# St James' Catholic Primary School – Enrichment Opportunities

| Trips and Visitors yearly Overview<br>History, Geography, Science, Community Safety/ Wellbeing, Religious Education, Personal Development | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Local Park Visit<br><br>Visit from Father Kenny | Fire Brigade Visit<br>Local walk to the post box | Fire Brigade and Police Visit | | Teddy Bear Picnic<br><br>Visit to local woodland for Forest School session | Trip to Pizza Express |
| Year 1 | Local walk to study different buildings | | | | Visit to Imagine that for Science topics | Welly Walk |
| Year 2 | Victorian Themed day<br>Visit from Father Kenny | Chef Visit for half a day | NSPCC Workshop | Local town walk | | Visit to Liverpool Ferry and museum |
| Year 3 | Visit to Liverpool museum for Ancient Egypt Topic | Chef Visit for Making Sandwiches | | | Visit to Local nature park to study the environment | Local history to local church |
| Year 4 | Visit to Ormskirk town for changes through history walk | Science specialist workshop on Electricity | Police visit for safety in the community | Overnight Residential visit to an Activity Centre | Visit to Local nature park to study the environment<br>Blackpool Theatre | Compass Bloom online safety and relationships sessions |
| Year 5 | Bike ability training<br><br>Playground leader training<br><br>Visit to a coastline<br><br>Local Artist visit | Chef Visit for Greek Cookery | Residential Visit to Barcelona<br><br>NSPCC Workshop | | City day visit to London<br><br>Blackpool Theatre | |
| Year 6 | Police visit for safety in the community | WW2 Workshop<br>Fire Brigade Visit | Residential Visit to Barcelona | Visit from Father Kenny | City day visit to London | |

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| Whole School | Science subject link photography competition, linked to Climate and the Environment<br>Visit to Local nature park for winter light trail<br>NSPCC Assembly and talk<br>Rock Steady concert – featuring pupils, three times per Year<br>Choir singing at Charity fundraising evening at Hilton Hotel<br>Choir singing at three Care homes for Christmas concerts<br>Choir singing at local shopping centre for Christmas fund raising<br>Whole school Forest School sessions weekly for six week blocks per class<br>Choir attending Young Voices concert in Manchester Arena<br>Choir attending local high school with Lancashire music for the day and evening concert<br>Whole school attending Christmas Pantomime<br>KS2 Carol concert at local church |

| Trip/ visitor details and outcomes | |
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| Barcelona Trip | A visit to Barcelona offers KS2 pupils a rich opportunity for personal, social, and emotional development alongside cultural learning. Exploring cultural and spiritual locations helps children build respect for diversity, deepening their understanding of different beliefs and ways of life. Experiences such as riding a cable car or travelling by plane can foster resilience and confidence, as pupils step outside their comfort zones and learn to manage unfamiliar situations. Navigating public transport encourages independence, teamwork, and problem-solving skills, while eating out introduces them to new cuisines and social etiquette. Staying away from home supports emotional growth by helping children develop self-reliance, adaptability, and stronger peer relationships. Altogether, these experiences contribute to increased self-confidence, curiosity, and a broader worldview, supporting both their emotional maturity and overall personal development. |
| Fire Brigade visit | A visit from the fire brigade provides primary school pupils with a memorable and practical understanding of fire safety that goes far beyond classroom learning. Meeting real firefighters helps children take safety messages seriously while reducing fear, as they can ask questions and see equipment up close in a calm, controlled setting. Pupils learn vital skills such as recognising hazards, responding to alarms, and knowing what actions to take in an emergency, which builds confidence and a sense of responsibility. Demonstrations and interactive activities make the learning engaging and easier to remember, reinforcing the importance of keeping themselves and others safe. Overall, the experience supports pupils' personal development by promoting awareness, resilience, and the ability to make safe, informed decisions in potentially dangerous situations. |
| Post Box Visit | A local visit to a post box to send Father Christmas letters provides early years children with a meaningful, real-life experience that supports both learning and emotional development. The activity brings excitement and imagination to life, helping children engage with the |

