



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

Linford Curriculum Map
Cycle B

| | Autumn | | Spring | | Summer | |
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| School Values | Individuality | | Excellence | | Adventures | |
| British Values | Mutual respect and tolerance | Democracy | Individual liberty | The rule of law | Mutual respect and tolerance | Individual liberty |
| Topic | Me and My family | | Once upon a time | | The Secret Garden (Plants and animals) | |
| Curriculum links and progression | Progression- Year 1 & 2 Ourselves and the world | | Progression- Year 1 & 2 London’s calling | | Progression- Year 1 & 2 Looking after our planet | |
| Role Play | Home Post | Post Office | 3 bears cottage | Shop | Garden centre | Vets |
| Enrichment Opportunities | Autumn ‘welly’ walks. Harvest Festival | Autumn/Winter ‘welly’ walks. Nativity production Patch’s party Trip to Post Office to post invitation Parents invited to come to Nursery rhyme session. | Winter ‘welly’ walks. Visit to Library- Markfield/Anstey? Chinese New Year-5 th Feb 2019 | Spring ‘welly’ walks. Den/shelter building Visit to shops Explore environment Easter egg hunt Explore frog spawn | Summer ‘welly’ walks. Planting beans, seeds and plants. Explore development of caterpillars | Visit from a Vet (Ms Brooks husband) Summer ‘welly’ walks. Bear Hunt Teddy Bear’s picnic. Trip to farm- Stonehurst |
| Rights Respecting School Award | No 1. Definition of a child No 2. No discrimination No 7. Name and nationality | No 8. Identity No 13. Sharing thoughts freely No 23. Children with disabilities | No 4. Making rights real No 6. Live survival and employment | No 15. Setting up or joining groups No 41. Best Law for children applies No 39. Recovery and reintegration | No 3. Best interests of a child No 9. Keeping families together No 14. Freedom of thoughts and religion | No 18. Responsibility of parents No 28. Access to education |
| English | Reading and Writing: | | | | | |
| | For further details of the English Curriculum please see the English Long Term Overview. | | | | | |
| | Phonics: | | | | | |

Phonics is taught through a combination of Letters and Sounds and Jolly Phonics.

Communication and Language (EYFS specific):

Throughout the year we will encourage children to:
 Listen attentively in a range of situations;
 Listen to stories, anticipating key events and responding to what they hear with relevant comments, questions and actions;
 Sit quietly during appropriate activities;
 Concentrate, maintain attention;
 Give attention to what others say and respond appropriately while engaged in another activity;
 Follow instructions;
 Answer 'how' and 'why' questions;
 Use language within their play;
 Express themselves using past, present and future terms.

EYFS

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events 7 In childminding settings, the key person is the childminder. 10 that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Maths

For details of the Maths Curriculum please see the Maths Long Term Overview.

Understanding the World

EYFS
People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves

Science:

The five senses

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y1: I know the five different senses.

Seasonal changes

Key Stage 1

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Materials

Exploring different materials.
 What materials are used for.

Key Stage 1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass,
- metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their
- simple physical properties

Plants

Identify, name and describe common plants and trees
 Name parts of a plant

Key Stage 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common

Animals

Key Stage 1

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

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| <p>and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | | <p>Y1: I can gather simple data with adult support.</p> <p>Y1: I recognise the changes across the four seasons.</p> | <p>Y1: I can identify some similarities and differences between materials.</p> <p>Y1: I can use simple observations to answer questions.</p> <p>Y1: Can name and sort a variety of everyday materials.</p> | <p>flowering plants, including trees.</p> <p>Y1: I can identify and describe the basic structure of plants, i.e. roots, stem, leaves and flower.</p> | <p>Y1: I know the name of a variety of common birds, fish, amphibians, reptiles and mammals.</p> |
| | <p>History:</p> <p>We will learn about how we have changed since we were born.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <p>Y1: Can discuss how they have changed within their living memory.</p> | <p>We will learn about the significant historical individual, Guy Fawkes.</p> <p>We will learn about why we have Remembrance day and its links to our local area e.g. war memorial.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who | <p>We will consider how houses and shops have changed throughout history.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <p>Y1: Can look at evidence and use this to identify how shops have changed throughout history.</p> | | |

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| | | <p><i>have contributed to national and international achievements, some should be used to compare aspects of life in different periods</i></p> <p>Y1: I Can tell an adult about a historical figure and why they are important in the history of the UK.</p> <p>Y1: Can explain the difference between ways of life at different times.</p> | <p>Y1: Can recognise common words and phrases related to the passing of time.</p> <p>Y1: Can begin to place objects and events in chronological order.</p> | | |
| Geography: | | | | | |
| | <p>We will explore and draw a map of our local area.</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> ▪ <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</i> ▪ <i>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i> ▪ <i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> | <p>We will draw maps to the three bears cottage after looking at photographs and maps of local woodlands.</p> <p>Is everything the same in the woodlands?</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> ▪ <i>use basic geographical vocabulary to refer to:</i> <i>key physical features, including: beach, cliff, coast, forest, hill,</i> | | | <p>We will identify hot and cold countries, discussing the equator and the North and South Pole. We will consider which animals might live in or near these locations.</p> <p>Is living near the North or South Pole better for animals?</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> ▪ <i>identify the location of hot and cold areas of the world in relation to the Equator and the</i> |

