



## Characteristics of Effective Learning:

**Playing & Exploring**



**Active Learning**



**Creative & Critical Thinking**



## Blacko Primary School EYFS Long Term Plan

| Subject.                           | Autumn 1.  | Autumn 2. | Spring 1. | Spring 2. | Summer 1. | Summer 2. |
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| <b>Communication and Language.</b> | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. Through conversation, story-telling and role play where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Be given extensive opportunities to learn a range of new vocabulary which they will be able to use in a range of different contexts.</li><li>• Develop the ability to ask questions to find out more and to check their current understanding.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in detail.</li><li>• Use talk to help work out problems.</li><li>• Engage in story times, which will support children to listen to and talk about stories through a developed understanding and familiarity. Once children have developed a deep familiarity with the text. children will begin to retell stories using exact repetition and their own words.</li><li>• Engage in a wide range of texts, such as fiction and non-fiction, poems and rhymes.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> |           |           |           |           |           |

**Physical Development.**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Throughout the academic year children will:**

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.

**Sports Development topics:**

Fundamental Movement Skills-How to catch a star.

Fundamental Movement Skills and Gymnastics- Bouncing, jumping and landing.

Fundamental Movement Skills and Dance-Jungle.

Fundamental Movement Skills-Rumble in the jungle.

Fundamental Movement Skills-The Very Hungry Caterpillar.

Fundamental Movement Skills-At the Seaside.

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|  | <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Manage their own needs.</li> <li>• Think about the perspectives of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul> |  |   |
| <p><b>Personal, Social and Emotional Development</b></p> | <p><b>Being Me and Celebrating Difference!</b></p> <p>Children will begin to build friendships with their peers and build positive relationships with the adults in the room.</p> <p>Children will learn to share and cooperate with one another.</p> <p>Children will recognise and manage their own feelings using our Colour Monster display daily to discuss emotions.</p> <p>Children will understand ways that their friends and adults are different and similar and that being different is celebrated.</p> <p>Children will understand the importance of listening to others by playing a range of listening games to develop our skills.</p> <p><b>KAPOW Units:</b></p> <ul style="list-style-type: none"> <li>• My feelings.</li> <li>• My friends and family.</li> <li>• Listening and following instructions (respectful).</li> </ul> <p><b>Linked Stories:</b></p> <p>Super Duper You.<br/>The Colour Monster.<br/>Have you filled a bucket today?</p>   | <p><b>Healthy Me and Dreaming Big!</b></p> <p>Children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and by caring for themselves.</p> <p>Children will explore healthy foods and understand other contributors to staying healthy, like sleep, brushing your teeth and hygiene.</p> <p>Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p> <p>Children’s achievements and dreams will be acknowledged and encouraged which will support children to feel proud of their achievements and goals.</p> <p><b>KAPOW Units:</b></p> <ul style="list-style-type: none"> <li>• My Wellbeing.</li> <li>• Special relationships.</li> </ul> <p><b>Linked Stories:</b></p> <p>Eat Your Green Goldilocks by Steve Smallman.<br/>Give Us A Smile Cinderella by Steve Smallman.</p> | <p><b>Taking on challenges and becoming a team player:</b></p> <p>Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p> <p><b>KAPOW Unit:</b></p> <ul style="list-style-type: none"> <li>• Taking on Challenges.</li> </ul> <p><b>RSE:</b></p> <p><b>Developing caring friendships:</b></p> <p>Know that friendships can make us feel happy. Know some ways that we can make new friends feel welcome.</p> <p><b>Being kind:</b></p> <p>Know that arguing with friends and then making up can make friendships stronger. That resorting to violence is never right.</p> <p><b>Families:</b></p> <p>Identifying different members of families and understanding how different members of the family can help each other).</p> |

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| <p><b>Literacy:</b></p>                     | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonics programme (Little Wandle).</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> |  |  |   |   |   |
| <p><b>Literacy-Reading Canon books:</b></p> | <p><b>Traditional Tale:</b><br/>The Little Red Hen.</p> <p><b>Fiction:</b><br/>The Tiger who came to tea.</p> <p><b>Information Text:</b><br/>Seasons.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>Nursery Rhymes<br/>Humpty Dumpty<br/>Mary Had a Little Lamb<br/>Five Little Men</p>  | <p><b>Traditional Tale:</b><br/>The Gingerbread Man.</p> <p><b>Fiction:</b><br/>Stick Man.</p> <p><b>Information Text:</b><br/>First Cookbook.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>Row, Row, Row your Boat<br/>This is the Way<br/>Five Little Speckled Frogs</p> | <p><b>Traditional Tale:</b><br/>The Three Little Pigs.</p> <p><b>Fiction:</b><br/>The Hare and the Tortoise.</p> <p><b>Information Text:</b><br/>Bodies.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>Little Miss Muffet<br/>Hey Diddle Diddle<br/>Five Little Monkeys</p> | <p><b>Traditional Tale:</b><br/>The Three Billy Goat's Gruff.</p> <p><b>Fiction:</b><br/>Peace at Last.</p> <p><b>Information Text:</b><br/>Building a home.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>Wind the Bobbin Up<br/>This Old Man<br/>Sing a Song of Sixpence</p> | <p><b>Traditional Tale:</b><br/>Jack and the Beanstalk.</p> <p><b>Fiction:</b><br/>Tadpoles Promise.</p> <p><b>Information Text:</b><br/>Find out about Animal Babies.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>What is the Weather Today?<br/>Monday's Child<br/>Ten Green Bottles</p> | <p><b>Traditional Tale:</b><br/>Little Red Riding Hood.</p> <p><b>Fiction:</b><br/>When I Grow Up.</p> <p><b>Information Text:</b><br/>It Starts with a seed.</p> <p><b>Poetry/Nursery Rhymes:</b><br/>The Owl &amp; the Pussy Cat<br/>Peter Piper<br/>Ten in a Bed</p> |
| <p><b>Phonics-Little Wandle:</b></p>        | <p>Children will have access to daily phonics sessions which will give children opportunities to develop the full EYFS Literacy skills.</p>  |  |  |   |   |   |