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| | magic of the festive season while also understanding simple processes like writing, sending, and communication. Walking to the post box encourages curiosity about their local environment and builds confidence in exploring the world around them. Posting their own letters fosters a sense of independence and achievement, while also developing fine motor skills and early literacy. Emotionally, the experience can strengthen feelings of joy, anticipation, and belonging, as children share the activity with peers and adults, supporting social interaction and positive relationships. |
| Teddy bear picnic | A teddy bear picnic with parents invited offers early years pupils a warm, engaging experience that supports both learning and emotional development. Bringing a favourite teddy provides comfort and security, helping children feel relaxed and confident in the school environment. Sharing the event with parents strengthens the home–school connection, reassuring children and fostering a sense of belonging. The informal picnic setting encourages social interaction, communication, and turn-taking as children play and eat together. It also supports the development of independence and social skills, as pupils practise routines in a different context while still feeling supported. Overall, the experience promotes positive relationships, emotional well-being, and enjoyment of school, helping children build confidence and a love of learning. |
| Mere Sand Wood | A visit to a local woodland for a day of forest school offers early years pupils a valuable opportunity to learn through hands-on experiences in a natural environment, closely aligned with the ethos of Forest School Association. This approach emphasises child-led learning, regular outdoor experiences, and supported risk-taking, all of which help to build confidence and resilience over time. Being outdoors supports physical development as children climb, balance, and explore uneven terrain, while also encouraging curiosity and creativity through open-ended play with natural materials. Activities such as building shelters or observing wildlife reflect key forest school principles by promoting problem-solving, independence, and collaboration. The calm, sensory-rich setting of the woodland also supports emotional well-being, helping children feel relaxed and develop a strong connection to nature. Overall, the experience nurtures confidence, self-esteem, and a lifelong appreciation for the outdoors, in line with the core values of forest school practice. |
| Local building study | A visit to the local area provides KS1 pupils with a meaningful, real-life context to explore how human geography shapes the places they live in. By observing different buildings, land uses, and features such as shops, houses, and roads, children begin to understand how people have changed the environment over time to meet their needs. Comparing older and newer buildings helps develop their awareness of change and continuity, while encouraging questioning and curiosity about why places look the way they do. This hands-on experience supports vocabulary development and early geographical skills such as observation, discussion, and simple mapping. It also fosters a sense of belonging and connection to their community, while building confidence as pupils explore familiar surroundings in a new, purposeful way. |
| Imagine that visit | A visit for KS1 pupils to Imagine That! Science and Discovery Centre provides an exciting, hands-on opportunity to explore scientific concepts through play and investigation. Engaging in practical activities allows children to develop key working scientifically skills such as observing, questioning, predicting, and experimenting, directly supporting the Key Stage 1 science curriculum. Interactive exhibits help bring topics like materials, light, and forces to life in a memorable way, making learning more meaningful and enjoyable. Travelling there by train also adds valuable learning experiences, linking to geography and PSHE by helping pupils understand transport systems, follow routines, and |

