Early Years Long Term Curriculum Plan

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|  | **Autumn** | **Spring** | **Summer** |
| **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** |
| **Year A** | **Structures and Where we Live** | **Wild Animals and Pets** | **Summertime at the Beach** |
| **History****UW**  | **Last Christmas**- Remembers and talks about significant events in their own experience.- Recognises and describes special times or events for family or friends | **Old and New Houses****Victorian Christmas**- 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. | **My Pets** - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family- Remembers and talks about significant events in their own experience. | **Pets of the past**- 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; | **My Holidays**- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family- Remembers and talks about significant events in their own experience | **Seaside Holidays in the past**- 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. |
| **Geography UW** | **Where I Live**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | **Where I Live****Town and Countryside****Types of Houses** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life inother countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **Where animals live**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Where animals live**- Describe their immediate environment using knowledge from observation,discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life inother countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.- Explore the natural world around them, making observations and drawingpictures of animals and plants- Know some similarities and differences between the natural world aroundthem and contrasting environments, drawing on their experiences and whathas been read in class | **Features of the beach**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Features of the beach****Where the beach is**- Explore the natural world around them, making observations and drawingpictures of animals and plants- Know some similarities and differences between the natural world aroundthem and contrasting environments, drawing on theirexperiences and whathas been read in class- Understand some important processes and changes in the natural worldaround them, including the seasons and changing states of matter.- 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 inother countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
| **Science****UW** | **Materials** - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.- Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. | **Materials** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Life Cycle of a frog**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Life cycle of a frog**Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Animals and plants found at the beach** **Floating and Sinking****Materials**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Animals and plants found at the beach** **Floating and Sinking****Materials**- Explore the natural world around them, making observations and drawingpictures of animals and plants- Know some similarities and differences between the natural world aroundthem and contrasting environments, drawing on their experiences and whathas been read in class- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Computing UW** | **Introducing a PC****Mouse Control****Taking photos & videos**-Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Introducing a PC****Mouse Control****Taking photos & videos** | **Using iPads**- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  --Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Using iPads**  | **Electronic Toys****Coding****Online Safety** -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Electronic Toys****Coding****Online Safety** |
| **PSHE** **UW & PSED** | **Being me in my world****Celebrating differences** See objectives on Jigsaw planning  | **Being me in my world****Celebrating differences** See objectives on Jigsaw planning  | **Dreams and goals****Healthy Me**See objectives on Jigsaw planning  | **Dreams and goals****Healthy Me**See objectives on Jigsaw planning  | **Relationships****Changing Me**See objectives on Jigsaw planning  | **Relationships****Changing Me**See objectives on Jigsaw planning  |
| **RE** **UW & PSED** | **Christmas** - Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Which people are special and why?****Which times are special and why?**See objectives on RE planning | **Easter**- Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **What places are special and why?****Which stories are special and why?**See objectives on RE planning | **Eid** - Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Where do we belong?****What is special about our world?**See objectives on RE planning |
| **Art** **EAD** | **Painting portraits****Cards & Calendars**- Create simple representations of events, people and objects.- Chooses particular colours to use for a purpose.- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.- Beginning to be interested in and describe the texture of things.- Realises tools can be used for a purpose. | **Painting portraits****Cards & Calendars**- 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 | **Drawing** - Chooses particular colours to use for a purpose.- Create simple representations of events, people and objects.- Chooses particular colours to use for a purpose.- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.- Beginning to be interested in and describe the texture of things.- Realises tools can be used for a purpose. | **Drawing**- 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 | **Colour Mixing** **Seaside collage**- Chooses particular colours to use for a purpose.-Explores what happens when they mix colours.- Experiments to create different textures. - Understands that different media can be combined to create new effects.- Manipulates materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. | **Colour Mixing** **Seaside collage**- 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 |
| **DT** **EAD** | **Houses for pigs**-Understands that different media can be combined to create new effects.-Manipulates materials to achieve a planned effect.-Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Houses for pigs**- 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 | **Dog Beds**- Uses various construction materials.- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance- Constructs with a purpose in mind, using a variety of resources | **Dog beds**- 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 | **Making Boats**-Understands that different media can be combined to create new effects.-Manipulates materials to achieve a planned effect.-Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Making Boats**- 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 |
| **Music - EAD** | **Special People****Going Places**See objectives on Music Express planning | **Special People****Going Places** See objectives on Music Express planning | **Growth and Change****Working World**See objectives on Music Express planning | **Growth and Change****Working World** See objectives on Music Express planning | **Moving Patterns****Our senses**See objectives on Music Express planning | **Moving Patterns****Our senses**See objectives on Music Express planning |
| **PE – PD** | **Fundamentals****Games**- Runs safely on whole foot.- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Can kick a large ball.- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. - Can catch a large ball. | **Fundamentals****Games** - Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Gymnastics****Games**- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment.- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Gymnastics****Games**- Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Mini Athletics** - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment.- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Mini Athletics** - Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |

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|  | **Autumn** | **Spring** | **Summer** |
|  | **Nursery** | **Reception** | **Nursery** | **Reception**  | **Nursery** | **Reception**  |
