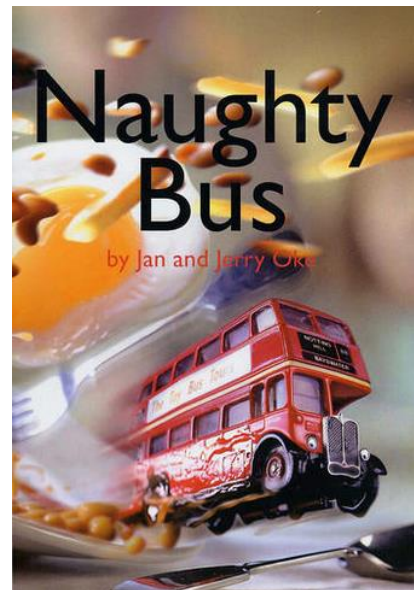



Reception Spring 1 Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Prime Areas of Learning		
Communication & Language	PSED (<i>Personal, Social & Emotional Development</i>)	Physical Development
<p>Children learn to:</p> <ul style="list-style-type: none"> Listen carefully with increasing attention during whole class inputs Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Hold conversation when engaged in back-and-forth exchanges Develop and use social phrases with confidence Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Re-enact and retell simple stories, using some vocabulary and language structures from the text and their own (innovation) Begin to share non-fiction facts linked to focus text / theme <p>Implementation:</p> <ul style="list-style-type: none"> Daily story time. Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's developing vocabulary. Continue to model and use talk partners Word Aware – introduce children to new vocabulary w. images/makaton signs. Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. Children will learn rhymes, poems, and songs. Share Chinese New Year stories. Support children with how and why questions. Children record their own stories and play the recording. Continue to share school values – Care, Aspire and Achieve (Viking Awards) Continue to reinforce Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning Use encouragement and praise - Have a Go Hero, Viking Awards. Model and facilitate role playing in the house, outdoor stage, fire engine and small world area. Tales Toolkit 	<p>Children learn to:</p> <ul style="list-style-type: none"> See self as a valuable individual: <input type="checkbox"/> at home <input type="checkbox"/> in class Build constructive and respectful relationships Identify and moderate own feelings socially and emotionally Express own feelings and consider the feelings of others Think about the perspectives of others Set own goals and show resilience and perseverance in the face of challenge Understand that if I preserve I can tackle challenges. Tell you a time when they didn't give up. Set themselves a goal and work towards it. Use kind words to encourage others. Say how I feel when I achieve a goal and know what it means to feel proud. Begin to understand the link between what I learn now will help me when I am older. Complete Weekly Challenges with developing independence Manage own self-care needs with greater independence Know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian <input type="checkbox"/> dressing for different seasons <p>Implementation:</p> <ul style="list-style-type: none"> Story time Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's weekly focus on our school's learning behaviours through stories and discussions. Model, encourage and support children to develop friendships and play cooperatively with others. Circle Time Zones of Regulation inputs, consistent language modelled and reinforced Resources - Support children to select resources in the wider learning environment with increasing independence. Discuss road safety – take part in road safety walks. Internet Safety Week – discuss e safety story. Children's Mental Health Week. Tales Toolkit Weekly PSHE inputs from Jigsaw Scheme 'Dreams and Goals' (supported by follow-up activities in adult-led activities and provision) 	<p>Children learn to:</p> <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop balancing whilst stationary and on the move. Develop running, stopping and changing direction, working safely. Develop jumping and landing and hopping and landing with control. Explore different ways to travel. Begin to progress towards a more fluent style of moving, with developing control and grace Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Continue to develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene Continue to develop small motor skills so that they can use a wider range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, modelling tools Begin to develop Beery Shapes using a range of different media  Attempt to form all letters correctly <p>Implementation:</p> <p>Daily opportunities to access outdoor play / provision. Gross Motor - Dance and story related activities in the stage area.</p> <p>Daily modelling and support to develop core muscle strength to achieve a good posture when sitting at a table</p> <p>Opportunities for children to develop ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking.</p> <p>Pedal Days</p> <p>Daily outdoor play including the use of scooters.</p> <p>Bikeability, Squiggle, Dough disco</p> <p>P.E Scheme: Get Set 4 P.E Fundamentals Unit 1</p> <p>Fine Motor opportunities- Threading, cutting, weaving, and playdough.</p> <p>Model and support effective pencil grip.</p> <p>Encourage correct letter formation (see writing)</p> <p>Handle tools, objects, construction, and malleable materials with increasing control</p> <p>Encourage children to draw freely. Tweezers to pick up small objects e.g. buttons, counters etc. Cutting with Scissors. Building and making.</p> <p>Pegs to Paper.</p>