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| | practise safe, responsible behaviour in public spaces. Overall, the visit supports curiosity, independence, and confidence, while reinforcing classroom learning through real-world application. |
| Victorian themed Day | A Victorian themed day provides Year 2 pupils with an immersive and engaging way to deepen their understanding of their history curriculum study of life in the past. Dressing up in Victorian clothing helps children step into the shoes of people from the era, making historical learning more memorable and meaningful. Taking part in Victorian-style lessons, such as practising handwriting on slates, following strict classroom rules, or experiencing traditional activities, allows pupils to compare schools and daily life then and now, directly supporting their understanding of historical change and continuity. This hands-on experience encourages curiosity, questioning, and discussion, while helping children develop empathy and a greater appreciation of how life has changed over time. Overall, the themed day brings history to life, supporting knowledge retention, creativity, and enthusiastic engagement with the curriculum. |
| Chef Visit from Chef James – Royal Academy of Culinary Arts | A visit from a professional chef, supported by Royal Academy of Culinary Arts, provides primary pupils with an engaging, hands-on opportunity to develop essential cooking skills while linking closely to the Design and Technology curriculum. Year 2 pupils benefit from learning basic knife skills and preparing simple salad dips, building fine motor control, coordination, and an understanding of healthy eating. In Year 3, designing and making sandwiches encourages creativity, decision-making, and an introduction to balanced nutrition. By Year 5, creating a Greek-themed dish broadens cultural awareness and links to geography, while developing more advanced preparation and cooking techniques. Having all equipment and expertise provided ensures a safe, high-quality experience, while working with a real chef inspires pupils, raises aspirations, and builds confidence. Overall, the experience promotes independence, teamwork, and practical life skills, alongside a deeper understanding of food, culture, and healthy lifestyles. |
| Local nature park visit | A visit to a local nature park provides pupils with a rich, real-world opportunity to investigate geography and the environment in an engaging and meaningful way. By exploring different habitats, landforms, and human-managed spaces, children develop their understanding of how physical and human features interact. They can observe seasonal changes, weather patterns, and the impact of humans on the natural world, helping to build key geographical enquiry skills such as observation, recording, and questioning. The hands-on experience encourages curiosity about sustainability and environmental care, fostering a sense of responsibility towards protecting natural spaces. It also supports teamwork and communication as pupils work together to complete fieldwork tasks. Overall, the visit deepens understanding of curriculum concepts while inspiring appreciation and respect for the local environment. |
| Ormskirk local town visit | A visit to a local town provides pupils with a valuable opportunity to explore how places have changed over time and how their uses have evolved through history. By observing different buildings, such as older historic structures alongside modern developments, children can develop an understanding of change and continuity within their own environment. This helps bring history to life, making abstract concepts more concrete and relatable. Pupils can also consider how the town has adapted to meet the needs of different periods, such as changes in transport, trade, housing, and leisure. The experience supports key geographical and historical skills, including observation, comparison, and discussion, while encouraging curiosity about their local area. Overall, the visit deepens understanding of both history and human geography, while fostering a stronger sense of place and community identity. |