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|                            | <p><b>Phonic Sounds:</b><br/>s a t p i n m d g o c k c k e<br/>u r h b f l.</p> <p><b>Tricky words:</b><br/>is I the.</p>                                | <p><b>Phonics Sounds:</b><br/>ff ll ss j v w x y z zz qu ch sh th<br/>ng nk.</p> <p><b>Tricky words:</b><br/>as and has his her go no to<br/>into she he of we me be.</p> | <p><b>Phonic Sounds:</b><br/>ai ee igh oa oo oo ar or ur<br/>ow oi ear air er</p> <p><b>Tricky words:</b><br/>was you they my by all are<br/>sure pure</p> | <p><b>Phonic Sounds:</b><br/>Review Phase 3</p> <p><b>Tricky words:</b><br/>Review the words taught<br/>so far</p>   | <p><b>Phonic learning:</b><br/>Short vowels with<br/>adjacent consonants,<br/>CVCC CCVC CCVCC<br/>CCVCV CCVCVCC.</p> <p>Longer words and<br/>compound words</p> <p><b>Tricky words:</b><br/>said so have like some<br/>come love do were here<br/>little says there when<br/>what one out today</p> | <p><b>Phonic learning:</b><br/>Phase 3 long vowel<br/>graphemes with<br/>adjacent consonants<br/>CVCC CCVC CCCVC<br/>CCV CCVCC.</p> <p>Words ending in<br/>suffixes: -ing, -ed /t/,<br/>-ed /id/ /ed/, -ed /d/<br/>- er, -est.</p> <p>Longer words and<br/>compound words.</p> <p><b>Tricky words:</b> Review<br/>all taught so far.</p> |
| <p><b>Drawing Club</b></p> | <p>Children will have access to daily Drawing Club sessions which will give children opportunities to develop the full EYFS Literacy Writing skills.</p> |   |  |  |   |  |
|                            | <p>We're Going on a bear<br/>hunt.</p> <p>Little Red Riding hood.</p> <p>The Three Little Pigs.</p> <p>The tiger who came to tea.</p>                    | <p>Room on the Broom.</p> <p>Trap Door (VIDEO).</p> <p>Pumpkin Soup.</p> <p>Goldilocks and the three<br/>Bears.</p> <p>Owl Babies.</p> <p>Stick Man.</p>                  | <p>The Gruffalo.</p> <p>The Gruffalo's Child.</p> <p>One Snowy Night.</p> <p>The Magic Porridge Pot.</p> <p>Wacky Racers (VIDEO).</p>                      | <p>Monkey Puzzle.</p> <p>Dear Zoo.</p> <p>Mr Benn the zookeeper<br/>(VIDEO).</p> <p>Handa's Surprise.</p> <p>Seed to Sunflower.</p> <p>Mad about minibeasts.</p> | <p>The Very Hungry<br/>Caterpillar.</p> <p>Egg to Chick.</p> <p>Tadpoles Promise.</p> <p>Jack and the beanstalk.</p> <p>Little Red Hen or Rosie's<br/>Walk or Farmer duck.</p>  | <p>Pirates love<br/>underpants.</p> <p>The Singing Mermaid.</p> <p>Captain Pugwash<br/>(VIDEO).</p> <p>Popeye (VIDEO).</p> <p>Night monkey, day<br/>monkey.</p> <p>How to catch a star.</p> <p>Whatever next.</p>  |