Vocabulary: Listen, speak, take turns, hear, share, loud, quiet, share, talk partner, my turn, your turn, our turn, I wonder, Zones of regulation: red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, angry, mad, sad, worried, Have a go hero: try, effort, brave, Learning behaviours: pride, collaboration, independence, curiosity, creativity, determination, Care, Aspire, Achieve

Vocabulary: Fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging emotion, positive, take turns, unique, personality, proud, like, dislike, unpleasant hygienic, clean, unhealthy, healthy, medicines, goal, persevere, resilient, confident, safe, unsafe, online safety, ZoR: red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried, Fundamental British Values, Jigsaw, Characteristics of Effective Teaching and Learning, Learning Behaviours: pride, collaboration, independence, resilience, creativity, curiosity
Jigsaw: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage

Vocabulary: Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, Thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encouragement, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze

Specific Areas of Learning

Literacy*... including Phase 1 Phonics * See CL for comprehension skills

Children learn to:

- **Begin to** use and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction* □ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end* □ Take on role of character using some story language □ Talk about likes and dislikes of texts, rhymes and poems
- **Begin to** anticipate, where appropriate, some key events in stories
- Continue to consolidate concepts about print: □ Directionality of print, focusing on – (i) top to bottom (ii) return sweep □ Correct orientation of letters and words □ Concept of a word / letter □ Following words with one-to-one correspondence
- Identify and name different parts of a book, including non-fiction – *contents page, label, illustration, caption*
- Know that a sentence starts with a capital letter and ends with a full stop
- Consolidate phase 1 phonics: □ Rhythm and Rhyme □ Alliteration □ Oral Blending and Segmenting
- Know and apply RWI systematic synthetic phonics programme: □ Grapheme phoneme correspondence □ Blending and segmenting skills □ Red Words
- Read labels, captions and some simple sentences using current phonic knowledge (in line with RWI phonics programme)
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- RWI Read all Set 1 sounds speedily (single letter and special friends)
- RWI Read Word Time 1.1 - 1.6 words with Fred Talk
- RWI Read 3-sound nonsense words
- Blend sounds to read words.
- RWI Read short Ditty stories.
- Read a few common exception words from RWI I, of, my, the, put your, you, be
- Form most lower-case and **begin to** form most capital letter correctly.
- **Begin to** write a caption / sentence. Attempt to: □ include spaces between each word □ begin to use a capital letter and full stop
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs using Fred fingers - CVC words
- Orally rehearse caption / sentence before writing it
- Re-read what they have written to make sure it makes sense

Implementation:

- Weekly Word Aware (3 words a week)
- Tales Toolkit - retell a story. Record in paper booklet.
- Children will learn to make up stories with themselves as the main character.
- Encourage children to record stories through picture drawing and mark making.
- Introduce the narrative components of a story.
- Share non-fiction books.
- Share weekly Fab Five stories: Poem/Rhyme, Class Favourite, Think Equal, Learning Behaviour, Think Equal, Maths
- Daily Phonics Teaching (RWI) - see RWI Overview
- Our Literacy planning, follows a three-week cycle based around a high-quality text. Each cycle starts with a hook to engage the children, followed by daily inputs which include a shared read and write. Children will be supported with their writing in a guided group task, along with carefully planned indoor and outdoor enhancements. The children's guided task will provide opportunities to model key skills and rehearse strategies with practitioners and independently. There are regular opportunities to review and celebrate learning, and support children with developing next steps.