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| Ogden Trust Science project on Light | A visit from a scientist to support a focus project on light and electrical circuits provides pupils with an exciting, real-world context for their science learning. Working alongside an expert helps children deepen their understanding of how electricity flows in a simple circuit and how components such as bulbs, switches, and wires work together to produce light. This hands-on experience strengthens problem-solving skills, resilience, and scientific enquiry as pupils test and refine their designs. Creating illuminated model buildings links directly to curriculum learning in science and design technology, while also encouraging creativity and teamwork. Displaying the finished buildings in a local shopping centre alongside other schools to form a mini version of the local town gives pupils a strong sense of pride and achievement, as well as an understanding of how their learning connects to the wider community. Overall, the project promotes engagement, collaboration, and deeper conceptual understanding through meaningful, applied learning. |
| Residential visit to Hothersall Lodge | An overnight visit to an activity centre offers Year 4 pupils a powerful opportunity to develop independence, resilience, and teamwork through a range of adventurous activities such as water-based challenges, climbing, and survival skills. These experiences encourage children to step outside their comfort zones in a safe and supported environment, helping them build confidence, perseverance, and problem-solving abilities when faced with new challenges. Working collaboratively with peers strengthens communication and trust, while learning practical survival skills fosters responsibility and adaptability. Staying away from home for the first time is a significant milestone that supports emotional development, as pupils learn to manage feelings, care for their own needs, and follow routines independently. Overall, the experience contributes to personal growth, self-esteem, and a sense of achievement that extends well beyond the visit itself. |
| Bike ability training | Year 5 pupils completing Bike ability training gain essential life skills that support both their safety and independence when cycling in the community. The training teaches them how to ride confidently and responsibly on roads, including understanding traffic awareness, signalling, and safe positioning, which helps reduce risk and build decision-making skills. By practising real-life cycling scenarios, pupils develop resilience, concentration, and the ability to assess potential hazards effectively. It also encourages physical activity and promotes healthier, more sustainable travel choices. Learning to use a bike safely within their local area fosters a sense of freedom and responsibility, while reinforcing respect for other road users. Overall, Bike ability equips children with practical skills that support personal safety, independence, and active lifestyles beyond the classroom. |
| Playground Leader training | Year 5 pupils completing playground leaders training gain valuable opportunities to develop leadership, communication, and teamwork skills by learning how to organise and lead games for younger children during break times. This responsibility helps build confidence, patience, and empathy, as pupils learn to support others, resolve minor conflicts, and ensure that play is inclusive and enjoyable for everyone. It also encourages them to take ownership of their school environment and act as positive role models, reinforcing behaviour expectations and promoting a safe, friendly atmosphere in the playground. Planning and leading activities strengthens problem-solving and organisational skills, while working with younger pupils enhances social awareness and emotional understanding. Overall, playground leader training supports personal development, improves school community cohesion, and fosters a sense of pride and responsibility in older pupils. |
| Day visit to London | A day visit to London offers KS2 pupils a rich and immersive learning experience that brings together geography, history, and citizenship in a real-world context. Travelling by train and using the London Underground helps children develop practical life skills such as reading maps, following routes, and understanding how large transport systems operate, while also building independence and confidence in busy |

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| | environments. Visiting cultural landmarks and iconic sites such as the Tower of London provides valuable historical insight, helping pupils deepen their understanding of Britain's past, including monarchy, crime and punishment, and significant national events. A river ferry tour along the Thames allows children to see how the city has developed over time and how geography has influenced its growth. Exposure to government buildings and discussions about their purpose helps pupils gain early knowledge of democracy and how the UK is governed. Overall, the experience broadens pupils' horizons, strengthens curriculum learning, and fosters curiosity, resilience, and a sense of connection to their capital city. |
| WW2 Workshop | A World War II workshop for Year 6 pupils provides a powerful and immersive extension to their history curriculum study, helping to deepen their understanding of this significant period in British and world history. Delivered by two retired army officers, the session offers authentic insight into military life, personal experiences, and historical events, making learning more engaging and memorable. Handling real artefacts allows pupils to connect directly with the past, developing curiosity, critical thinking, and a stronger grasp of historical evidence. The workshop also supports empathy and reflection, as children consider the experiences of people who lived through wartime. Linking personal stories with curriculum content helps to bring abstract knowledge to life, reinforcing key themes such as evacuation, rationing, and the impact of war on everyday life. Overall, the experience enriches historical understanding, inspires interest in the subject, and promotes respect for those who served and lived through the conflict. |
| Science subject link photography competition, linked to Climate and the Environment | A whole-school nature photography competition offers pupils a creative and engaging way to explore the natural world while developing key skills across the curriculum. It encourages children to observe their environment carefully, noticing detail, colour, texture, and seasonal change, which strengthens their understanding of science and geography. The activity also promotes creativity, patience, and digital skills as pupils plan, capture, and select their best images. Taking part in a shared competition fosters a sense of community, motivation, and healthy competition across year groups, while building confidence and pride in their work. Having winning photographs displayed in a local shopping centre gives pupils a meaningful sense of achievement and recognition beyond school, helping them feel valued by the wider community. Overall, the experience supports personal development, encourages appreciation of nature, and celebrates pupils' talents in a real and public way. |
| Visit to Local nature park for winter light trail | A visit to a local nature park to experience a Christmas light trail at night provides pupils with a memorable, sensory-rich learning experience that supports both personal and social development. Walking through illuminated outdoor displays helps children appreciate how light can be used creatively, linking to science topics such as light sources and darkness, while also encouraging observation of the natural environment in a different setting. The evening visit builds excitement and wonder, fostering emotional responses such as awe and joy, which can strengthen engagement and positive attitudes towards learning. Exploring the park in small groups supports communication, teamwork, and confidence in unfamiliar environments, especially when navigating in low light conditions. It also helps children develop awareness of safety and responsibility when out in public spaces after dark. Overall, the experience combines learning with enjoyment, enhancing curiosity, resilience, and shared memories within a festive community setting. |
| Rock Steady concert – featuring | Weekly music sessions with a specialist programme such as Rocksteady Music School provide talented pupils with an exciting opportunity to develop their musical abilities through learning to perform as part of a rock band. These sessions build technical skills on instruments, |

