



## Hippings Methodist Primary School



### EYFS Curriculum Overview 2023

Characteristics of Effective Learning	Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things		
Overarching principles	Every child is a <b>unique child</b> , who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through <b>positive relationships</b> . Children learn and develop well in <b>enabling environments</b> with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Importance of <b>learning and development</b> . Children develop and learn at different rates.		
Communication and Language (CL)			
Key Skills, Knowledge, Concepts	Listening and Attention	Understanding	Speaking
	<u>Listen</u> – listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment. <u>Attention</u> – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. <u>Respond</u> – to others' questions, when listening to stories, to instructions, responding with relevant comments. <u>Communication</u> – engage in conversations with others giving attention	<u>Respond to</u> – interact with other people in a range of situations in conversations, in their play, in response to stories or questions. <u>Follow</u> – instructions, requests, and ideas in a range of contexts and situations. <u>Respond to and answer questions</u> – 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.	<u>Speaking</u> – speak clearly, speak in sentences, use sentences that give many details. <u>Questioning</u> – ask and answer questions when talking to familiar/unfamiliar people in different contexts. <u>Vocabulary</u> – use an increasing range of vocabulary appropriately, understand the meaning of new words. <u>Communication</u> – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts. <u>Uses Tenses</u> – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. <u>Reasoning</u> – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.

			<u>Clarify Thinking</u> – use talk to connect ideas, and share their thinking in different contexts. <u>Narrative</u> – use language of stories to imagine and recreate ideas in different contexts.
End of Year Expectations (Early Learning Goals)	Listening, Attention and Understanding	Speaking	
	Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Personal, Social and Emotional Development (PSED)			
Key Skills, Knowledge, Concepts	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships
	<u>Self-awareness</u> – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interests with others, take pride in themselves and their work/achievements, share their achievements with others. <u>Independence</u> – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others. <u>Confidence</u> – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. <u>Responsibility</u> – take care of their own belongings, take care of the belongings of others and class resources. <u>Communication</u> – listen, speak, reflect, explain, respond, recall, review.	<u>Express feelings</u> – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried), show pride in their own achievements. <u>Communication</u> – make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate. <u>Understand feelings</u> – talk about how they feel, explain why they are experiencing particular feelings. <u>Manage feelings and behaviour</u> – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems. <u>Understand how others feel</u> - show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.	<u>Build friendships</u> – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. <u>Work together</u> – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. <u>Use language</u> – to negotiate, co-operate, plan and organise play, resolve conflict <u>Social skills</u> – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.

			<u>Communication</u> – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.
<b>End of Year Expectations (Early Learning Goals)</b>	<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
	Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
<b>Physical Development (PD)</b>			
<b>Key Skills, Knowledge, Concepts</b>	<b>Physical Development</b>	<b>Handwriting Development</b>	<b>Health and Self-Care</b>
	<u>Fundamental movement skills:</u> run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. <u>Gross motor skills/movements:</u> climbing, crawling, skipping, sliding, slithering, shuffling. <u>Spatial Awareness:</u> awareness of own space, negotiates space, finds a space, change direction, stop. <u>Safety Awareness:</u> when moving themselves; when travelling on, under, over, through equipment and apparatus; using small apparatus and equipment;	<u>Movement of body parts</u> – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers. <u>Strength</u> – shoulder, elbow, wrist, fingers. <u>Pencil grip</u> – holds writing tools and implements with a mature pencil grip. <u>Control of writing tools and equipment</u> – size of letters, correct starting points for different groups of letters, forms letters correctly. <u>Letter formation</u> – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms	<u>Self-care</u> – eating, drinking, personal hygiene, cleaning teeth, dressing/undressing, takes care of own belongings. <u>Safety</u> – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety. <u>Keeping healthy</u> – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy. <u>Vocabulary</u> – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.