Mathematics

Children learn to:

- Recite numbers to 20: □ Backward from 10 and **begin to** recite backwards from 15 □ Break counting chain (not always starting from 1 forwards or 10 backwards)
- Count objects, actions and sounds: □ Up to 10, in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- Find 0-5 objects. Represent 0-5.
- Subitise 0-5 objects (quick recall without counting).
- Explore zero.
- Find 6, 7 and 8. Represent 6, 7 and 8.
- Find 9 and 10. Represent 9 and 10.
- **Begin to** estimate number of objects up to 10- check by counting
- Link numeral to cardinal set (value to 10)
- Compare quantities up to 10 - Understand 'one more/less than' to 10 □ Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- Recall number bonds to 5: □ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now* □ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** double up to 8 objects.
- Make **pairs – odd and even**
- Use a range of position language –*behind, under*
- Compare mass, weight and capacity.
- Find a balance.

Implementation:

- White Rose Scheme:
- Alive in 5
- Mass and Capacity
- Growing 6, 7, and 8
- Mastery in Number
- Share a range of maths books from the White Rose recommended booklist.
- Numberblocks maths.
- Share number songs and rhymes.

Vocabulary: rhyme, book, fairy tale, fantasy, opinion, end, illustrator, rhythm, phoneme, grapheme, fiction, non-fiction, information, blend, segment, word, imagination, story, retell, author, text, alphabet character, setting, problem, solution, beginning, middle, end, digraph, trigraph, sound button, phoneme-frame, word-building, tricky words, letter, sentence, label, bus, car, boat, ship, train and van
Key text vocabulary for writing: *The Naughty Bus, Emergency Vehicles.*

Vocabulary: Number, subitise, count, next, how many, pattern, compare, same, different, less, more, fewer, measure, light, lighter, empty, full, represent, sort, one, two, three, four, five, day, night, time, number track, five-frame, size, balance, match, set, record, Zero, numeral, more than, same as, fewer than, compare, same, fair, parts, whole, composition, heavy, heavier than, heaviest, light, lighter, lighter than, lightest, half full, nearly full, nearly empty, shallow, capacity, balance, six, seven, eight, groups, order, pairs, ten-frame,

Understanding the World

Expressive Arts & Design

Children learn to:

- **Continue to** use a weekly visual timetable - I can predict what might happen next within the daily routine with some accuracy and understanding.
- **Continue to** use the names of the months. I know that there are four seasons across the year. I can use some sequencing vocabulary... *before, next, after, early, later.*
- **Begin to** understand when things happen... (*see autumn*) e.g. last week, yesterday, today, tomorrow.
- Continue to talk about past and present events in the context of their home / school life. Discuss and share key achievements since starting school.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know how transport has changed over time.

B&V: Understand that some places are special to members of the community.

Talk about somewhere that is safe and special to themselves, saying why.

Design our own special place.

- Talk about immediate family and community.
- Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community
- Recognise that people have different beliefs and celebrate times in different ways.
- Develop an awareness and talk about some key celebrations e.g. Chinese New Year,
- Name and describe people who are familiar to them.
- Talk about key members in society who help us e.g. Firefighter, Builder, Joiner, Bus/Taxi/Train Driver
- **Begin to** talk about their local area and journey to school.
- Draw and label a simple map of their journey to school, school grounds and immediate local areas.
- Recognise some environments that are different from the one in which they live.
- Compare and contrast where we live with different environments e.g. desert, mountain ranges and rainforest.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.
- Investigate, explore and celebrate during Explorer Day.
- Explore the natural world around them.
- **Begin to** test a range of materials to see which material would be best to make a vehicle.
- Join different materials – mixing sand and mud. Talk about changes. What do you think will happen when...?
- Investigate changes of state – observe and investigate *melting ice, freezing water.*
- Describe what they see, hear and feel whist outside using descriptive language e.g. feel, hear, see.
- Explore the natural world around them observing plants and animals in the changing seasons.
- Share a range of books and online resources to find out about contrasting environments e.g. *deserts, rain forests* etc.
- Understand the effect of the changing seasons on the world around them.
- Describe winter and how winter changes into spring.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Experiencing and exploring different weather: splashing in puddles, observe ice, snowflakes, icicles etc.
- Understand some important processes such as forces. Investigate how vehicles move, forces push and pull. Exploring the effect of different pushes – hard / soft.