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| pupils, three times per Year | improve rhythm and timing, and strengthen listening and collaboration as pupils work together towards a shared performance goal. Regular practice supports discipline, perseverance, and confidence, while also encouraging creativity and self-expression in a supportive environment. The experience of working towards termly concerts, where performances are shared with the whole school and parents, gives pupils a strong sense of achievement and pride. Performing to an audience helps develop resilience, stage presence, and communication skills, while also fostering positive relationships and teamwork. Overall, the programme enhances musical development and personal growth, inspiring enthusiasm and a lasting enjoyment of music. |
| Choir singing at Charity fundraising evening at Hilton Hotel | A choir performance at the Hilton Hotel in Liverpool for a charity dinner provides pupils with a highly enriching and memorable experience that supports both musical and personal development. Welcoming guests by serving canapés helps children develop confidence, communication skills, and polite social interaction in a real-world formal setting, while also encouraging teamwork and responsibility. Performing several songs to open the evening allows pupils to showcase their musical talents to a wider audience, strengthening their vocal skills, stage presence, and sense of timing. Being part of a charity event also fosters empathy and an understanding of community responsibility, as pupils see how their performance contributes to supporting important causes. The formal venue and professional environment help build resilience, self-esteem, and pride in achievement, while also raising aspirations by giving children insight into real-life events and hospitality settings. Overall, the experience combines music, social development, and citizenship in a meaningful and inspiring way. |
| Choir singing at three Care homes for Christmas concerts | A choir performance at local care homes for residents as a Christmas celebration provides pupils with a meaningful opportunity to use their musical talents to bring joy to others while developing important personal and social skills. Singing festive songs in a familiar and intimate setting helps children build confidence, teamwork, and performance skills, while also encouraging them to project their voices and engage with an audience in a supportive environment. The experience fosters empathy and understanding as pupils interact with older members of the community, helping them recognise the importance of connection and kindness across generations. It also gives children a sense of purpose and pride, knowing their performance contributes to residents' enjoyment and wellbeing during the festive season. Overall, the visits support musical development, emotional growth, and community responsibility, making a positive impact on both the pupils and the care home residents. |
| Choir singing at local shopping centre for Christmas fund raising | A choir performance at a local shopping centre for a Christmas concert provides pupils with a valuable opportunity to share their musical talents with a wider public audience while supporting the school community. Performing in a busy, real-world setting helps children build confidence, resilience, and stage presence, as they learn to sing in a more challenging and unfamiliar environment. The experience also strengthens teamwork and commitment, as pupils work together towards a shared goal of delivering a high-quality performance. By raising funds for other school activities, the concert gives children a clear sense of purpose and responsibility, helping them understand how their efforts can benefit others. It also promotes community engagement, as families, shoppers, and visitors come together to enjoy the performance, creating a festive atmosphere and strengthening links between the school and the wider public. |
| Whole school Forest School sessions weekly | Forest School sessions for each class in a primary school provide a powerful, long-term approach to learning that supports pupils' development in line with the six key Forest School aims: developing self-confidence and self-esteem, fostering resilience, encouraging independence, promoting creativity, supporting physical development, and building social and communication skills. Through regular, hands-on |