| **Year B** | **Structures and Where we Live** | **Animals on the Farm**  | **Summertime in the Garden** |
| **History – UW**  | **Last Christmas**- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family- Remembers and talks about significant events in their own experience | **Old and new houses****Victorian Christmas**- 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. | **Farm Recount** - Remembers and talks about significant events in their own experience | **Old and new methods of farming**- 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. | **Last summer**- Remembers and talks about significant events in their own experience | **Old and new gardens** - 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. |
| **Geography – UW** | **Where I live**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -- Shows care and concern for living things and the environment. | **Where I live****Types of Houses** - Describe their immediate environment using knowledge from observation,discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life inother countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.- Explore the natural world around them, making observations and drawingpictures of animals and plants | **Town and Countryside**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects.- Shows care and concern for living things and the environment. | **Town and Countryside**- Describe their immediate environment using knowledge from observation,discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life inother countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.- Explore the natural world around them, making observations and drawingpictures of animals and plants | **Making maps** - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Shows care and concern for living things and the environment. | **Making maps** - Describe their immediate environment using knowledge from observation,discussion, stories, non-fiction texts and maps; - Explore the natural world around them, making observations and drawingpictures of animals and plants |
| **Science – UW** | **My Body****Materials** - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time.  | **My Body****Materials** - Explore the natural world around them, making observations and drawingpictures of animals and plants- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Growing food****Life Cycle of a chicken**- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Growing food****Life Cycle of a chicken**- Explore the natural world around them, making observations and drawingpictures of animals and plants- Know some similarities and differences between the natural world aroundthem and contrasting environments, drawing on their experiences and whathas been read in class- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Plants****Minibeasts** - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. | **Plants****Minibeasts**- Explore the natural world around them, making observations and drawingpictures of animals and plants- Know some similarities and differences between the natural world aroundthem and contrasting environments, drawing on their experiences and whathas been read in class- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Computing – UW** | **Introducing a PC****Mouse Control****Taking photos & videos**-Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Introducing a PC****Mouse Control****Taking photos & videos** | **Using iPads**- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  --Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Using iPads**  | **Electronic Toys****Coding****Online Safety** -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.- Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. | **Electronic Toys****Coding****Online Safety** |
| **PSHE – UW & PSED** | **Being me in my world****Celebrating differences** See objectives on Jigsaw planning  | **Being me in my world****Celebrating differences** See objectives on Jigsaw planning  | **Dreams and goals****Healthy Me**See objectives on Jigsaw planning  | **Dreams and goals****Healthy Me**See objectives on Jigsaw planning  | **Relationships****Changing Me**See objectives on Jigsaw planning  | **Relationships****Changing Me**See objectives on Jigsaw planning  |
| **RE – UW & PSED** | **Christmas** - Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Which people are special and why?****Which times are special and why?**See objectives on RE planning | **Easter**- Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **What places are special and why?****Which stories are special and why?**See objectives on RE planning | **Eid** - Recognises and describes special times or events for family or friends. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Where do we belong?****What is special about our world?**See objectives on RE planning |
| **Art – EAD** | **Painting portraits****Cards & Calendars**- Create simple representations of events, people and objects.- Chooses particular colours to use for a purpose.- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.- Beginning to be interested in and describe the texture of things.- Realises tools can be used for a purpose. | **Painting portraits****Cards & Calendars**- 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 | **Colour Mixing – Painting Vegetables**- Chooses particular colours to use for a purpose.- Create simple representations of events, people and objects.- Chooses particular colours to use for a purpose.- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.- Beginning to be interested in and describe the texture of things.- Realises tools can be used for a purpose. | **Colour Mixing – Painting Vegetables**- 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 | **Observational Drawing**- Chooses particular colours to use for a purpose.- Create simple representations of events, people and objects.- Chooses particular colours to use for a purpose.- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.- Beginning to be interested in and describe the texture of things.- Realises tools can be used for a purpose. | **Observational Drawing** - 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 |
| **DT – EAD** | **Bridge for Billy Goats**- Uses various construction materials.- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance- Constructs with a purpose in mind, using a variety of resources | **Bridge for Billy Goats**- 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 | **Wind Chimes**-Understands that different media can be combined to create new effects.-Manipulates materials to achieve a planned effect.-Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Wind Chimes** - 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 | **Bird feeders** -Understands that different media can be combined to create new effects.-Manipulates materials to achieve a planned effect.-Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately.  | **Bird feeders** - 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 |
| **Music - EAD** | **Special People****Going Places**See objectives on Music Express planning | **Special People****Going Places** See objectives on Music Express planning | **Growth and Change****Working World**See objectives on Music Express planning | **Growth and Change****Working World** See objectives on Music Express planning | **Moving Patterns****Our senses**See objectives on Music Express planning | **Moving Patterns****Our senses**See objectives on Music Express planning |
| **PE – PD** | **Fundamentals****Games**- Runs safely on whole foot.- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Can kick a large ball.- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. - Can catch a large ball. | **Fundamentals****Games** - Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Gymnastics****Games**- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment.- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Gymnastics****Games**- Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Mini Athletics** - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment.- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Mini Athletics** - Negotiate space and obstacles safely, with consideration for themselves andothers;- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |