



CLAYESMORE
PREP

2020-21 Curriculum Map: Year 1 and 2 (Oak Class)

These are long term plans drawn up for the start of the school year, therefore there may be some variation as the year progresses.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Once Upon a Time	A bear called Paddington	Intrepid Explorers	Africa	What a wonderful world
English Genres	<p>Children will develop their story writing, learning to write short and extended narratives with greater understanding of structure, components and the development of vocabulary and style.</p> <p>Children will increase their knowledge and understanding of poetry and experiment in authoring different styles and types of poetry writing. Non-fiction will be covered throughout the children's topic work through research.</p> <p>Children will develop their writing in a range of purposes, including: recounts, reports, diaries, letters, scripts, newspapers, leaflets, play scripts, instructions, lists, posters, labels and captions.</p> <p>Genres will be topic based where possible to tie in with the learning.</p>					
English Writing	<p>Writing Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • reading aloud what they have written with appropriate intonation to make the meaning clear <p>Writing: Vocabulary, Grammar & Punctuation:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) 					

Spelling:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

<p>Y2 Maths</p>	<p>Estimate and count a number of objects up to 100; locate numbers on 0-100 beaded lines and 1-100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers</p> <p>Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number</p>	<p>Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p more and 10p less; Find 10 more and 10 less</p> <p>Add and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number; Solve addition and subtractions by counting on and back in 10s then in 1s; solve</p>	<p>Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11</p> <p>Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on</p> <p>Rehearse complements to multiples of 10; find differences using a number line; find</p>	<p>Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30;</p> <p>Revise and recognise $\frac{1}{2}$s, $\frac{1}{4}$s, $\frac{1}{3}$s and $\frac{2}{3}$s of shapes; place $\frac{1}{2}$s on a number line; count in $\frac{1}{2}$s and $\frac{1}{4}$s; understand and write mixed numbers</p> <p>Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the \times sign; record the 2, 5 and 10 times-tables; investigate multiplications with</p>	<p>Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use $<$ and $>$ signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s</p> <p>Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find</p>	<p>Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using \pounds-p notation including amounts with no 10s or 1s; find more than one way to solve a money problem</p> <p>Count in 3s, recognising numbers in the 3 times-table;</p>
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<p>bonds to 10 and 20 using stories</p> <p>Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10</p> <p>Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram</p> <p>Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number</p>	<p>addition and subtraction problems using concrete and pictorial representations</p> <p>Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres</p> <p>Add and subtract 2-digit numbers; Solve addition and subtraction problems using concrete and pictorial representations; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etc.</p> <p>Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money</p>	<p>change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on</p> <p>Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks</p> <p>Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range</p>	<p>the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative</p> <p>Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things</p> <p>Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign</p> <p>Recognise all coins, know their value, and use them to make</p>	<p>complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10</p> <p>Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)</p> <p>Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml</p>	<p>write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts</p> <p>Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later</p> <p>Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10</p> <p>Compare two 2-digit numbers and find bonds to 100 using</p>
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				amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s	Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find $\frac{3}{4}$ of numbers; find $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{1}{3}$ of amounts (sharing); spot patterns and make predictions when finding a third of numbers	thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)
Y1 Maths	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count). Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set.	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams. Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units. Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by	Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones. Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8.	Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half. Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems. Relate units of time weeks, days, hours;	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s. Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out. Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers.	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions. Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10. Tell the time to the half hour and quarter hour on analogue

<p>Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers.</p> <p>Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences. Find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems.</p> <p>Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less.</p>	<p>counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6).</p> <p>Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s</p>	<p>Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number.</p> <p>Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons.</p> <p>Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; children begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s.</p>	<p>divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers).</p> <p>Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10.</p> <p>Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100.</p>	<p>Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity.</p> <p>Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $\frac{2}{2}=1$, $\frac{4}{4}=1$ and $\frac{2}{4}=\frac{1}{2}$; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins.</p>	<p>clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns.</p> <p>Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p.</p> <p>Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number.</p>
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<p>Science</p>	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
<p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 				
<p>Geography</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Location Knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	