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| for six week blocks per class | experiences in a natural environment, children are given opportunities to take managed risks, solve problems, and learn through exploration and play, which helps them grow in confidence and become more resilient learners. Working collaboratively outdoors strengthens relationships, teamwork, and communication, while open-ended activities encourage creativity and imagination. These experiences also support physical development through climbing, balancing, and moving across varied terrain. The benefits extend into the classroom, where pupils often show improved focus, behaviour, motivation, and a greater willingness to engage in learning. Overall, Forest School enriches the curriculum by nurturing well-rounded, confident, and independent learners. |
| Choir attending Young Voices concert in Manchester Arena | The choir attending the Young Voices concert at Manchester Arena alongside around 5,000 other children offers an exceptional and inspiring musical experience that significantly enhances pupils' development. Performing in such a large-scale venue helps children build confidence, resilience, and a strong sense of achievement as they contribute to a professional-standard performance. Singing as part of a mass choir develops listening skills, teamwork, and musical discipline, as pupils must follow direction and stay in time with a large ensemble. The atmosphere of a packed arena full of watching parents creates a powerful sense of pride and motivation, helping children understand the impact of their hard work and commitment. The experience also raises aspirations by exposing pupils to live music production on a grand scale, encouraging a lifelong appreciation of music and performance. Overall, the event supports personal growth, emotional confidence, and a sense of belonging to something truly memorable and ambitious. |
| Choir attending local high school with Lancashire music for the day and evening concert | The choir attending a local high school to rehearse with the Lancashire Music Service as part of a multi-school performance provides pupils with a valuable opportunity to develop their musical skills in a wider and more professional setting. Working alongside other schools helps children improve listening, coordination, and teamwork, as they learn to blend their voices and follow a shared musical direction. Practising and performing on a high school stage also builds confidence and helps pupils become familiar with larger performance spaces, supporting resilience and stage presence. The experience encourages discipline and commitment, as children work towards a common goal over time. Performing an evening concert for invited parents gives pupils a strong sense of pride and achievement, while also strengthening home-school relationships and celebrating their progress. Overall, the project enhances musical development, social skills, and confidence, while inspiring a deeper enjoyment of performing. |
| Whole school attending Christmas Pantomime | A whole-school trip to a Christmas pantomime provides pupils with an exciting shared cultural experience that supports enjoyment, learning, and personal development. Watching a live performance helps children develop an appreciation of theatre, storytelling, music, and humour, while also broadening their understanding of traditional British cultural events. The interactive nature of a pantomime encourages audience participation, boosting confidence and giving pupils a sense of belonging as they join in with the performance. Attending as a whole school also strengthens community spirit, allowing different year groups to share a memorable experience together and build positive relationships. The visit supports listening skills, behaviour in public settings, and cultural awareness, while also creating lasting memories that enhance pupils' engagement with the arts. Overall, it promotes enjoyment, social development, and a shared sense of celebration within the school community. |
| KS2 Carol concert at local church | A KS2 carol concert at the local church provides pupils with a meaningful opportunity to develop confidence, teamwork, and a sense of community through a shared musical and reflective experience. Each class performing individual and group songs allows children to build |

