

Enrichment and curriculum opportunity offer – summary of opportunities offered within each year group – Some visits and opportunities may be adapted each year and an equivalent or similar opportunity provided. This is not exhaustive and many other opportunities for enrichment feature throughout the school.

	Performances and parental invitation	In school	Clubs	Leadership opportunities	Whole school annual opportunities	Careers opportunities	Residential and other paid for opportunities
Nursery	Nursery Rhyme stay and play Christmas sing-along Link and learn – termly	Weekly forest school Balance Bikes			Christmas fair School discos Movie nights Summer fete House tug of War House sports day House treasure hunt House pancake races House escape rooms (maths day) House photography House dodgeball	'People that help us' EYFS topic Reception - Firefighters visit to school Meet the builder assembly (year 1-5)	
Reception	Link and learn – termly (phonics and reading) Nativity	Forest School – weekly Balance bikes	Book and a biscuit (reading club) Forest school				
Year 1	Christingle and singing for parents Link and learn - termly	Forest School – weekly	Musical theatre Cricket Chess	ECO Pupil parliament			Karate Guitar Piano
Year 2	Christmas performance Link and learn - termly	Forest School – one session per half-term (minimum)	Signing Football Dodgeball Young Voices	<u>KS2</u> Eco committee Crew committee Pupil parliament	Sustainability litter pick Oceans day World Book Day Diversity day Racial Justice Day Stand up to bullying Day Phonics party Leavers' party Children In Need Mental Health Awareness Sustrans walk to school competition WEST team assemblies on well being		Karate Guitar Piano
Year 3	Harvest festival Carol singing Link and learn - termly	Forest School – one session per half-term (minimum)	Netball Karate Forest School			<u>Year 5</u> PCSO visit Prison Officer's visit	Karate Guitar Piano
Year 4	Easter service Carol singing Link and learn - termly	Forest School – one session per half-term (minimum)	Photography Gymnastics News reporting Drama Phonics Parkour Oracy club Singing Striking and fielding				The Pioneer Centre – adventurous activities Young Voices Karate
Year 5	Year 5 production/play Remembrance service Carol service – church Leavers' assembly Link and learn - termly	Forest School – one session per half-term (minimum)	Yoga Dance Rounders Photography	<u>Year 5</u> House captains Sport leaders Pupil parliament – additional roles			Cardiff visit – Cardiff Castle, The National Museum, Techniquet, Sennedd Young voices Matilda Musical Karate The Big Pit Bristol Zoo Young Voices Karate

Year group	Curriculum visits (universal offer) Or team selection (represent the school)	Why this? Why now? Objectives	Impact
Nursery	Cotswold Farm Park – Summer	1. 'I am Growing/I am a Farmer' topics. Children gain firsthand experience of farm animals and their young, using the vocabulary that we have been learning in class. 2. Children show more confidence in new social situations. 3. Understand the key features of the life cycle of an animal.	Children are immersed in real-life experiences related to their curriculum. They experience changes to the routine but with the familiarity of staff and peers to support them manage those changes. Children are exposed to the joy of a shared experience.
Reception	Little Owl Farm Park- Autumn 2	1. 'I am Celebrating' topic in Autumn 2. 2. To understand and retell the Christmas story. RE link to Christmas. 3. Links to Nativity performance.	Children have real life experiences linking to celebrating Christmas and seeing the animals in the Nativity story. Learning about past and present events, observing nature and the local environment, and understanding different cultures and communities.
	Stratford Butterfly farm- Spring 2	1. 'I nurture new life' topic in Spring 2. 2. Consolidates learning on life cycles and minibeasts.	Children secure and consolidate their understanding and learning of new life and the life cycle of a caterpillar. Following close observation, children can draw pictures of the natural world (and butterflies), whilst reflecting on their past experiences.
	Cotswold Wildlife Park- Summer 2	1. Links to 'I am an Explorer' topic from earlier in the year, looking at wildlife around the world. 2. Links to our local area and cultural capital. 3. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (preparing for Year1).	Children can name and describe some common features of familiar animals and where they come from. Some children may have not had the opportunity to see 'wild animals' before or visit a zoo, therefore creating opportunities to close the gap and developing their understanding.
Year 1	Walk around Hampton - Autumn 1	1. To experience the human and physical features of Hampton 2. To build on their experiences of the immediate locality that they would have explored in Reception. 3. To talk confidently about a place that is relevant to them. 4. To develop curiosity about their local area. 5. To follow rules and instructions on how to keep safe near busy roads and the river.	Children can identify human and physical features confidently and notice details in their surroundings. It develops their curiosity about Hampton and promotes questioning and enquiry about their local area. Children discuss what they see and link to their own experiences, building on vocabulary. Children share ideas, ask questions and explain thoughts which will be built on in later topics- magical adventures, when sorting old vs new buildings. It also gives them a starting point to compare Hampton to Australia and Antarctica in future topics. Children are excited and motivated to be learning outside the classroom. It helps to develop a sense of responsibility and safety awareness as we walk together around Hampton.
	Toy loan box – toys from the past – Autumn 2	1. To explore artefacts. 2. To develop understanding of 'old' and 'new' to link with the topic, Toys. 3. - To observe the materials that old and new toys are made from. 4. To ask questions about artefacts. 5. To develop respect in handling old artefacts.	Children recognise similarities and differences between toys. They learn that things change over time. It helps to develop their early historical thinking skills. Handling real objects sparks questions and promotes oracy where they can describe the artefacts, compare and relate to their own experiences using appropriate vocabulary. Children share their ideas and experiences with peers.
	Crocodiles of the World – Spring 1	1. To explore animals in Australia linking to our topic, Australia Adventures as well as our science topic about animals. 2. To develop knowledge of different types of animals, where they are from and their diet. 3. To develop respect for animals and their conservation.	Seeing live crocodiles, alligators and other reptiles creates fascination for children. The experience encourages children to ask questions, investigate and develop a deeper interest in animals and the natural world. Children gain first-hand experiences that deepen understanding beyond books or videos. Observing animal movements, habitats, behaviours and physical features helps children build meaningful knowledge through direct observations.
	The Black Country History Museum – Spring 2	1. To developing knowledge and understanding of school life in the past. 2. To develop curiosity by exploring a Victorian classroom/ lesson. 3. To develop safety awareness around the roads, horses, canal and coal mines.	A visit to the Black Country Museum brings history to life as children can experience what life was like in the past by exploring old shops, houses, schools, transport and streets. Rather than simply reading about history, they