	carrying and moving equipment and apparatus; respond to safety instructions. <u>Fine motor skills</u> , manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. <u>Apparatus</u> – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. <u>Language of movement</u> – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.	basic letter shapes (linked to teaching of phonics and those letters in their name).	<u>Communication</u> – communicate own needs in relation to being thirsty, hungry, tired, use of toilet; communicate when they need help from others including peers and adults.
End of Year Expectations (Early Learning Goals)	Gross Motor Skills	Fine Motor Skills	
	Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	
Literacy (L)			
Key Skills, Knowledge, Concepts	Reading		
	Phonics	Word Reading	Comprehension
	GPC recognition (hear, say, read letters), oral blending, blending for reading <ul style="list-style-type: none"><li>Orally blend sounds to make simple words</li><li>Decode a number of regular words using Phase 2 phonemes</li><li>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy</li><li>Link sounds to letters, naming and sounding letters of the alphabet</li></ul>	HFW both decodable and common irregular words (tricky) <ul style="list-style-type: none"><li>Read decodable HFWs sight words (list1) (e.g. a, an, as, at, if, in)</li><li>Read decodable HFWs sight words (list 2) (e.g. will, that, this, then, them)</li><li>Read common irregular words (tricky) from Phase 2 (e.g. the, I, to, no, go, into)</li><li>Read common irregular words (tricky) from Phase 3 (e.g. he, she, we, me, be, was, you, they, all, are, my, her)</li></ul>	<ul style="list-style-type: none"><li>Listen attentively to a story at the appropriate interest level</li><li>Recite simple rhymes, songs and poems</li><li>Differentiate between text and illustrations</li><li>Understand that print conveys meaning</li><li>Hold a book correctly and turn pages from front to back and recognise front and back cover</li><li>Know that in English print is read from left to right and top to bottom</li><li>Use picture clues to help read a simple text</li></ul>

	<ul style="list-style-type: none"> <li>• Use decoding to read – using build and blend strategy – towards automatically reading known words</li> <li>• Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy</li> <li>• Use phonic knowledge to attempt unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read some common irregular words (tricky) from Phase 4 (e.g. said, like, have, so)</li> <li>• Distinguish between a word, a letter and a space</li> <li>• Read simple sentences</li> <li>• Recognise some capital and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>• Predict storyline (e.g. the ending and some vocabulary, aided by illustrations)</li> <li>• Talk about events, settings and characters</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> <li>• Respond to questions about who, what, where, when linked to text and illustrations</li> <li>• Sequence a simple story or event</li> <li>• Use gestures and actions to act out a story, event or rhyme from text or illustrations</li> <li>• Make predictions based on illustrations, story content and title</li> <li>• Respond to questions about how and why something is happening</li> <li>• Say what a character might be thinking, saying or feeling</li> <li>• Say how they feel about stories and poems</li> <li>• Recall the main points in text in the correct sequence</li> <li>• Use the structure of a simple story when re-enacting and re-telling</li> <li>• Talk about the themes of simple texts (e.g. good over evil)</li> <li>• Act out stories through role play activities, using simple props (e.g. hats, masks, clothes etc)</li> </ul>
	<b>Writing</b>		
	<b>Emergent Writing</b>	<b>Composition</b>	<b>Transcription</b>
	<ul style="list-style-type: none"> <li>• Develop language skills (listening and talking) in a range of contexts</li> <li>• Show awareness that writing communicates meaning</li> <li>• Give meaning to the marks they make</li> <li>• Understand that thoughts can be written down</li> <li>• Copies adults writing behaviour (e.g. writing on the whiteboard, writing messages when on the phone etc)</li> </ul>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Understands that thoughts and stories can be written down</li> <li>• Have their own ideas and reasons for writing</li> <li>• Orally compose a sentence and hold it in memory before attempting to write it</li> <li>• Begin to use simple sentence forms</li> </ul>	<p>Spelling: GPC recognition, oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Segment sounds in simple words</li> <li>• Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell)</li> </ul>