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| <p><b>Mathematical Development</b></p> | <p><b>During Autumn 1, the children will:</b></p> <p><b>Match, sort and compare</b><br/>Match objects<br/>Match pictures and objects<br/>Identify a set<br/>Sort objects to a type<br/>Explore sorting techniques<br/>Create sorting rules<br/>Compare amounts</p> <p><b>Talk about measure and patterns</b><br/>Compare size<br/>Compare mass<br/>Compare capacity<br/>Explore simple patterns<br/>Copy and continue simple patterns<br/>Create simple patterns</p> <p><b>Find 1, 2 and 3</b><br/><b>Subitise 1, 2 and 3</b><br/><b>Represent 1, 2 and 3</b><br/><b>Find 1 more and 1 less within 3</b><br/><b>Composition of 1, 2 and 3:</b><br/>See that all numbers can be made of 1s<br/>Compose their own collections within 3<br/><b>Subitise:</b><br/>Subitise within 3<br/>Identify sub-groups in larger arrangements</p> <p>Create their own patterns for numbers within 3<br/>Practise using their fingers to represent quantities which they can subitise</p> | <p><b>During Autumn 2, the children will:</b></p> <p><b>Match, sort and compare circles and triangles</b><br/>Identify and name circles and triangles<br/>Compare circles and triangles<br/>Shapes in the environment<br/>Describe position</p> <p><b>Find 4 and 5</b><br/><b>Subitise 4 and 5</b><br/><b>Represent 4 and 5</b><br/><b>Find 1 more and 1 less within 5</b><br/><b>Composition of 4 and 5</b><br/><b>Composition of 1 – 5:</b><br/>Explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot<br/>Explore the composition of numbers within 5</p> <p><b>Subitising:</b><br/>Continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements</p> <p><b>Comparison:</b><br/>Compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching<br/>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain</p> | <p><b>During Spring 1, the children will:</b></p> <p><b>Be introduced to zero</b><br/><b>Find 0 to 5</b><br/><b>Subitise 0 to 5</b><br/><b>Represent 0 to 5</b><br/><b>Find 1 more and 1 less:</b><br/>Continue to compare sets using the language of comparison, and play games which involve comparing sets<br/>Continue to compare sets by matching, identifying when sets are equal<br/>Explore ways of making unequal sets equal</p> <p><b>Composition:</b><br/>Continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5</p> <p><b>Conceptual subitising to 5:</b><br/>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements<br/>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part<br/>Experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns</p> | <p><b>During Spring 2, the children will:</b></p> <p><b>Find 6, 7 and 8</b><br/><b>Represent 6, 7 and 8</b><br/><b>Find 1 more and 1 less:</b><br/>Compare numbers, reasoning about which is more, using both an understanding of the ‘howmany’ of a number, and its position in the number system.</p> <p><b>Composition of 6, 7 and 8</b></p> <p><b>Make pairs-odd and even:</b><br/>Explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers<br/>Begin to link even numbers to doubles begin to explore the composition of numbers within 8</p> <p><b>Double to 8 (find a double)</b><br/><b>Double to 8 (make a double):</b><br/>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’</p> <p><b>Explore length</b><br/>Compare length Explore height<br/>Compare height<br/>Talk about time<br/>Order and sequence time</p> <p><b>Find 9 and 10</b><br/><b>Compare numbers to 10</b></p> | <p><b>During Summer 1, the children will:</b></p> <p><b>Build numbers beyond 10 (10 -13)</b><br/><b>Continue patterns beyond 10 (10-13)</b><br/><b>Build numbers beyond 10 (14-20)</b><br/><b>Continue patterns beyond 10 (14-20)</b><br/><b>Continue to verbalise counting patterns:</b><br/>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers<br/>Continue to develop confidence and accuracy in both verbal and object counting</p> <p><b>Add more</b><br/><b>Work out how many did I add?</b><br/><b>Take away</b><br/><b>Work out how many did I take away?</b></p> <p><b>Select shapes for a purpose</b><br/><b>Rotate shapes</b><br/><b>Manipulate shapes</b><br/><b>Explain shape arrangements</b><br/><b>Compose shapes</b><br/><b>Decompose shapes</b><br/><b>Copy 2-D shape pictures</b><br/><b>Find 2-D shapes within 3-D shapes</b></p> <p><b>Explore sharing</b><br/><b>Sharing</b></p> | <p><b>During Summer 2, the children will:</b></p> <p><b>Identify units of repeating patterns</b><br/><b>Create own pattern rules</b><br/><b>Explore own pattern rules</b><br/><b>Replicate and build scenes and constructions</b><br/><b>Visualise from different positions</b><br/><b>Describe positions</b><br/><b>Give instructions to build</b><br/><b>Explore mapping</b></p> <p><b>Deepen understanding of patterns of numbers and relationships:</b><br/>consolidating their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p> <p><b>Subitise:</b><br/>Continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns<br/>Use subitising skills to enable them to identify when patterns show the same number but in a</p> |
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|  | <p>Experience subitising in a range of contexts, including temporal patterns made by sounds</p> <p><b>Comparison:</b><br/>Understand that sets can be compared according to a range of attributes, including by their numerosity<br/>Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'</p> <p><b>Cardinality, ordinality and counting:</b><br/>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set<br/>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song<br/>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting<br/>Have an understanding that anything can be counted, including actions and sounds.</p> | <p>the same number and are equal amounts</p> <p><b>Cardinality, ordinality and counting:</b><br/>Continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>Begin to count beyond 5</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count</p> <p><b>Shapes with 4 sides</b><br/>Identify and name shapes with 4 sides<br/>Combine shapes with 4 sides<br/>Shapes in the environment</p> <p><b>My day and night.</b></p> | <p><b>Cardinality, ordinality and counting:</b><br/>Continue to develop verbal counting to 20 and beyond<br/>Continue to develop object counting skills, using a range of strategies to develop accuracy<br/>Continue to link counting to cardinality, including using their fingers to represent quantities<br/>Order numbers, linking cardinal and ordinal representations of number</p> <p><b>Compare mass</b><br/><b>Find a balance</b><br/><b>Explore capacity</b><br/><b>Compare capacity</b></p> | <p><b>Represent 9 and 10</b><br/><b>Conceptual subitising to 10</b><br/>Begin to see that numbers within 10 can be composed of '5 and a bit'<br/><b>Find 1 more and 1 less within 10</b><br/><b>Composition to 10:</b><br/>Explore the composition of 10<br/><b>Bonds to 10 (2 parts)</b><br/><b>Make arrangements of 10</b></p> <p><b>Cardinality, ordinality and counting:</b><br/>Continue to consolidate their understanding of cardinality, working with larger numbers within 10<br/>Become more familiar with the counting to 20</p> <p><b>Recognise and name 3-D shapes</b><br/><b>Find 2-D shapes within 3-D shapes</b><br/><b>Use 3-D shapes for tasks</b><br/><b>Look and find 3-D shapes in the environment</b><br/><b>Identify more complex patterns</b><br/><b>Copy and continue patterns</b><br/><b>Look and find patterns in the environment</b></p> | <p><b>Explore grouping</b><br/><b>Grouping</b><br/><b>Even and odd sharing</b><br/><b>Play with and build doubles</b></p> | <p>different arrangement, or when patterns are similar but have a different number<br/>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10<br/>Be encouraged to identify when it is appropriate to count and when groups can be subitised</p> <p><b>Comparison:</b><br/>Order sets of objects, linking this to their understanding of the ordinal number system</p> |
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| <p>Understanding the World.</p> <p>People and Communities.</p> <p>Geography.</p> | <p>Understanding the World is one of the four specific areas of learning in the EYFS framework. It involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.</p>   |  |  |   |  |   |  |
|  | <p><b>My Local Area...</b></p>   | <p><b>The Arctic...</b></p>  | <p><b>Australia-Sydney...</b></p>  | <p><b>Africa-Kenya...</b></p>   | <p><b>A big city-London.</b></p>   | <p><b>Seaside's-Blackpool.</b></p>  |  |
|  | <p>We will embark on a journey around our local environment. We will be putting our road safety skills into practice.</p> <p>We will then begin using maps and aerial maps to help us locate our school and some of our houses! Noting some of the important places which may be special to people in our community. Using our new knowledge, we will:<br/>Create maps of our local environment.</p> <p>Use junk modelling skills to create houses and landmarks which we spotted on our walk!</p> <p>The children will also have wonderful visits from local heroes, including police officers and fire fighters!</p> | <p>The children will begin to explore an environment which is very different to the one in which they live. They will do this by exploring images, videos and simple maps of the Arctic.</p> <p>The children will have opportunities to explore: Ice and weather.</p> <p>Animals found in the Arctic.</p> <p>Compare the Arctic to their local area and use new vocabulary to describe the similarities and differences.</p> | <p>During Spring 1, the children will begin their exploration of Australia. The children will have lots of opportunities to explore:<br/>The animals found in Australia (and compare to those found in the Arctic), learning facts and writing their own fact files.</p> <p>Compare the seasons within Australia to the seasons in Blacko.</p> <p>Explore how people in Sydney may celebrate Christmas comparing our lives to those in Australia.</p> <p>The similarities and differences between Australia, the Arctic and our local area.</p> <p>Use relevant and specific vocabulary to describe contrasting locations.</p> | <p>During our topic the children will have opportunities to explore:<br/>Learn facts about animals which are found in Kenya. Creating our own fact-finding game to challenge our friends. This will link to our trip to the Zoo.</p> <p>Learn about and taste different fruits which are found in Kenya, linked to the story Handa's Surprise.</p> <p>Explore African music and have a go at creating our own African inspired instruments.</p> <p>The differences between Australia, the Arctic and our local area.</p> <p>Use relevant and specific vocabulary to describe contrasting locations.</p> | <p>During our topic the children will have opportunities to explore:<br/>The city of London and the many beautiful landmarks.<br/>Buckingham Palace and the Royal Family.</p> <p>We will recreate the landmarks using our observational drawing skills and our junk modelling skills.</p> <p>The similarities and differences between our local area. Recognising that some environments are different to our own local area.</p> <p>Use relevant and specific vocabulary to describe contrasting locations.</p> | <p>During our topic the children will have opportunities to explore:<br/>How London and Blackpool differ.<br/>We will create our own beach and ice-cream shop.<br/>We will explore the seaside, looking closely at what we might find hiding in rock pools. Comparing the seaside to a big city.<br/>Use relevant and specific vocabulary to describe contrasting locations.<br/>Build on our map finding skills.</p> |  |
|  | <p><b>Linked Texts:</b></p>  | <p>Homes.<br/>Martha maps it out.<br/>Photographs of our local area.<br/>A selection of information books about People who can help us.</p>  | <p>Poles Apart.<br/>A selection of information texts about the Arctic.<br/>Use of wildlife clips and videos to explore the Arctic further.</p>   | <p>A selection of information texts about the Arctic.<br/><br/>Ouch in my Pouch.<br/><br/>Use of wildlife clips and videos to explore Australia</p>   | <p>Handa's Surprise.<br/>A selection of information books relating to Kenya and African animals.<br/><br/><b>We will also link our topic to a visit to a Zoo.</b></p>  | <p>All Aboard the London Bus.<br/><br/>King Charles information books.</p>  | <p>Rockpools Information Text.<br/><br/>My First Cookbook.<br/><br/>Under the Sea.</p> |
|  | <p><b>Linked Vocabulary</b></p>  | <p>Blacko, Gisburn Road, Bungalow, Detached/Semi detached house, Map.</p>  | <p>Arctic, similar, different, cold, temperature, iceberg, camouflage.</p>   | <p>Australia, similar, different, winter, summer, Australian landmarks.</p>   | <p>Africa, similar, different, names of African instruments, taste, herd, pride, savannah.</p>   | <p>London, similar, different, city, names of London landmarks, King.</p>   | <p>Blackpool, similar, different, seaside, rockpool.</p>                               |