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| | musical skills such as singing in harmony, following direction, and performing with expression and accuracy. The church setting adds a sense of occasion and respect, helping pupils understand the cultural and spiritual significance of the event. Year 6 pupils leading the liturgy develops their leadership, public speaking, and responsibility, while also giving them a prominent role as role models for younger children. Performing to parents strengthens home–school relationships and gives pupils a strong sense of pride and achievement. Overall, the experience supports personal development, resilience, and confidence, while fostering collaboration and creating a memorable celebration of music and community at Christmas. |
| Visiting a local coastline | A Year 5 visit to a local coastline provides pupils with a valuable opportunity to explore and understand physical geography in a real-world setting. By observing features such as cliffs, beaches, rock pools, and erosion, children can see first-hand how coastal landscapes are shaped over time by natural processes, making classroom learning more meaningful and memorable. The experience also supports key geographical skills such as observation, fieldwork, and vocabulary development. Creating artwork based on the coastal scenery allows pupils to express their understanding creatively, encouraging careful observation of detail, colour, texture, and form. This combination of science, geography, and art helps deepen understanding across the curriculum while also fostering curiosity, appreciation of natural environments, and a sense of connection to their local area. Overall, the visit enhances learning through hands-on experience, creativity, and exploration. |
| Local Artist Visit | A visit from a local artist provides Year 5 pupils with an inspiring and practical opportunity to develop their understanding of landscape art and watercolour techniques in preparation for their coastal fieldwork. Learning directly from a professional helps children build confidence in using materials, experimenting with colour mixing, brush control, and composition, while also encouraging creativity and self-expression. These skills can then be applied meaningfully during their local coastline visit, where pupils observe real landscapes and translate their geographical understanding into artistic work. The experience strengthens links between art and geography by encouraging careful observation of natural features such as light, texture, and form. It also supports resilience and independence, as pupils learn that artistic outcomes can be developed through practice and experimentation. Overall, the session enhances engagement, raises aspirations by exposing pupils to a working artist, and enriches both classroom learning and outdoor fieldwork experiences. |
| Blackpool Theatre | A visit by two classes to Blackpool Theatre to watch a stage performance of a book they have studied provides a powerful opportunity to deepen understanding of literature and enhance engagement with reading. Seeing the story brought to life on stage helps pupils make meaningful connections between the text and performance, strengthening comprehension, inference skills, and vocabulary development. The experience also supports their understanding of character, plot, and setting, while encouraging them to consider how actors, staging, and dialogue can influence interpretation. Attending a live theatre performance builds cultural awareness, listening skills, and appropriate audience behaviour in a formal setting. Sharing the experience with peers also promotes discussion, teamwork, and enthusiasm for reading. Overall, the visit enriches the English curriculum, inspires a love of stories, and helps pupils see books as dynamic and engaging beyond the classroom. |
| Local Park Visit | A local park visit provides valuable learning opportunities for EYFS children. Walking to the park supports physical development and encourages observation and language skills. Exploring the park fosters curiosity about the natural world and promotes social interaction |

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| | through shared play. It also offers a practical context for learning safety, including road awareness, staying with the group, and using equipment responsibly. |
| Trip to Pizza Express | A train trip to a local city to visit Pizza Express provides a rich, real-world learning experience for EYFS children. Travelling by train supports understanding of the world, introducing children to different forms of transport, routines, and environments, while also promoting independence, listening skills, and awareness of safety in public spaces. In the city, children gain new experiences by observing busy surroundings, buildings, and people, helping to broaden their knowledge and confidence beyond their immediate community. Visiting Pizza Express offers a hands-on opportunity to learn about healthy eating, ingredients, and food preparation. Making their own pizzas encourages creativity, fine motor skills, and following instructions, while also supporting communication and social interaction. |
| Welly Walk | A trip to a local woodland provides Year 1 pupils with a meaningful, hands-on way to meet their science objectives, particularly in identifying and naming common plants and trees. Being in a real woodland environment allows children to observe leaves, bark, flowers, and seeds up close, helping them to recognise differences between plant types and understand basic plant structure. This outdoor learning experience encourages curiosity and enquiry, as pupils ask questions, compare findings, and begin to classify what they see. It also supports the development of observational skills and scientific vocabulary in a practical context. Beyond science, the visit promotes physical activity, teamwork, and respect for nature, while helping children understand how to explore the outdoors safely and responsibly. |
| Local Priest visit | A visit from the local Catholic priest offers valuable curriculum and spiritual enrichment for pupils across the primary school. Within the Religious Education curriculum, it brings learning to life by deepening children's understanding of key concepts such as Mass, Holy Communion, prayer, and the role of the Church. Hearing directly from a priest helps pupils make meaningful connections between what they learn in class and how faith is lived in everyday life. Spiritually, the visit provides an opportunity for reflection, discussion, and the development of a personal relationship with God. Pupils are encouraged to ask questions, explore their own beliefs, and develop a sense of belonging within the faith community. It also supports their understanding of values such as compassion, forgiveness, and respect, helping to nurture their moral and social development. |
| NSPCC Workshop | A visit from the NSPCC provides vital support for pupils' personal development and safeguarding awareness across the primary school. A whole-school assembly introduces key messages about staying safe in a clear, age-appropriate way, helping children understand their right to feel safe and respected. Follow-up workshops in class allow pupils to explore these ideas in more depth. Children learn how to recognise unsafe situations, understand different types of worries, and identify trusted adults they can talk to if they need help. These sessions build confidence in speaking up, strengthen communication skills, and reinforce the importance of looking after themselves and others. |
| Compass Bloom Workshop | Sessions delivered by Compass Bloom can make a strong contribution to pupils' emotional wellbeing in primary school. Through focused work on online safety, children develop a better understanding of how to navigate digital spaces confidently and responsibly, recognising potential risks and knowing how to respond if something makes them feel uncomfortable. This helps reduce anxiety around online experiences and promotes a sense of control and safety. Work on building and maintaining positive peer relationships supports children in developing empathy, communication, and conflict-resolution skills. Pupils learn how to express their feelings appropriately, listen to others, and form |