	<ul style="list-style-type: none"> <li>• Make marks and drawings using increasing control</li> <li>• Know there is a sound/symbol relationship</li> <li>• Use some recognisable letters and own symbols</li> <li>• Write letters and strings, sometimes in clusters like words</li> <li>• Beginning to use appropriate letters for initial sounds</li> <li>• Beginning to build words using letter sounds in their writing</li> <li>• Use writing in their play</li> <li>• Use familiar words in their writing</li> <li>• Show awareness of the different audience for writing</li> </ul> <p>(N.B links to daily systematic teaching of phonics)</p>	<ul style="list-style-type: none"> <li>• Can talk about the features of their own writing</li> <li>• Write a simple narrative</li> <li>• Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards)</li> </ul> <p>Vocabulary, grammar, punctuation:</p> <ul style="list-style-type: none"> <li>• Begin to recognise and know there needs to be spaces between words in a simple sentence</li> <li>• Recognise and know that full stops are at the end of a sentence</li> <li>• Recognise and know that a sentence starts with a capital letter</li> <li>• Write a simple phrase with finger spaces that can be read back by themselves</li> <li>• Write simple sentences using finger spaces that can be read by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Make phonetically plausible attempts when writing more complex words (e.g. using Phase 4 CCVC)</li> <li>• Spell some irregular common words (tricky) the, to, no, go, independently</li> <li>• Write own name</li> </ul> <p>Handwriting: (also see Physical Development)</p> <ul style="list-style-type: none"> <li>• Write left to right and top to bottom</li> <li>• Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated</li> <li>• Know how to form clear ascenders ('tall letters') and descenders ('tails')</li> <li>• Form some capital letters correctly, including the initial letter of their name</li> <li>• Form letters from their name correctly (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</li> </ul>
<b>End of Year Expectations (Early Learning Goals)</b>	<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing</b>
	Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Mathematics (M)			
Key Skills, Knowledge, Concepts	Number		
	<p>Rote counting:</p> <ul style="list-style-type: none"> <li>Rote count from 1</li> <li>Rote count on from a given number between 1 and 20</li> <li>Rote count back from 5 to 1 then from 10 to 1</li> <li>Rote count back from a given number between 1 and 20</li> <li>Know what number comes before, or after a given number</li> <li>Say a number between two given numbers</li> <li>Count in 10s, 5s, 2s</li> </ul> <p>Recognition:</p> <ul style="list-style-type: none"> <li>Recognise numerals 1-5, 6-10, 0, 11-15, 16-20</li> <li>Order numerals 1-5, 1-10, 1-20 based on knowledge of quantities</li> </ul> <p>Counting items:</p> <ul style="list-style-type: none"> <li>Understand that counting is to find out how many</li> <li>Use one to one correspondence when counting</li> <li>Understand the last number said is the number in the set</li> <li>Count items, sounds and actions</li> <li>Understand and use conservation of number</li> <li>Use the word 'zero' to represent 'none'</li> <li>Match numerals to sets of objects</li> <li>Understand more, less, fewer</li> <li>Compare two sets of different items saying which set is more, less, fewer</li> <li>Compare and order three or more sets of objects</li> <li>Can state without counting (subitise) quantities within 5</li> <li>Make a sensible guess of quantities within 10</li> </ul>	<p>Sense:</p> <ul style="list-style-type: none"> <li>Partition a set of objects in different ways using the terminology part/part-whole</li> <li>Make a group of 10 objects</li> <li>Arrange a group of items between 10 and 20 into 1 group of 10 plus another group</li> <li>Understand that 'teen' numbers are a group of 10 plus another number</li> <li>Understand 20 is the same as two groups of 10</li> <li>Recognise repeating patterns in the sequence ie 6, 7, 8, 9 and 16, 17, 18, 19</li> </ul> <p>Ordinal numbers:</p> <ul style="list-style-type: none"> <li>Understand and use ordinal numbers</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>Can share a whole item into two equal parts</li> <li>Understand that halving means sharing into two equal parts</li> <li>Understand the relationship between doubling and halving</li> <li>Know doubles of numbers and corresponding halves</li> </ul> <p>Graphics:</p> <ul style="list-style-type: none"> <li>Represent amounts in their own ways</li> <li>Represent their thinking in their own ways</li> <li>Talk about their representations</li> <li>Write numerals 0-9, 10-20</li> </ul>	<p>Calculating:</p> <ul style="list-style-type: none"> <li>Understand the concept of addition by practically combining sets of objects</li> <li>Understand the concept of subtraction by practically removing one amount from within another</li> <li>Relate subtraction to addition in practical situations</li> <li>Identify one more and one less than a given number</li> <li>Identify two more and two less than a given number</li> <li>Add two single digit numbers totalling up to 10 using practical equipment</li> <li>Add two single digit numbers totalling more than 10 using practical equipment</li> <li>Subtract a single digit number from a number up to 10, using practical equipment</li> <li>Subtract a single digit number from a number greater than 10, using practical equipment</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Number, order, count, pattern, next, forwards, backwards</li> <li>More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after</li> <li>Zero, one, two, three...</li> </ul>