	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 					
History	<ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year • The lives of significant individuals in Britain's past who have contributed to our nation's achievements • Significant historical events, people and places in their own locality. 					
Music	<p>Repeats and Contrasts: Sing and play a steady beat at the same time Control dynamic from quiet to loud and back Recognise ABA structure Recognise repeats in songs Identify contrasts in music heard Performance focus Christmas play</p>	<p>Music for Special Occasions: Sing with accurate pitch Clap or play a rhythmic accompaniment Improvise music/dance expressing sad or happy moods Contribute imaginative ideas for a journey in music</p>	<p>Animals: Sing expressively Clap a pattern with rests accurately Choose rhythm/tempo to match animal movement Select instrumental timbre to suit character of animal Recognise different speeds</p>	<p>Cold Countries: Playing a 2 note ostinato Clap a jumpy rhythm Respond to music through dance Experiment with sounds imaginatively Recognise different sound qualities Performance focus Spring Concert</p>	<p>Going Up and Coming Down: Sing dramatically and expressively Recognise ascending and descending sounds Chant a rap Recognise and play a downward melody Move to ascending and descending scales</p>	<p>Transport: Play/sing repeated patterns Invent imaginative sea/train sounds with voice Recognise direction in melody Recognise fast and slow Speed up and slow down Performance focus Summer Circus</p>
	<p>Sep 2020: Please note that music lessons will focus on activities that are appropriate in light of the latest Government guidelines for safely teaching music in schools; some topics and some activities (e.g. singing) may change or be avoided on a short-term basis.</p>					
Art	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, • describing the differences and similarities between different • practices and disciplines, and making links to their own work. 					
	Folk Art, Illustrators, Christmas Doves		Man Made and Nature, Prints and Collage		Stories Art and Costumes	
DT	<p>Drawing in 2D and making in 3D. Design and make a playground, followed by a house.</p>	<p>Musical Instruments Investigation into how sound is created. Learning about a range of different materials and joining techniques</p>	<p>Recycling and the 6 Rs. Using a range of commonly disposed of household plastics and timbers to recycle into new products.</p>	<p>Bug Bungalow. Design and make an outdoor habitat to encourage insects to stay in the garden.</p>	<p>Designing in the style of Ettore Sottsass Research the work of Sottsass and then design a piece of furniture that is inspired by the shapes and colours this influential designer utilised. Modelling in clay and painted by hand.</p>	

	Designing for a client, Sketching skills and 3D card modelling. Use of nets, scale and justification of materials.	Kazoo, Drum, Box Guitar, Rain Stick.		All students are given the same materials but are free to make their own design. Manufactured and natural timbers, joining techniques.		
*PE	<u>Physical Development</u> - Use running jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate and apply principles suitable for attacking and defending (football, rugby, hockey, netball, cricket, rounders and tennis). - Develop flexibility, strength, technique, control and balance (athletics and gymnastics) - Perform dance using a range of movements - Take part in outdoor adventurous activities (forest school, orienteering) - Compare performance with previous ones and demonstrate improvement to achieve personal best					
	Gym Football	Hockey Dance	Gym Games for understanding	Rugby Multi-skills	Athletics Tennis	Cricket/ Rounders Athletics
	Swimming					
ICT	E Mail Scratch programming		Online Safety Collecting Data Internet research		Coding Buttons Scratch programming	
PSHE	Rights and Responsibilities Healthy Lifestyles Healthy Relationships.		Taking care of the Environment. Keeping Safe Growing and Changing		Valuing Difference	
	Feelings and Emotions					
British Values	Through PSHE and in Whole Pre-Prep Assembly times, the children are taught the fundamentals of British Values: Democracy: making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued. Rule of law: understanding rules matter . We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. A focus on self-confidence & self-awareness and people & communities, children develop a positive sense of themselves.					

	<p>We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</p> <p>The children are taught mutual respect and tolerance: treat others as you want to be treated. This forms part of the focus on people & communities, managing feelings & behaviour and making relationships. We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children learn about tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p>
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*please note - PE activities may change due to Covid-19 restrictions