect for others through competition, teamwork and celebrating achievement. • Intended outcome: Pupils take part in a sports event and explain one way they demonstrated teamwork, effort or sportsmanship.
	Trip/Workshop/Residential	Trip/Workshops/Residential Tropical World – Trip -Identify animals.	Trip/Workshops/Residential	Trip/Workshops/Residential Trip- Valley Gardens Harrogate Geography Link	Trip/Workshops/Residential Trip - Filey	Trip/Workshops/Residential Trip - Yeadon Tarn ➤ Paddle or scramble in water	Trip/Workshops/Residential End of Primary Trip- Doncaster Dome/ Cinema

		-Talk about similarities and differences. -Discuss animal groups (linked to classifying animals in science)				➤ Orienteering ➤ Kayaking ➤ Team building – problem solving	
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