	Space, Shape and Measures		
	Shape and Space		Measurement
	<p>Shape:</p> <ul style="list-style-type: none"> <li>Use everyday language to talk about shapes in the environment</li> <li>Build and make models with 3D shapes</li> <li>Create patterns and pictures with 2D shapes</li> <li>Name common 2D (circle, triangle, square, rectangle, oblong)</li> <li>Name common 3D shapes (sphere, cube, cuboid, cone)</li> <li>Talk about using mathematical language (straight, curved, sides, flat, solid)</li> <li>Sort shapes according to their own criteria</li> <li>Know that shapes can appear in different ways and be different sizes</li> </ul> <p>Space:</p> <ul style="list-style-type: none"> <li>Understand and use positional language in everyday situations</li> <li>Understand and use ordinal numbers when describing position</li> <li>Understand and use the language of movement/direction</li> <li>Recognise patterns made of objects, numbers and shapes</li> <li>Describe patterns made of objects, numbers and shapes</li> <li>Create and describe their own patterns made of objects, numbers and shapes</li> </ul>	<p>Distance:</p> <ul style="list-style-type: none"> <li>Understand that measures of distance can have different names including length, width, height</li> <li>Compare two objects of different length</li> <li>Compare two objects of different width</li> <li>Compare two objects of different height</li> <li>Understand and use language of comparison (e.g. wider/narrower; longer/shorter; taller/shorter)</li> <li>Order three objects of different length/width/height</li> <li>Understand and use language of comparison between three objects (widest/narrowest; longest/shortest; tallest/shortest)</li> <li>Find an object of similar length, width, height</li> <li>Understand the concept of the conservation of length, width, height</li> <li>Use uniform non-standard units to measure length, width, height</li> </ul> <p>Weight:</p> <ul style="list-style-type: none"> <li>Understand the measurement of weight (heavy/light)</li> <li>Compare two objects of different weights</li> <li>Understand and use language of comparison (e.g. heavier/lighter)</li> <li>Understand the concept of conservation of weight</li> <li>Use uniform non-standard units to measure weight</li> </ul>	<p>Volume/Capacity:</p> <ul style="list-style-type: none"> <li>Understand the measurement of volume/capacity (empty/nearly full)</li> <li>Compare two of the same container holding different amounts</li> <li>Understand and use language of comparison (e.g. empty/full, more/less, most/least)</li> <li>Order three of the same container holding different amounts</li> <li>Understand and use the language of comparison of three of the same container holding different amounts (e.g. most/least)</li> <li>Understand the concept of conservation of volume/capacity</li> <li>Use uniform non-standard units to measure volume/capacity</li> </ul> <p>Money:</p> <ul style="list-style-type: none"> <li>Understand that we need to pay for goods</li> <li>Talk about things they want to spend their money on</li> <li>Talk about different ways we can pay for things</li> <li>Recognise that there are different coins</li> <li>Recognise 1p coin</li> <li>Use 1p coins to pay for items</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>Talk about significant times of the day (e.g. home time, lunch time, snack time, bed time etc)</li> <li>Use the language of comparison when talking about time (e.g. longer/shorter; faster/slower)</li> <li>Understand and use language (e.g. before, after, yesterday, today, tomorrow)</li> </ul>






			<ul style="list-style-type: none"><li>Sequence two or three familiar events and describe the sequence</li><li>Knows the names of the days of the week</li><li>Say names of days of the week in order</li></ul>	
End of Year Expectations (Early Learning Goals)	Number	Numerical Patterns		
	Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Understanding the World (UW)				
Key Skills, Knowledge, Concepts	Cultures and Beliefs	Historical Development	Working Scientifically	Geographical Development (a sense of place)
	<u>Communication</u> – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. <u>Respect</u> – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. <u>Observe</u> – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.	<u>Communication</u> – talk about key events, in own lives, about family, friends, other people including significant people. <u>Observe</u> – show an interest in significant events and experiences in the lives of others, including friends and family members. <u>Describe</u> – features of objects, people, places at different times, make comparisons. <u>Research</u> – find out about, people, places, events, objects, ask questions, use different sources to find the answers. <u>Chronology</u> – order simple experiences in relation to themselves, and others including stories, events, experiences. <u>Vocabulary</u> – language of time when talking about past/present events in their own lives.	<u>Explore/Observe</u> – look closely at/notice. <u>Describe</u> – talk about what they notice/observe; talk about changes they notice and changes over time. <u>Record</u> – draw pictures, take photographs, make models or scrapbooks. <u>Questioning</u> – shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur. <u>Explain</u> – talk about why things happen/occur; talk about how things work. <u>Research</u> – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary	<u>Communication</u> – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. <u>Mapping</u> – know about features of different places, recognise and talk about the features in familiar/other places. <u>Fieldwork</u> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons. <u>Enquiry</u> – comment and ask questions about familiar places/other places, and about familiar/other people. <u>Use of technology</u> – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or