Implementation:

- *Introduce children to different types of transport. talk about how it has changed over time, share images/ photographs.*
- *Listen to a range of stories and put events in chronological order.*
- *Complete a traffic survey and road safety walk.*
- *Share with the children different transport from around the world.*
- *Children will design their own map for The Naughty Bus to follow.*

Children learn to:

- Explore and use a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.
- **Develop** drawing within a range of contexts (e.g. *telling a story, figurative or responding to the way an object moves or feels*).
- Mix various shades of primary colours to create secondary colours and use these in artwork.
- Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object.
- Create collaboratively sharing ideas, resources and skills
- Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.
- Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing a range of well-known nursery rhymes and songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Learn about different instruments and what a glockenspiel is.
- Learn what different notes are on the glockenspiel and learn a simple song using C, D and E.
- Learn what a scale is, and we will learn how to play one on a glockenspiel. Learn about different rhythms.
- Learn a song with jumps in.
- Learn a song with a harder rhythm.
- Learn about different group performances.
- Explore and engage in music making and dance.
- Explore different body parts and how they move.
- Move with control and coordination, linking copying and repeating actions.
- Create movements and adapt simple dance patterns.
- To invent, adapt and recount narratives with peers and teacher.
- Linked to CL and expanding vocabulary.
- Develop storylines in their pretend play
- Consolidate re-enacting life experiences with characters they are familiar with.

Implementation:

- *Adult Led - Week 1-3: Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern (Naughty Bus).*

<ul style="list-style-type: none"> • Use remote control device to follow route. • Talk about road safety with the children. • Firefight visit. • Learn about Chinese New Year. • B&V Scheme - Which places are special and why? • Go on a seasonal walk to the park - identifying the signs of winter. • Explore the 5 senses making links to winter, exploring the world around them describing what they see, hear and feel whilst outside. 	<p>Add oil pastels to create colour and definition. Mix various shades of primary colours (brusho) to create secondary colours and use these in artwork.</p> <ul style="list-style-type: none"> ▪ Adult Led – Week 4-5: Create a winter collage selecting materials and textures to create winter colours.: ▪ Junk Modelling – Robots, make a vehicle. ▪ Chinese New Year: Arts and crafts, Chinese writing. ▪ They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas – i.e. make a dragon. ▪ Children will join in with Chinese songs, dancing, and music. ▪ Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. ▪ Chinese dancing – dragon dance. ▪ Music Jam: Glockenspiel:
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<p>Vocabulary: Yesterday, a long time ago, today, present, past, olden days, modern, calendar, week, now, old fashioned, year, memory, same, similar, different, present, change, then, remember, environment, village, street, near, park, direction, next to, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, Winter, beliefs, celebrations, local, special, significant, festival, worship, see, hear, taste, touch, smell, transport, vehicles, train, car, bus, bicycle, motorbike, helicopter, tractor, aeroplane, van</p>	<p>Vocabulary: Observational drawing, draw, shape, colour, print, portrait, paint, mix, collage, tear, texture, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, plan, design, texture, metal, wood, plastic, equipment, build, model, , tools, cut, fold, stick, glue, string, tape, sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, Glockenspiel, scale,echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, , composer, sound, instruments, percussion, shake, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, patter</p>
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Characteristics of Effective Teaching & Learning

Playing & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> ☐ Make individual choices ☐ Do things independently which have been taught previously ☐ Share and talk about their own interests and fascinations ☐ Engage confidently in new experiences 	<ul style="list-style-type: none"> ☐ Participate in daily routines and predict the sequence of routines ☐ Use a range of strategies to reach a goal they have set themselves <ul style="list-style-type: none"> ☐ Begin to correct their mistakes ☐ Keep in trying when things are difficult 	<ul style="list-style-type: none"> ☐ Share their own ideas ☐ Take part in simple pretend play and use to understand another perspective ☐ Concentrate on achieving something that is important to them ☐ Solve real problems
Aspire Opportunities	Parental Engagement	Festivals, Celebration and Events
<ul style="list-style-type: none"> • Winter Walk • Pedal Day • Road Safety Walk • Fire Fighter Visit – links to fire engine • Explorer Day 	<ul style="list-style-type: none"> • Stay and Read 	<ul style="list-style-type: none"> • Chinese New Year • Children’s Mental Health Week • Safer Internet Day

Provision Enhancements: Indoors & Outdoors, planned with purposeful learning opportunities

Writing Area

- *Linked to phonics / literacy teaching and learning (labels / captions / simple sentences)*
- *Stimulus for writing e.g. photograph, small world resources*
- + Label the features of a bus e.g. red, black, boot, up, down, top, back, stop, belt
- + Label photograph of bus in different locations e.g. *rock, wet, pond*
- + Washing line to sequence words to create a sentence – *I am red. I am fast. I am big.*
- + Bus speech bubbles to use in small world play e.g. *I am ... I can ... Go to the rock.*
- + Make a fact card about favourite vehicle to share with class e.g.



Large construction

- + Make bus stop and label
- + Design and make a vehicle – add tickets / map / binoculars

Bike Track

- + A bus bike ride with a bus stop through
- * Added timetable, tickets, price list, destination...

Reading Area

- + Familiar and new fiction and non-fiction books about vehicles and journeys – *see front cover of plans*
- + Fact cards about different vehicles
- + Matching photograph to caption / sentence – *It is red.*

Investigative Area

PSHE - *I understand that if I persevere I can tackle challenges.*
Build a tall tower using only spaghetti and marshmallows
UW - B&V – *Talk about somewhere that is special to you, saying why.*

Use I Pad to take a photograph of your favourite place in Reception.

UW – Past and Present - *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*

Discuss different types of transport and how we would travel to different places. Sort transport from past and present.

Performance Area

- Make a show to retell favourite story about transport
- Make a show to retell story of the naughty bus
- Make posters, tickets and map
- Ticket box

Maths Area (see white rose)

- Sort zero/not zero.
- 0-3 track games with 5 frames.

Mud Kitchen – with planned literacy / maths opportunities

- + Soup Café
- + Hot Chocolate Station
- * Added menu cards, price list, money, daily specials board ...

Creative / Malleable Area

- *With stimulus to develop creativity*
- *Encourage / support purposeful literacy opportunities*
- + Make a 3D bus
- + Draw / paint bus and write a speech bubble – *I am ... I can ...*
- + Colour mixing – winter (see focus task)

Construction/Small World Area

Working together in small groups or pairs:

- + Retelling a fact using small word resources and speech bubbles e.g. *I am fast. I am red.*
- + To create a setting for the naughty bus
- + To design / create transport
- + To create own narrative for the naughty bus. To write own speech bubbles.

Reading/Writing/Maths

Reading opportunities: non-fiction books about vehicles
Writing opportunities: making maps, fact cards – different vehicles to look out for, weather warning ... chalk cvc words,
Maths Opportunities: list of emergency numbers, mobile telephone ... Skittles and beanbag games

ICT Area

- + Photographs / videos of buses
- + Photographs / videos of different transport

Sand/Water (multi-sensory)

- + **Sand**
 - Create pathways for the naughty bus and other vehicles to travel from one place to another. To add signs / instructions –in the tub / on the guttering
- + **Water**
 - To create pathways for the naughty bus and other vehicles to travel from one place to another. To add signs / instructions –in the tub / on the guttering

Natural Area – Winter time / Spring Bulbs

- + Looking after the plants
- + Feeding the birds
- + Bird spotting – recording sighting across a week
- + Observational drawings
- + Planting hanging baskets
- + Care for bulbs

Role Play Area – Domestic Role Play

- + Enhanced provision: fix it time winter clothes
- + **Reading opportunities:** fiction and non-fiction books about transport non-fiction books about transport Bus timetables map
- + **Writing opportunities:** jobs list – helping others telephone message Winter job list
- + **Maths Opportunities:** Bus timetable Winter calendar List of emergency numbers
- Themed Role Play: Fire Engine*
- + **Reading opportunities:** fiction and non-fiction books about cars fiction and non-fiction books about car washes price lists
- + **Writing opportunities:** posters service forms invoices / receipts
- + **Maths Opportunities:** price lists

Ball/Games Area

- + Vehicle skittles – recording score * Each skittle with a numeral value of 1 to 3 / 1 to 5
- + Target throwing: themed vehicle hoops / buckets with numerical value. Recording final scores.

Climbing Frame / Balancing

- + Use the climbing frame to encourage team work
- + Completing an obstacle course with instructions
- + Making own obstacle course – adding own instructions e.g. *go up the hill / sit on the rock / run on the spot*
- + Balancing – low level rope. Record times.