|  | <b>The Natural World.</b>  | <b>The Seasons-Autumn.</b>   | <b>The Seasons- Winter.</b>  | <b>The Seasons-Spring.</b>  | <b>The Seasons-Summer.</b>  | <b>The Seasons-Summer.</b>   |
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| <p><b>Understanding the World.</b></p> <p><b>The Natural World.</b></p> <p><b>Science.</b></p> | <p>Children will begin to explore the world around them through outdoor play and exploration.</p> <p>During our outdoor exploration, children will begin to foster curiosity as they explore touch, smell and develop their listening skills through hands on experiences.</p> <p>We will begin to comment on what we can see, hear and feel.</p> <p>As we develop an awareness of our local environment we begin to understand how we can care for our environment.</p> | <p>During our outdoor exploration children will be guided into observing the changes in weather and seasonal features through nature walks.</p> <p>We will note and record the weather and changes within the environment which we observe.</p> <p>We will learn about the season of Autumn through observation, high quality interactions and seasonal information books.</p> <p>We will also explore the animals which live in our area. We will create our own Hedgehog house to protect the animals during the colder seasons.</p> | <p>During our outdoor exploration children will be guided into observing the changes in weather and seasonal features through nature walks.</p> <p>We will note and record to weather and changes within the environment which we observe.</p> <p>We will learn about the season of Winter through observation, high quality interactions and seasonal information books.</p> <p>We will explore ice and snow, along with completing observational drawings of our local area.</p> <p>We will take part in the Big Garden Bird Watch, learning how we can help the animals in our area during the winter months.</p> | <p>During our outdoor exploration children will be guided into observing the changes in weather and seasonal features through nature walks.</p> <p>We will note and record to weather and changes within the environment which we observe.</p> <p>We will learn about the season of Spring through observation, high quality interactions and seasonal information books.</p> <p>We will begin to learn about plants and what they need to survive. We will spend time in our garden, preparing our land and planting different flowers and vegetables. Noting how we can care for our local environment.</p> | <p>During our outdoor exploration children will be guided into observing the changes in weather and seasonal features through nature walks.</p> <p>We will note and record to weather and changes within the environment which we observe.</p> <p>We will learn about the season of Summer through observation, high quality interactions and seasonal information books.</p> <p>We will begin to explore the lifecycle of different living things including, caterpillars, chicks/ducklings and frogs.</p> <p>We will also explore the minibeasts in our garden.</p> | <p>During our outdoor exploration children will be guided into observing the changes in weather and seasonal features through nature walks.</p> <p>We will note and record to weather and changes within the environment which we observe.</p> <p>We will learn about the season of Summer through observation, high quality interactions and seasonal information books.</p> <p>We will also create habitats such as rockpools.</p> |
| <b>Linked texts:</b>   | Texts which link to the children’s interests.  | Seasons.<br>Pumpkin Soup.<br>The leaf thief.   | Seasons.<br>One Snowy Night.<br>Jack Frost.  | Seed to Sunflower.<br>One Springy Day.<br>It starts with a tiny seed.<br>Mad about Minibeasts.  | Egg to chick.<br>Egg to butterfly.<br>Frogspawn to frog.<br>Mad about Minibeasts.   | Seasons.<br>Rockpools.<br>Under the Sea.<br>Commotion in the Ocean.  |
| <b>Linked Vocabulary</b>   | Differences, Parts of (plant, animal) See/hear/feel/touch/smell, Living things Animal Plant, Grow Hot/Cold Rough/Smooth Old/new Melting Shadow Cooking Light/dark, Floating/sinking, Winter, Summer, Autumn, Spring, weather.  |  |  |   |   |  |