	<p><u>Describe</u> – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p><u>Research</u> – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p><u>Vocabulary</u> – language of tolerance, respect and co-operation.</p>		<p>sources (e.g. books, photographs, internet)</p> <p><u>Equipment and measures</u> – use senses/use simple equipment to make observations (e.g. magnifiers, pipettes, egg timers, digital microscopes etc)</p> <p><u>Compare/sort/group/identify/classify</u> – notice similarities, notice differences; talk about similarities and/or differences.</p> <p><u>Test</u> – make suggestions, show resilience, work with others.</p> <p><u>Vocabulary</u> – use simple vocabulary to name and describe objects, materials, living things and habitats.</p>	find information about different locations and places.
<b>End of Year Expectations (Early Learning Goals)</b>	<b>Past and Present</b>	<b>People, Culture and Communities</b>		<b>The Natural World</b>
	Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design (EAD)				
Key Skills, Knowledge, Concepts	Art	Designing and Making	Music	Being Imaginative
	<p><u>Observation</u> – look closely at the world through real experiences, objects and artefacts, in natural and made environments.</p> <p><u>Communication</u> – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</p> <p><u>Aesthetic Awareness</u> – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</p> <p><u>Physical skill</u> – manipulate and control a range of tools and equipment for different purposes.</p> <p><u>Art processes and techniques</u> – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p> <p><u>Evaluation</u> – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</p>	<p><u>Explore</u> – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p><u>Design</u> – talk about ideas, choose resources, tools and techniques with a purpose in mind.</p> <p><u>Make</u> – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</p> <p><u>Evaluate</u> – talk about what they like/dislike about their models/constructions, say why, and how they would change them.</p> <p><u>Tools and equipment</u> – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.</p> <p><u>Safety</u> – handle and use equipment appropriately and safely.</p>	<p><u>Singing</u> – familiar songs, chants, activities which develop the voice as a sound maker.</p> <p><u>Making music</u> – using voice, objects, home-made and real musical instruments and a range of ICT.</p>	<p><u>Experiment</u> – explore media and materials freely and in different ways.</p> <p><u>Respond</u> – to different stimuli using gestures, actions, talk, movement and performance.</p> <p><u>Represent ideas</u> – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</p> <p><u>Recreate</u> – familiar experiences, familiar activities and familiar stories.</p> <p><u>Expression</u> – of feelings, ideas, thoughts and emotions in response to different media and materials.</p> <p><u>Communication</u> – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</p>
End of Year Expectations (Early Learning Goals)	Creating with Materials		Being Imaginative and Expressive	
	Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.		Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	



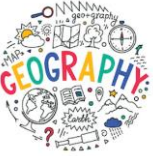
Term 2023/24	Autumn 1 4 <sup>th</sup> Sept – 21 <sup>st</sup> Oct	Autumn 2 30 <sup>th</sup> Oct – 20 <sup>th</sup> Dec	Spring 1 8 <sup>th</sup> Jan – 9 <sup>th</sup> Feb	Spring 2 19 <sup>th</sup> Feb – 28 <sup>th</sup> March	Summer 1 15 <sup>th</sup> April – 24 <sup>th</sup> May	Summer 2 4 <sup>th</sup> June – 18 <sup>th</sup> July
<b>Celebrations/ Special Events</b>  	Rosh Hashanah 15-17 Sept Talk Like a Pirate Day 19 Sept Yom Kippur 24/25 Sept Sukkot 29 Sept – 6 Oct October - Black History Month Grandparents Day 1st Oct Harvest Festival 1-15 Oct World Animal Day 4th Oct World Space Week 4-10 Oct Recycle Week 16 – 22 Oct	Outdoor Classroom Day 2 <sup>nd</sup> Nov Bonfire Night 5th Nov World Science Day 10 Nov Remembrance Day 11th Nov Diwali 12 Nov Nursery Rhyme Week 13th-17th Nov Children in Need Fri 17th Nov Road Safety Week 20-25 Nov National Tree Week Nov 27 – Dec 5 St Andrew's Day 30 Nov Start of Advent 3 <sup>rd</sup> Dec Hannukah 7th-15th Dec  <i>Christmas Day 25th Dec</i>	RSPB's Big Schools' Birdwatch 8 Jan – 23 Feb Burns Night 25 <sup>th</sup> Jan National Storytelling Week 30 Jan – 6 Feb Children's Mental Health Week 5th-11th Feb Safer Internet Day 6 Feb  <i>Chinese/Lunar New Year (Year of the Dragon) 10– 17 Feb</i> <i>Shrove Tuesday 13 Feb</i> <i>Valentine's Day 14 Feb</i>	Lent 14 Feb – 14 March Love Your Pet Day 20 Feb St David's Day 1 March Fairtrade Fortnight 4 – 17 March World Book Day 7th March International Women's Day 8th March British Science Week 8-17 <sup>th</sup> March Mothering Sunday 10th March Ramadan 10 March until Eid 9 <sup>th</sup> April St Patrick's Day 17 <sup>th</sup> March Holi Festival of Colour 24 March Holy Week 24 – 30th March  <i>Easter Sunday 31<sup>st</sup> March</i>	Passover/Pesach 22 – 30 April Earth Day 22 <sup>nd</sup> April St George's Day 23rd April Beep Beep Day (Road Safety) 24 <sup>th</sup> April Children's Day (Japan) 5 <sup>th</sup> May Sun Awareness Week 6 – 12 May Mental Health Awareness Week 13-19 May International Dinosaur Day 15 <sup>th</sup> May Pentecost/Whitsun 19 May Walk to School Week 20-24 May World Bee Day 20 May	June – Pride Month Child Safety Week 3-9 June World Environment Day 5 <sup>th</sup> June D Day 6 <sup>th</sup> June Father's Day 16th June Eid al-Adha 16-20 June International Yoga Day 21 <sup>st</sup> June World Music Day 21 <sup>st</sup> June International Mud Day 29 <sup>th</sup> June NHS Birthday 5 <sup>th</sup> July Transition to KS1
<b>Visits/Visitors</b>  	Rhyddings Church – Harvest Festival Autumn walk around local area <i>People who help us (PSHE link)</i>	Tots on Tyres Life Education Visit Whole school trip to pantomime Walk to post box to post Christmas cards/letters to Santa	Library/librarian Right Start Road Safety	<i>Supermarket</i> Spring walk around local area Theatre company in school	Allotment/Farm <i>(Cronkshaw Fold Farm, Rossendale)</i>	<i>Emergency Services</i> Summer walk around local area
<b>I wonder...</b>  	<b>I wonder...</b> what changes in Autumn ...if my family is like yours ... where light can appear from... why people give gifts?		<b>I wonder...</b> what changes in Winter... how other people celebrate... what changes in Spring... if Jesus ate Easter eggs?		<b>I wonder...</b> what changes in Summer... if my plant will grow... if all babies look like their parents?	





<p><b>Terrific Texts</b></p> 	<p>The Colour Monster – Anna Llenas          Funny Bones – Allan Ahlberg          Captain Pugwash Down the Hatch – John Ryan          The Three Little Pigs – Traditional Tale          Bringing Down the Moon – Jonathan Emmett          Aliens Love Underpants – Claire Freedman          The Little Red Hen – Traditional Tale          The Scarecrow’s Wedding – Julia Donaldson          The Hairy Toe – Daniel Postgate          Room on the Broom – Julia Donaldson          Remember, Remember, the Fifth of November – Deborah Webb          Little Red Riding Hood – Traditional Tale          Jack and Jill – Nursery Rhyme          Head, Shoulders, Knees and Toes – Nursery Rhyme          The Wheels on The Bus – Nursery Rhyme          Hickory Dickory Dock – Nursery Rhyme          Row, Row, Row Your Boat - Nursery Rhyme          Stick Man – Julia Donaldson          Owl Babies – Martin Waddell          The Owl who was Afraid of the Dark – Jill Tomlinson          The Christmas Pine – Julia Donaldson</p>	<p>Goldilocks and the 3 Bears – Traditional Tale          Penguin – Polly Dunbar          I am Actually a Penguin! – Sean Taylor          Mr Benn Zoo Keeper – David McKee          Blackbird, Blackbird, What do you do? – Kate McLelland          Hansel and Gretel – Traditional Tale          The Runaway Wok – Ying Chang Compestine          The Gingerbread Man – Traditional Tale          Handa’s Surprise – Eileen Browne          Pablo The Super Banana – Fairtrade.org.uk          The Magic Porridge Pot – Traditional Tale          Humpty Dumpty – Nursery Rhyme</p>	<p>Jack and the Beanstalk – Traditional Tale          Jasper’s Beanstalk – Nick Butterworth, Mick Inkpen          Titch – Pat Hutchins          The Enormous Turnip – Traditional Tale          Farmer Duck – Martin Waddell          The Bumblebear – Nadia Shireen          Monkey Puzzle – Julia Donaldson          Once There Were Giants – Martin Waddell          The Very Hungry Caterpillar – Eric Carle          Incy Wincy Spider – Nursery Rhyme          The Bad Tempered Ladybird – Eric Carle          The Three Billy Goats Gruff – Traditional Tale          Superworm – Julia Donaldson</p>
<p><b>Literacy</b>          (CL/L/PD)</p>  	<p>Speaking clearly and grammatically. Listening carefully. Acting out stories. Singing songs with actions and intonation. The ‘Speaking Spot’. Making up stories, rhymes and poems. Oral storytelling. Orally composing sentences. Naming and sounding the letters of the alphabet. Grapheme/phoneme correspondence (linking sounds to letters). Oral blending and segmenting (hearing and saying sounds in words). Blending for reading. Reading decodable and common irregular words. Developing comprehension skills. Understanding that a story has a beginning, middle and end. Using a pencil and holding it correctly. Writing recognisable letters, mostly formed correctly and facing the right way. Writing own names. Segmenting for spelling. Beginning to write simple sentences. Using basic punctuation. Opportunities to write different text forms for different purposes (e.g. labels, lists, captions, instructions, recipes, menus, postcards, story maps, stories, letters.)</p>		