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| | healthy, respectful friendships. These sessions also encourage self-awareness and resilience, helping children to manage emotions and cope with challenges more effectively. |
| Local area walk | A visit to a local town provides Year 2 pupils with a valuable opportunity to bring their history and geography learning to life. Exploring the town enables children to observe how places change over time, making direct links to their study of the Victorian era by comparing older buildings, landmarks, and features with modern developments. This helps pupils develop an understanding of continuity and change, as well as how aspects of Victorian life may still be visible today. The visit also supports geographical learning by encouraging pupils to consider how humans have shaped the local environment. Children can identify features such as roads, shops, and housing, and begin to understand how these have developed to meet the needs of the community over time. Observing land use and discussing why changes have occurred helps to build early analytical and enquiry skills. |

# St James' Catholic Primary School – Enrichment Opportunities

| **After School Clubs** | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 5/6 Gymnastics<br><br>KS2 Choir<br><br>Year 4 Basketball | Year 5/6 Football<br><br>KS1 Mindful colouring<br><br>KS2 Choir<br><br>KS2 Cricket<br><br>KS1 Invasion Games | Year 3/4 Football<br><br>KS2 Choir<br><br>KS2 OA<br><br>KS2 Striking and Fielding | Year 1/2 Football<br><br>KS2 Choir<br><br>KS2 Athletics | Year 5/6 Netball<br><br>Early Year Healthy Snack club<br><br>Early Years Dance Club<br><br>KS2 Choir | Year 4 Archery<br><br>KS1 Sewing Club<br><br>KS2 Choir<br><br>EYFS Mini Wheelers |

| **Interschool Sports competitions** | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 1 and 2 Football<br><br>Year 3 and 4 Football Boys<br><br>Year 5 and 6 Football Girls<br><br>SEND Multiskills event | Year 3 and 4 Boccia competition<br><br>KS2 Swimming Gala<br><br>KS1 Curling<br><br>Girls football festival | SEND Multiskills event<br><br>SEND 10 Pin bowling event<br><br>SEND QuadKids | KS1 Park Run<br><br>KS2 Park Run<br><br>Year 1 and 2 Football<br><br>Year 3 and 4 Football Girls | Year 5 and 6 Football Boys<br><br>KS2 Dodgeball competition<br><br>This Girl Can event for enthusing girls | Year 5 and 6 Netball competition<br><br>KS2 Interschool Athletics competition |