|  | <b>My Family...</b>   | <b>Homes-Past and Present.</b>   | <b>Toys-Past and Present.</b>  | <b>Schools-Past and Present.</b>   | <b>Transport-Past and Present.</b>  | <b>Holidays-Past and Present.</b>  |
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| <b>Understanding the World.</b><br><br><b>Past and Present.</b><br><br><b>History.</b> | <p>Through the use of our all about me scrapbook we will spend time getting to know each other.</p> <p>We will use our scrapbooks to talk about the immediate members of our families, naming and describing those who are important to us.</p> <p>We will use our photos and drawings to create our family trees!</p> <p>We will use photographs to explore other people's families, demonstrating how each family is unique! Celebrating our differences.</p> | <p>After embarking on our local area walk and observing the different houses, we will use books and images to compare homes in the past.</p> <p>We will discuss the similarities and differences.</p> <p>We will explore a range of stories which support our understanding of homes from the past such as:</p> <ul style="list-style-type: none"> <li>• The Baddies.</li> <li>• Each, Peach, Pear, Plum.</li> <li>• Peepo.</li> </ul> | <p>We will enjoy bringing our favourite toy to school. We will take turns to talk about and show our friends our favourite toys! We will develop our communication and language skills by talking about our special memories of our toy.</p> <p>We will use photos of our grandparents and their toys to compare toys from the past to our present toys.</p> <p>We will explore a range of toys from the past and have a go at some of the games, creating our own Jack in the Box.</p> <p>Linked texts: Mr Glad and Mr Dizzy.</p> | <p>We will discuss a typical day in Class 1. Talking about our classroom, teachers and our favourite and least favourite part of the day.</p> <p>We will then watch educational videos of what a typical day at school was like in the past.</p> <p>We will use classroom resources from the past, such as chalk boards and dipping pens.</p> <p>We will explore old photographs of Blacko School, discussing what has changed and what has stayed the same.</p> <p>We will then create a map of our present school to help children from the past find their way.</p> | <p>We will explore how children and adults got to different places around the world in the past. We will link this to current transport.</p> <p>We will discuss the similarities and differences.</p> <p>Story-What did the tree see?</p> | <p>When exploring the Seaside we will discuss the Summer holidays which we will be going on this year.</p> <p>We will then discuss and observe photographs of what holidays were like in the past.</p> |
| <b>Linked Vocabulary</b>   | <p>Parent, grandparent, great-grandparent, lifetime, who?</p> <p>Today, yesterday, tomorrow, day, week, month, old, new (recent), remember</p>  |  |  |  |   |  |

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| <p><b>Religious festivals and celebrations.</b></p> | <p>Harvest festival.<br/>Friendship month.<br/>World Smile Day (6<sup>th</sup> October).</p> | <p>Bonfire night (safety).<br/>Remembrance Day.<br/>Diwali (12<sup>th</sup> November).<br/>World Kindness Day (13<sup>th</sup> November)<br/>World Nursery Rhyme week (13<sup>th</sup>-17<sup>th</sup> November).<br/>Hanukkah (7<sup>th</sup>-15<sup>th</sup> December).<br/>Christmas celebrations.</p> | <p>Big Garden Bird Watch (26<sup>th</sup>-28<sup>th</sup> January).<br/>World Story telling week (30<sup>th</sup> January-February 6<sup>th</sup>).<br/>National Hedgehog Day (2<sup>nd</sup> February).<br/>Chinese New Year (10<sup>th</sup> February)<br/>Shrove Tuesday &amp; Lent (13<sup>th</sup> February).<br/>Random acts of kindness day (16<sup>th</sup> February).<br/>World Religion Day.<br/>100<sup>th</sup> Day in Reception.</p> | <p>Random acts of kindness day (19<sup>th</sup> February).<br/>Mother's Day (10<sup>th</sup> March).<br/>Ramadan.<br/>Holi festival (25<sup>th</sup> March).<br/>Easter celebrations.</p> | <p>World Bee Day (May 20<sup>th</sup>)<br/>Eid Ul Fitr (22<sup>nd</sup> April 23).<br/>World Environment Day.</p> | <p>30 Days Wild (Wildlife trust).<br/>World Oceans Day (8<sup>th</sup> June).<br/>Father's Day (16<sup>th</sup> June).<br/>Eid Ul Adha.</p> |
| <p><b>Linked Vocabulary</b></p>                     | <p>Belief, God, prayer, Christmas, Easter, festival, celebration, tradition</p>              |   |   |   |   |   |

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| <p><b>Expressive Arts and Design.</b></p> <p><b>Creating with materials.</b></p> | <p>Expressive arts and design is the development of children's artistic and cultural awareness which supports children's imagination and creativity. Children at Blacko are given daily opportunities to explore and play with a wide range of media and materials. During our time in the early years, children will explore a variety of materials, tools and techniques which allow them to experiment with colour, design, texture, form and function. They will have engaged with the arts in a way that develops their artistic and cultural awareness, as well as their understanding, self-expression and ability to communicate through the arts. The children will also have daily opportunities to be imaginative in the areas of our classroom, particularly in our role play area, developing their own interests through their stories!</p> |  |  |  |   |   |
|  | <p><b>Walter Mason-Nature Art.</b></p> <p>We will spend lots of time exploring our creative area.</p> <p>We will explore creating with different materials and spend time thinking of different techniques to join materials together.</p> <p>We will also be exploring the work of Walter Mason.</p> <p>We will spend time in our classroom and outdoors creating transient artwork (art work using loose parts).</p> <p><b>End product:</b><br/>A self-portrait using natural resources and nature.</p>   | <p><b>Kandinsky-Concentric Circles.</b></p> <p>During Maths the children have been exploring circles. The children will continue to explore circles through Kandinsky's artwork.</p> <p>The children will experiment with colour mixing using paints, powder paint and a range of colour mixing experiments, such as the skittle experiment.</p> <p>The children will also explore creating different sized circles, using paint brushes and printing.</p> <p><b>Zoom in skills:</b></p> <ul style="list-style-type: none"> <li>• Circles.</li> <li>• Exploration of colour mixing.</li> </ul> <p><b>End product:</b><br/>A piece of artwork inspired by Kandinsky's Concentric Circles. Children should use colour mixing to create their painting to express their feelings.</p> | <p><b>Mondrian-Squares and Lines.</b></p> <p>During Maths the children have been exploring shapes with 4 sides, such as squares and rectangles. The children will continue their mathematical learning through the exploration of Mondrian's artwork using lines and squares.</p> <p>The children will explore, evaluate and compare Mondrian's artwork to previous artists.</p> <p>We will explore creating different lines using rulers and creating squares using different media.</p> <p><b>Zoom in skills:</b></p> <ul style="list-style-type: none"> <li>• Squares/rectangles.</li> <li>• Making straight lines.</li> </ul> <p><b>End product:</b><br/>The children will work collaboratively and share ideas to support each other to create a piece inspired by lines, squares and rectangles.</p> | <p><b>Matisse-Collage.</b></p> <p>The children will consolidate their learning of shape and create a collage using simple shapes.</p> <p>Children will explore the process of Matisse's work.</p> <p>Children will draw their simple shapes using different media. Children will then use their cutting skills to cut out their shapes and they will finally stick their shapes to form a collage.</p> <p><b>Zoom in skills:</b></p> <ul style="list-style-type: none"> <li>• Using scissors.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> <p><b>End product:</b><br/>Children will use a range of skills to create a collage using simple shapes.</p> | <p><b>Eric Carle-Exploration of technique.</b></p> <p>The children will learn that some artists are known as illustrators as they create pictures for story books.</p> <p>We will read a range of different Eric Carle stories which link to minibeasts, spring and planting.</p> <p>We will then explore techniques used by Eric Carle.</p> <p><b>End product:</b><br/>Create brightly coloured paintings inspired by Eric Carle using techniques and different methods of painting.</p> <p>Complete one of the art projects as a class.<br/><a href="https://www.carlemuseum.org/education/making-art-together">https://www.carlemuseum.org/education/making-art-together</a></p> | <p><b>Vincent Van Gogh-Starry Night.</b></p> <p>The children will explore, evaluate and compare Van Gogh's artwork to previous artists. We will think about something we like about the painting and something we don't like.</p> <p>When exploring Starry Night, we will link this learning to a short topic on Space.</p> <p>We will explore different techniques to paint, such as using foam, foil and finger painting.</p> <p><b>End product:</b><br/>Starry night inspired piece.</p> |

| Linked Vocabulary  | Pretend, real, make, look, draw Pencil/crayon/felt tip/chalk model Colour/colour mixing Stick Glue/masking tape Paint/painting.  |  |   |   |  |  |
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| <b>Expressive Arts and Design.</b><br><br><b>Being imaginative and expressive.</b> | Music: Pop Music.  | Music: Celebration Music.  | Music: Exploring Sounds.  | Music and Movement.   | Music: Musical Stories.  | Music: The Big Band.   |
|  | <p>During Autumn 1, the children will begin to develop an awareness of different music.</p> <p>The children will listen to a range of different familiar pop songs. We will think about how the pop songs make us feel and learn to sing and dance along to the songs, using just dance.</p> <p>We will also begin to explore different instruments, exploring the sounds which they create.</p> | <p>During Aut 2, the children will be learning about the way music is used during a cultural and religious celebrations, incl Diwali, Hanukkah &amp; Christmas.</p> <p><b>Diwali:</b><br/>Children will learn about the festival of Diwali and respond to music through movement.</p> <p><b>Hanukkah:</b><br/>Children will learn some of the dances &amp; instruments from the festival Hanukkah.</p> <p><b>Christmas:</b><br/>Children will take part in a Christmas group song involving singing, creating sounds and playing instruments to sing and move to Christmas music. The children will also be taking part in our Christmas production.</p> | <p>During Spring 1, the children will be exploring how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Vocal sounds.</li> <li>• Body sounds.</li> <li>• Instrumental sounds.</li> <li>• Environmental sounds.</li> <li>• Nature sounds.</li> </ul> | <p>During Spring 2, children will be coming up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Action songs.</li> <li>• Finding the beat.</li> <li>• Exploring tempo.</li> <li>• Exploring tempo and pitch through dance.</li> <li>• Music and movement performance.</li> </ul> | <p>During Summer 1, the children complete a unit built upon children's own stories and tales. Children will be moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. Children will also understand that music and instruments can be used to convey moods or represent characters.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Moving to music.</li> <li>• Using instruments to represent characters.</li> <li>• Storytelling with actions.</li> <li>• Musical story composition and performance.</li> </ul> | <p>During Summer 2, children will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• What makes an instrument?</li> <li>• Introduction to orchestra.</li> <li>• Follow the beat.</li> <li>• Big Band performance.</li> </ul> |
| <b>Instruments</b>   | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice   | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice   | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice  | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice  | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice   | Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice   |