<p><b>Questful RE</b> (UW)</p> 	<p><u>I am Special</u> To give pupils an understanding that they are unique and special. To know that Christians believe that they are loved, valued and made by God.</p> <p><u>Harvest</u> To give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator.</p>	<p><u>Special People</u> To give pupils an opportunity to explore Christian values through their own actions and the actions of others. To highlight the role of significant/special people in pupils' lives. To emphasise the ways in which Jesus was a special person.</p> <p><u>Christmas</u> To explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.</p>	<p><u>Stories Jesus Heard</u> To introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p><u>Stories Jesus Told</u> To explore the stories that Jesus told and know that he told them to teach us about God.</p>	<p><u>Easter</u> To explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection. To enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)</p>	<p><u>Friendship</u> To explore the meaning of friendship, how we make friends and why friends are important. To know about Jesus making friends, how he made friends and who he chose.</p> <p><u>Special Places</u> To begin to develop pupils' understanding of a place being considered as a special/holy place where believers go to worship.</p>	<p><u>Prayer</u> To start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.</p> <p><u>Special Times</u> To develop pupils understanding of special/holy times. To increase their knowledge of the ways special times are celebrated, remembered and the reasons why. To introduce pupils to the story of Pentecost and God as Holy Spirit. To begin to develop pupils' knowledge of the festivals celebrated by people of faith.</p>
<p><b>Coram Life Education</b> (PSED)</p> 	<p><u>Me and my Relationships</u> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p><u>Valuing Difference</u> I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p><u>Keeping Safe</u> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p><u>Rights and Respect</u> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p><u>Being my Best</u> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p><u>Growing and Changing</u> Seasons Life stages – plants, animals, humans Life Stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys</p>



<b>Opportunities to work scientifically</b> (UW) 	<u>Seasons- Autumn</u>  <u>Animals (humans)</u> Facial features Body parts Skeletons The 5 senses Keeping healthy  <u>Primary Science Teaching Trust (PSTT)</u> The Three Little Pigs (Materials) The Scarecrow's Wedding (Materials/Environments, plants and animals)	<u>Seasons – Autumn/Winter</u>  <u>Light and Dark</u> Making shadows, different places to find light, mirrors, torches, dark den, puppets Firework in a glass  <u>Primary Science Teaching Trust (PSTT)</u> Autumn/Trees	<u>Seasons – Winter/Spring</u>  <u>Materials</u> Names, textures, properties Water, ice, other liquids, sand, mud, food stuffs, bubbles, magnets Changing states of matter – ice/water, bread/toast, gloop  <u>Primary Science Teaching Trust (PSTT)</u> Winter Snow and Ice	<u>Seasons – Spring</u>  <u>Forces and Movement</u> Effect of forces on movement – falling, balancing, floating, moving toys, moving themselves, flying, malleable materials  <u>Primary Science Teaching Trust (PSTT)</u> The Gingerbread Man (Materials) Humpty Dumpty (Senses/Materials/Forces/ Life cycles)	<u>Seasons- Spring/Summer</u>  <u>Environments, plants and animals</u> Experience, observe, talk about environments, plants and animals Name common plants Plant seeds and observe changes Cress caterpillars Show care for living things Life cycles Insect Lore – Butterfly house  <u>Primary Science Teaching Trust (PSTT)</u> Spring/Farms Summer/Fruits	
<b>Opportunities for historical development</b> (UW) 	<u>Past and Present</u> Our houses, families, pets Day to day life  Journey to the moon – Neil Armstrong Edwin 'Buzz' Aldrin	<u>Past and Present</u> <u>People, Culture and Communities</u> Significant past and present events important to us - Remembrance Day Bonfire Night Understand that people celebrate in different ways	<u>Past and Present</u> Old Bear Stories Toys now and then	<u>Past and Present</u> Famous British Scientist – Alexander Graham Bell	<u>Past and Present</u> Compare past and present based on own experiences and stories read in class	<u>Past and Present</u> I remember when... (memories from Reception class)
<b>Opportunities for geographical development</b> (UW) 	<u>The Natural World</u> Our environment. Our journey to school. People who help us. Our classroom and where things are.  Autumn walk- seasonal changes including weather	<u>People, Culture and Communities</u> Names of different countries where celebrations take place.  Walk to post box to post Christmas cards/letters to Santa	<u>The Natural World</u> Link to Science Hot and cold countries Living in cold places - Polar bears in the Arctic  Winter walk- seasonal changes including weather	<u>The Natural World</u> Simple maps based on journeys – link to Rosie's Walk  Spring walk- seasonal changes including weather	<u>The Natural World</u> Human and physical features within the boundaries of our school  Summer walk - seasonal changes including weather	