		4. To try new things; a Victorian lesson.	can see, hear and experience it in a realistic setting, which helps deepen understanding and retention. Children are naturally encouraged to ask questions and make observations about how life has changed. This develops inquiry skills, critical thinking and discussion, helping children become active learners.
	Warwick Castle – Summer 2	1. To experience castle buildings and castle life. 2. To develop a sense of achievement, climbing up the ramparts and towers. 3. To develop safety awareness near the river, artefacts, towers and ramparts.	Visiting Warwick Castle provides children with real-life experience so they can move beyond pictures and videos to experience a real castle environment. This supports children because they can physically explore the spaces they are learning about which creates excitement and curiosity. The immersive atmosphere of Warwick Castle promotes oracy as it encourages children to ask questions, investigate and become active learners. For many children, hands-on experiences are more memorable than classroom-based learning.
Year 2	SS Great Britain	1. To explore Brunel's SS Great Britain's ship. 2. To learn why Brunel was a pioneer. 3. To experience travelling to a city.	Children really enjoyed this trip and added significantly to the reality of the past and its impact on the present. It was good to have lots of adults as it is public and there are other people around all day. Need to leave school early and return late to get most of the day.
	Sandfield Farm	1. To learn about farming in the local area 2. To identify physical and human features	The visit to Sandfield Farm strengthened children's place knowledge by helping them understand why the farm is suitable for some types of farming but not others. From the hilltop, they identified human and physical features of the Vale of Evesham and recognised how people influence the landscape. This experience deepened their understanding of how places work and built confidence in using geographical vocabulary.
	Riverside walk around Evesham	1. To explore how Eof is remembered in the modern community of Evesham 2. To understand the impact that the past has had on Evesham	Walking around Evesham deepened children's place knowledge as they visited the statue of Eof and learned how his story connects to the origins of the town. By exploring the Bell Tower and identifying the rivers that shape the landscape, children recognised key human and physical features and understood how these landmarks influenced the character and history of Evesham. This experience strengthened their geographical vocabulary and sense of how places develop over time.
	Selly Manor – Great Fire of London	1. To visit a Tudor building similar to those in London at the time of the Great Fire. 2. To act out the Great Fire of London through storytelling	Visiting Selly Manor strengthened children's place knowledge by helping them understand what homes were like in 1666 and why their design contributed to the spread of the Great Fire of London. Exploring the timber-framed building and its features allowed children to compare human and physical features of the past with those of modern streets and buildings. This experience deepened their understanding of how people lived, how places have changed over time, and why the Great Fire had such a significant impact.
Year 3	Church visit	1. To help develop respect for different beliefs 2. To understand how a church service is ran	To develop respect and appreciation for different beliefs, values, and traditions within the community. To understand how a church service is organised and conducted, including its structure, roles, and key practices. To encourage thoughtful reflection and discussion about religious practices and their importance to others. To build confidence in visiting and learning about different places of worship.

	Pantomime Christmas visit	1. We will experience live performance and see how expressive language and imaginative thinking helps to tell and understand stories	We will experience a live performance and develop an understanding of how expressive language, movement, and imaginative thinking are used to tell stories. This will help us to engage more deeply with characters, follow storylines, and interpret meaning through both spoken and non-verbal communication.
	Traffic survey	1. To use fieldwork to observe, measure, record and present the human and physical features in the local area	To use fieldwork skills to observe, measure, record, and present data about human and physical features in the local area. To develop an understanding of traffic patterns and how people and vehicles move within the community. To build practical data collection and recording skills in a real-world context. To encourage discussion about road safety, environmental impact, and local planning.
	Bishopswood – Stoneage	1. Gain a deep understanding into the Life of a Stone Age man/women: 2. When events happened, food, shelter and cave paintings.	The trip to Bishops Wood, where we learned about the Stone Age, was very enjoyable and educational. It allowed us to work as a team and develop our teamwork skills while taking part in activities. We also learned key knowledge in a practical way, which made it easier to understand and remember. The hands-on experiences helped bring the topic to life. Next time, it would be even better if we left earlier so we could spend more time at the centre and not have to rush back to school at the end of the day.
	Morgan motors	1. To learn and understand how Morgan Cars are made 2. To learn and understand the History of Morgan Cars	The trip had fantastic leaders, lots of information and fantastic cars to see. The only thing I would comment on his that the children got a little bit bored, as it is about 2 hours of walking around with lots of listening. Next time, I recommended to do part of the tour, stop for a break and snack and then do the second part.
	Worcester Cathedral	1. To visit a Christian place of worship and to understand the role of the Cathedral in the Christian faith.	The Worcester Cathedral allowed children to see what a cathedral looks like inside, when a lot of children would never get that opportunity. We learned a lot during the visit, especially about how the stained-glass windows and artwork are used to show stories from the Bible. Seeing these in real life made it easier to understand their meaning and importance. The leaders at the cathedral were very knowledgeable and explained things clearly, which helped the children learn even more. Overall, the visit was interesting and helped children better understand Christianity and its history.
	Ashmolean Museum, Oxford	1. To visit a museum and to learn about the Egyptians as part of our topic on First Civilisations	One part of the trip is led by a tour guide. This part is really informative and interactive for the children. The other part is led by us, but they did provide an activity sheet for us to complete at a different part of the museum. It is worth an adult to go to the museum before the trip to see the expectations and where different parts of the museum are. The coach journey was very far, and ended up being on a coach for a longer amount of time than the actual time in the museum.
	Compton Verney	1. To visit a museum and to learn about Ancient China	To visit a museum and develop knowledge and understanding of Ancient China, including its history, culture, and achievements.

			To engage with real artefacts and exhibits to bring learning to life and deepen historical understanding. To develop curiosity and ask questions about life in the past, comparing it with life today. To build an appreciation of how ancient civilisations have influenced the modern world.
Year 4	Swimming	1. To swim 25m 2. To build confidence within the water	Children have developed their confidence as well as their swimming skills. Most children can now swim 25 metres. Those that have not reached the objective receive additional swimming sessions.
	Chedworth Roman Villa	1. To inspire the children's curiosity about history 2. To learn how people lived in the past	Children thoroughly enjoyed this trip and were able to share key information shared. They were particularly inspired by the mosaic floors. They were able to experience first hand what life was like in Roman Britain.
	Local Walk around Evesham.	1. To locate local landmarks 2. To explain why these are important to our community 3. To gain deep understanding of the landmarks in our community	Children can identify the local landmarks in Evesham. Children can explain why the different landmarks are important – especially the Bell Tower linking to the story of Eof. Children enjoyed walking round Evesham.
	Church visit	1. To promote Christian ethos of the school through a shared collective worship at local church.	Promotes strong links with the local church. The children know Elaine and other members of the church from their weekly visits to school for Open the Book. High engagement during the service.
	Football Tournament	1. To participate in a football tournament 2. To develop resilience and teamwork skills	The practices in the lead up to the tournament developed the children's teamwork and resilience. These were highly demonstrated during the matches and they dealt with losses well. Children were elated when they won the tournament!
	Netball tournament – local cluster	1. To participate in competitive fixtures 2. To develop communication skills 3. To begin to establish connections within the local community	Children developed an appreciation of sport and the joy that can come from playing with friends. They associated with peers from other local schools and got to know some of their names.
	Cricket Festival	1. To participate in competitive fixtures 2. To develop communication skills 3. To begin to establish connections within the local community	Children developed an appreciation of sport and the joy that can come from playing with friends. They associated with peers from other local schools and got to know some of their names.
	TDMS sports and music	1. To participate in a gymnastics festival 2. To develop confidence and resilience when trying new things.	Despite some reluctance from one child to begin with, they participated in all activities and overcame their worries. Lovely to see all the children's boost in confidence and feel a sense of achievement. All children learned a variety of gymnastic skills.