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| <p><b>Expressive Arts and Design.</b></p> <p><b>Observational artwork.</b></p> | <p>Each half term the children will be given lots of opportunities to observe the world around them. We will spend time exploring the natural world including animals and plants. The children will use their creative skills to observe and draw what they can see.</p> |  |  |   |  |  |
|  | <p>Self-portraits. The children will use mirrors to explore their features.</p> <p>Children to use different media to create portraits (pens, chalk, nature).</p> <p>Enhance creative area with pens and different media.</p>  | <p>The children will explore the changes in nature due to the seasonal changes. We will draw what we can see.</p> <p>The children will also take part in:</p> <p>Christmas crafts.</p> <p>Bonfire crafts.</p> <p>Diva lamps.</p> | <p>Outdoor observations of animals and birds. Use camera's/ipad to take photographs of animals and birds to support observational drawing.</p> <p>Observe how the animals are behaving.</p> <p><b>Links:</b><br/>Bird spotting, nocturnal animals.</p> | <p>The children will be taking a closer look at flowers and plants. We will begin to explore the many signs of Spring in our natural environment. Drawing what we can see.</p> <p>Finally, we will, observe and draw seeds growing over a period of time.</p> <p><b>Links:</b><br/>How seeds grow.<br/>Easter crafts.</p> | <p>We will be taking a closer look at the sights of London, including Big Ben, Buckingham Palace ect. We will be drawing the finer details of the buildings.</p> <p>Observe/draw insects found in our school garden, linking to our topic on lifecycles.</p> | <p>The children will be comparing London to the Seaside. We will create beautiful seaside pictures and some of the animals which we might find in the ocean.</p> |
| <p><b>Linked Vocabulary</b></p>  | <p>Pretend, real, make, look, draw Pencil/crayon/felt tip/chalk model Colour/colour mixing Stick Glue/masking tape Paint/painting</p>  |  |  |   |  |  |

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| <p><b>Expressive Arts and Design.</b></p> <p><b>Design and Technology.</b></p> | <p>During their time in early years, children will have used and explored a variety of materials, tools and techniques which allow them to experiment with design, texture, form function. They will have engaged with designing, making and evaluating in a way that develops their cutting and joining techniques, as well as their ability to modify and adapt their work. These skills, knowledge and experiences underpin the learning that takes place in Year 1 and across the KS1 and KS2 curriculum. Over the year the children will take part in the following activities which link to Design and Technology.</p> |  |   |  |  |   |
|  | <p><b>Creative Station:</b></p>  | <p><b>Construction Kits:</b></p>   | <p><b>Kit Camp:</b></p>   | <p><b>Crates, den building and boxes:</b></p>  | <p><b>Playdough:</b></p>   | <p><b>Cooking:</b></p>  |
|  | <p>Available in the classroom in continuous provision. Mixture of adult-led and child-led activities happen here. A range of supplies to make, improve and enhance creations are readily available.</p>  | <p>Available in the classroom in continuous provision. From small wooden blocks, Duplo to Kapla and Lego. Usually (but not only) to make imaginative structures and buildings.</p> | <p>Kitcamp is a loose parts resource that offers children many inspirational and playful learning opportunities. Through construction and playing children can develop their spatial awareness skills and get physically active by building and negotiating their play environments. Children learn to work as a team, negotiating to build their own environments and acting out scenarios within these environments. Kitcamp encourages social interaction and role play, stimulating executive function development in children.</p> | <p>Available outside in continuous provision. To particularly support gross motor construction, offering versatility and open-ended opportunities.</p> | <p>Available in the classroom in continuous provision. A range of small handheld equipment to manipulate the dough into a range of imaginative sculptures. Children use playdough already made and sometimes help an adult to make it. Children will be offered a range of sensory experiences, expressing and representing ideas that they can use to support play.</p> | <p>The children will have regular opportunities each half term to follow different recipes to bake and cook a variety of different dishes.</p> <p>What we cook will depend on our current topic and children's interests.</p> <p>Children will be taught how to safely prepare food and use their listening skills to follow simple instructions.</p> |
| <p><b>Linked Vocabulary</b></p>  | <p>creation, design, plan, make, tape, ideas, scissors, like, don't like.</p>  | <p>imagination, plan, make, build, ideas, like, don't like.</p>  | <p>Kitcamp, build, make, like, don't like</p>   | <p>imagination, plan, make, ideas, boxes, building, crate, like, don't like.</p>   | <p>playdough, make, like, don't like.</p>  | <p>cut, stir, pour, bake, cook, instruction, recipe.</p>  |