

Facilities	National Curriculum Links
Video camera and computer based editing facilities	Pupils are now expected to use information and communication technology (ICT) throughout both core and foundation subjects, They are to use these tools to gather information from a variety of sources. These facilities are to enable the pupil to amend, refine and enhance the quality of their work.
ICT Facilities (computer network)	<p>Key stage 1</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> a) Gather information from a variety of sources [for example, people, books, databases, CD-ROMS, videos and TV. b) Enter and store information in a variety of forms [for example storing information in a prepared database, saving work] c) How to share their ideas by presenting information in a variety of forms [for example text, images, tables, and sounds]. d) To present there completed work effectively [for example, for public display]. <p>Key stage 2</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> a) Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]. b) Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]. c) Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example,

	<p>the impact made by a desktop-published newsletter or poster].</p>
<p>Multimedia music facilities, from the recording process to the finished product, (CD).</p>	<p>Creating and developing musical ideas – composing skills.</p> <p>Key stage 1</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> a) Create musical patterns. b) Explore, choose and organise sounds and musical ideas. c) Explore a range of live and recorded music from different times and cultures. <p>Key stage 2</p> <p>Responding and reviewing – appraising skills.</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> a) Analyse and compare sounds. b) Explore and explain their own ideas and feelings about music using movement, dance, and expressive language and music vocabulary. a) Improve their own and others work in relation to its intended effect. b) Use ICT to capture, change and combine sounds.
<p>Activity Centre (Sound/lighting system, foldaway stage, dance floor).</p>	<p>Dance and performance activities.</p> <p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing. b) Change the rhythm, speed, level and direction of their movements. c) Create and perform dances using simple movement patterns, including those from different times and cultures.

	<p>Key stage 2</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> a) Create and perform dances using a range of movement patterns, including those from different times, places and cultures. b) Respond to a range of stimuli and accompaniment. <p>Breadth of study-During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity:</p> <ul style="list-style-type: none"> a) Dance activities b) Games activities c) Gymnastic activities <p>And two activity areas from:</p> <ul style="list-style-type: none"> d) Swimming activities and water safety e) Athletic activities f) Outdoor and adventurous activities.
<p>A fully stocked art and craft facility including paper/paints/card/badge making, etc</p>	<p style="text-align: center;">Design and technology.</p> <p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Develop ideas by shaping materials and putting together components. b) Communicate their ideas using a variety of methods. c) Measure, mark out, cut and shape a range of materials. d) Assemble, join and combine materials and components. <p>Key stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately. b) How materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]. c) Make assignments using a range of materials.

Indoor sports facility incorporating 3 badminton courts; The hall is marked for 5-a-side football, basketball, volleyball, short tennis, nine pin bowling, hockey, cricket, and baseball.

Physical Education-Activities.

Key stage 1

Pupils should be taught to:

- a) Perform basic skills in travelling, being still, finding some space and using it safely, both on the floor and using apparatus.
- b) Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling].
- c) Choose and link skills and actions in short movement phrases.
- d) Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Key stage 2

Pupils should be taught to:

- a) Play and make up small sided and modified competitive net, striking/fielding and invasion games.
- b) Use skills and tactics and apply basic principles suitable for attacking and defending.
- c) Work with others to organise and keep the game going.

Visual Presentation equipment.

This equipment can be used to present any gathered information or relevant safety group or group program information.

Campsite, tents and camping equipment.

Route maps for various walks and information regarding places to visit within the National Park and surrounding areas.

Physical Education-Outdoor and adventurous activities.

Key stage 1 and 2

Pupils should be taught to:

- a) Understand how important it is to be active.
- b) Explore basic skills, actions and ideas with increasing understanding.
- c) Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments.
- d) Use a range of orienteering and problem solving skills.
- e) Work with others to meet the challenges.

Small breeds animal farm.
Small Animal Unit (inc.
library and visual
resources)

Science- Life processes and living things.

Key stage 1

- Pupils should be taught to:
Gather information from a variety of sources (for example, people, books, databases, CD ROMS, videos and TV.
- a) That animals including humans, move, feed, grow, use their senses and reproduce to relate life processes to animals and plants found in the local environment.
 - b) Treat animals with care and sensitivity.
 - c) Group living things according to observable similarities and differences.

Key stage 2

- Pupils should be taught:
- a) That the life processes common to humans and other animals include nutrition, movement, growth, and reproduction.
 - b) That the life processes common to plants include growth, nutrition and reproduction.
 - c) To make links between life processes in familiar animals and plants and the environments in which they are found.

Nature area and Eshton
Beck-field guides, pond
and dipping facilities and
equipment.

Science-Life processes and living things.

Key stage 1

- Pupils should be taught to:
- a) Find out about the different kinds of plants and animals in the local environment.
 - b) Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there.
 - c) Care for the environment.

	<p>Key stage 2</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> a) That the life processes common to humans and other animals include nutrition, movement, growth and reproduction. b) That the life processes common to plants include growth, nutrition and reproduction. c) To make links between life processes in familiar animals and plants and the environments in which they are found. d) About ways in which living things and the environment need protection.
<p>Refractive Telescope.</p>	<p>Science-Physical processes.</p> <p>Key stage 1 and 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Identify different light sources, including the sun. b) That darkness is the absence of light. c) That light travels from a source. d) That light cannot pass through some materials, and how this leads to the formation of shadows. e) That light is reflected from surfaces [for example, mirrors, polished metals].
<p>Heated Outdoor swimming pool. (Open from Spring to Autumn)</p>	<p>Physical education-swimming and water safety.</p> <p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Move in water [for example, jump, walk, hop and spin, using swimming aids and support]. b) Float and move with and without swimming aids. c) Feel the buoyancy and support of water and swimming aids. <p>Key stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Pace themselves in floating and swimming challenges

	<p>related to speed, distance and personal survival.</p> <ul style="list-style-type: none">b) Swim unaided for a period of time over a distance of at least 25m.c) Use recognised arm and leg actions, lying on their front and back.d) Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].
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Prior to your visit you may need to know certain information regarding software programmes, route maps etc, in order for you to familiarise yourself, please contact the centre and we will provide you with all the relevant information.

The trust has a wide range of educational resources that are continually being developed, should there be any equipment/information that you feel yourselves and other groups would benefit from at Play Away, we would be only too happy to hear your suggestions.