Pioneer Centre residential	Obstacle course Raft Building Archery Nature walk Zip Line	1. To build resilience in completing tasks that bring children out of their comfort zone. 2. Become more confident in trying new activities. 3. Improve ability to work effectively within a group 4. Take responsibility for personal belongings and daily routines 5. Develop leadership qualities through structured activities	The children have demonstrated increased confidence, showing willingness to approach new challenges with a positive attitude. They developed stronger teamwork skills, independence and responsibility in everyday life skills such as basic hygiene and looking after themselves and their things. They have built positive relationships with peers and staff, strengthening their social skills and ability to work collaboratively.
Year 5	Swimming	1. Perform safe self-rescue in different water-based situations 2. Swim competently, confidently and proficiently over a distance of at least 25 metres 3. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	See Sport Premium report St Andrew's CofE School and Nursery - Sports Premium
	Cadbury World	1. Pupils will be able to explain the significance of cocoa in Maya culture and describe how it was used in daily life and rituals around AD 900. 2. Pupils will make connections between the ancient origins of cocoa with the Maya and the modern-day chocolate industry.	1. Interactive displays and storytelling helped them understand its cultural importance around AD 900. Pupils made clear links to prior learning, showing a good understanding of cocoa's role in Maya society. This outcome was successfully met. 2. Pupils clearly understood how cocoa's use has evolved—from a sacred drink in Maya culture to a global product. The visit helped them make strong links between ancient traditions and modern production, meeting this outcome well.
	London – theatre visit	1. To be inspired in performance and feel the power of a production 2. To see how all actors and actresses contribute towards the overall production 3. To gain a sense of a contrasting locality and recognise London as the capital city of England 4. To visit the houses of parliament and develop a deeper understand of democracy and how it is implemented in the United Kingdom	The Children produced an incredible production of Mathilda. Parental comments were that it was incredible for a school to put on such a wonderful performance. All children participated and played their part and character.
	Walk to the River Avon/ Isbourne	1. To develop knowledge of and identify the features of rivers	Pupils were able to identify the features of the river and to have a physical representation of those features.
	Battlewell visit – Battle of Evesham	1. To understand where and how, where and why the Battle of Evesham was fought 2. To consider the historical significance of an event on the present 3. To make connections between significant families and the impact on the local area and influence in the outcome of the battle.	1. Pupils understood the cause and consequences of decisions and their impact over time. 2. Pupils developed excitement about history in their local area and the importance of preservation. 3. Pupils understood the role Evesham played in formation of democracy.
	Bell boating Regatta	1. Personal development and association with future peers 2. Team building and communication 3. Develop resilience and competition skills	Pupils engaged collaboratively achieving 2nd and 3rd places for two of the teams. Pupils showed resilience and a recognition that better outcomes are achieved when all give their full effort.

	Bikeability	1. To be able to navigate roads safely on a bike (road awareness) 2. To develop balance and control	Instructors were pleased with the effort and engagement of pupils in the activities. All pupils achieved level 2, which means they demonstrated safe road riding skills around the local community.
Cardiff Residential	The Big Pit 2027 Sennedd – not available in 2025 Techniquest Cardiff Castle Wales National Museum Cardiff Bowling Cardiff Bay Barrage Bristol Zoo - 2026	1. To explore a contrasting locality 2. To develop relationships, teamwork and independence 3. To explore history and art and their impact on the present 1. To reflect on changes in the United Kingdom and its industry 2. To appreciate and learn lessons from people's experiences in the past 1. To recognise and develop and understanding of devolution of power and appreciation for democracy and the democratic process 1. To investigate a range of scientific phenomenon 2. To understand a range of forces and how they are measured 1. To contrast rural and industrial localities 2. To identify and explain changes over time 1. To deepen understanding of the world and its geology and development 2. To consider strategies to make the way humans live more sustainable 1. To enjoy an activity with peers 2. To develop accuracy when targeting and understand the importance of technique 1. To observe how humans impact the geography of their area and evaluate some positive and negative outcomes of this. 2. To identify how human development impacts an area over time 1. To experience a wide range of animal life 2. To recognise that animals are classified into different groups based on their common features 3. To identify how animals are adapted for survival within their habitats	All pupils developed a deeper understanding in line with the objectives of the visit. Leaders sought to overcome any barriers to attendance by ensuring that costs are kept low. Pupils who are eligible for Pupil Premium were enabled to have the visit funded through support from The John Martin's charity. For a number of pupils this was their first time on a boat. It was wonderful to give them this opportunity. Pupils made connections in Cardiff Castle between local history. For example, De Clare who owned the castle had been pivotal in The Battle of Evesham.