<b>Computing</b> (UW)  	<u>Computing Systems &amp; Networks 1:</u> <u>Using a computer</u> Keyboards Logging in and out Mouse control Mouse control – clicking Mouse control – clicking and dragging		<u>Programming 1:</u> <u>All About Instructions</u> Following instructions Giving simple instructions Dressing up instructions Debugging instructions (washing hands) Predictions	<u>Computing Systems &amp; Networks 1:</u> <u>Exploring Hardware</u> Exploring hardware tinker tray Real world tinker tray Pictures of play Picture walk Class photo album	<u>Programming 2:</u> <u>Programming Bee-Bots</u> Understanding arrows Introducing the Bee-Bot Simple Bee-Bot programming Understanding algorithms Programming a Bee-Bot	<u>Data Handling:</u> <u>Introduction to Data</u> Loose parts play Sorting ourselves Yes or no? Creating a branching database Exploring pictograms
<b>Opportunities in Art and Design</b> (EAD)  	Mouse Paint – Ellen Stoll Walsh (colour mixing) Andy Warhol (facial features) Pablo Picasso (self-portraits) Jackson Pollock (firework pictures) Van Gogh (Starry night) Kandinsky (circles) Mondrian (squares/rectangles) Autumn collage Leaf pictures, printing, rubbing		Andy Goldsworthy (natural collage) Blow painting Printing with fruit and vegetables Guiseppe Arcimboldo (fruit and vegetable faces) Ice painting Textured paint		Vincent Van Gogh (Sunflowers) Matisse (Snail) Georgia O'Keefe (flowers)	
<b>Opportunities in Design and Technology</b> (EAD)  	Junk modelling houses, make playdough, musical instruments, rockets, chocolate sparklers Christmas cards and crafts		Make pancakes, porridge, gingerbread men, Mother's Day cards and crafts, Easter cards and crafts		Eid crafts, mini beast houses, make sandwiches, fruit salad	
<b>Music</b> (EAD)  	<u>Exploring Sound</u> Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds	<u>Celebration Music</u> Diwali music Hannukah music Kwanzaa music Traditional Christmas music Christmas action songs   Nativity!	<u>Music and Movement</u> Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance Music and movement performance	<u>Musical Stories</u> Moving to music Using instruments to represent characters Storytelling with actions Using instruments to represent actions Musical story composition Musical story performance	<u>Transport</u> Exploring different types of transport Trains Boats Cars Transport Journey	<u>Big Band</u> What makes an instrument? Introduction to orchestra Follow the beat Tuned and untuned instruments Big band performance

<p><b>Lancashire PE</b> (PD)</p> 	<p><u>Fundamental Movement Skills</u></p> <ul style="list-style-type: none"> <li>To jump for distance</li> <li>To land appropriately</li> <li>To hop on both feet</li> <li>To under arm throw for distance</li> <li>To overarm throw for distance</li> <li>To catch with increasing accuracy</li> <li>To climb with confidence under, over &amp; through climbing equipment</li> </ul>	<p><u>Transport</u></p> <ul style="list-style-type: none"> <li>To travel in a variety of ways</li> <li>To adjust speed and direction to avoid obstacles</li> <li>To show increasing control over an object pushing it</li> <li>To form a variety of gymnastic rolls</li> <li>To over arm throw for distance</li> <li>To climb nursery, play climbing equipment</li> <li>To revise fundamental movement skills</li> </ul>	<p><u>How to Catch a Star</u></p> <ul style="list-style-type: none"> <li>To balance on small and large body parts</li> <li>To send a ball/throwing equipment with increasing accuracy</li> <li>To jump and land appropriately</li> <li>To climb under, over and through climbing equipment</li> <li>To practise throwing overarm</li> <li>To revise fundamental movement skills</li> </ul>	<p><u>Rosie's Walk</u></p> <ul style="list-style-type: none"> <li>To jump and land appropriately</li> <li>To experiment with different ways of travelling; shuffling, running, jumping. Skipping, sliding and hopping</li> <li>To climb under, over and through climbing equipment</li> <li>To experiment with different ways of travelling on hands and feet</li> <li>To revise fundamental movement skills</li> </ul>	<p><u>Jack and the Beanstalk</u></p> <ul style="list-style-type: none"> <li>To experiment with different ways of moving</li> <li>To use increasing control over an object by touching, pushing, patting, throwing or catching</li> <li>To move with control and co-ordination</li> <li>To use a range of small and large equipment</li> <li>To jump and land appropriately</li> <li>To roll in a variety of ways</li> <li>To roll a ball accurately</li> <li>To climb up and down apparatus using alternate feet</li> <li>To revise fundamental movement skills</li> </ul>	<p><u>Hungry Caterpillar</u></p> <ul style="list-style-type: none"> <li>To perform the basic skill of jumping</li> <li>To travel in a variety of ways low to the ground</li> <li>To travel over, under and through climbing equipment</li> <li>To balance on a range of body parts</li> <li>To throw under arm</li> <li>To roll in a variety of ways</li> <li>To revise fundamental movement skills</li> </ul>
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