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| | <p>Y1: Can use observational skills to identify similarities and differences.</p> <p>Y1: Can begin to use a variety of sources of information to learn about different locations.</p> | | <p><i>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <ul style="list-style-type: none"> ▪ <i>use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</i> <p>Y1: Can use vocabulary to describe simple geographical features e.g. forest, hill, river</p> <p>Y1: Can use simple locational and directional; language to describe features on maps.</p> | | | <p><i>North and South Poles</i></p> <p>Y1: Can identify hot and cold areas of the world, in particular the North and South Pole.</p> <p>Y1: Can compare a small area of the UK and a small area in a contrasting non-European Country.</p> |
| Computing: | | | | | | |
| | <p>Kapow Y2</p> <p>Information Technology/Computer Science</p> | <p>Kapow Y2</p> <p>Computer Science/Digital Literacy</p> <p>Programming: Scratch Jr</p> | <p>Kapow Y1</p> <p>Information Technology/Computer Science/Digital Literacy</p> | <p>Kapow Y1</p> <p>Computer Science</p> <p>Programming: Algorithms unplugged</p> | <p>Kapow Y1</p> <p>Information Technology/ Digital Literacy</p> <p>Data Handling: Introduction to Data</p> | <p>Kapow Y2</p> <p>Information Technology/Computer Science/Digital Literacy</p> |

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| | <p>Computing Systems and networks: What is a computer?</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school <p>Can name different types of technology, including inputs and outputs.</p> <p>E-Safety: Year 1 Unit</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>EYFS Unit 1: Networks and Systems 1: Using a computer</p> | <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs <p>I can make predictions on what will happen next using logical reasoning.</p> <p>EYFS Unit 2: Programming 1: All about instructions</p> | <p>Creating media: Digital Imagery</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>I can retrieve images from either online or a device.</p> <p>EYFS Unit 3: Computing systems and networks 2: Exploring hardware</p> | <ul style="list-style-type: none"> Create and debug simple programs <p>Can create simple programs and correct mistakes during simple programming.</p> <p>EYFS Unit 4: Programming 2: Bee-Bots</p> | <ul style="list-style-type: none"> Recognise common uses of information technology beyond school <p>Can present information in a simple graph.</p> <p>Can explain how a branching database works.</p> <p>EYFS Unit 5: Data handling: Introduction to data</p> | <p>Creating Media: Stop Motion</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Can do simple manipulation of images</p> | | |
| <p>Expressive Arts and Design</p> <p>EYFS</p> | <p>Art:</p> | | | | | <p>Painting – different size brushes & colour mixing – Firework pictures</p> <p>Collage - feely picture</p> <p>Drawing – experiment with a range of media.</p> | <p>Textiles (texture)– weaving</p> <p>Printing –block print on fabric</p> <p>3D – clay house for story character</p> | <p>Digital Media – digital photos</p> <p>Use a simple graphics package</p> <p>Drawing/Painting – Explore work of other artists- Van Gogh sunflowers</p> |

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| <p><i>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</i></p> | <p>Observe & draw from observations(shape)</p> <p>Self portraits Christmas art Firework pictures Printing patterns–wrapping paper</p> <p>Key Stage 1 <i>To develop a wide range of art and design techniques in using colour, pattern, texture,</i></p> <ul style="list-style-type: none"> ▪ <i>line, shape, form and space.</i> <p>Y1: Can mix and match colours.</p> | <p>Collage-textures and pattern Easter art Mother's day</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> ▪ <i>To develop a wide range of art and design techniques in using colour, pattern, texture,</i> ▪ <i>line, shape, form and space</i> ▪ <i>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> <p>Y1: Can use observations within their art work.</p> | <p>Explore work of other artists-Van Gogh sunflowers Clay animals Aboriginal art</p> <p>Y1: Can discuss similarities and differences in work of different artists.</p> | |
| Design and Technology | | | | |
| | <p>Mechanisms – Make a model post office van</p> <p>Cooking Junk modelling-fixing and joining</p> <ul style="list-style-type: none"> ▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i> ▪ <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i> ▪ <i>Explore and use mechanisms(levers, sliders, wheels & axles), in their products. (Technical knowledge)</i> ▪ <i>Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make)</i> ▪ <i>Evaluate their ideas against design criteria. (Evaluate)</i> | <p>Food – make porridge with healthy toppings; learn where food comes from before it arrives in a shop – farms</p> <p>Cooking-healthy food Pictures with sliders, levers, split pins</p> <ul style="list-style-type: none"> ▪ <i>Use the basic principles of a healthy and varied diet to prepare dishes.(Cooking & nutrition)</i> ▪ <i>Select from and use a range of tools and equipment to perform practical tasks. (Make)</i> ▪ <i>Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make)</i> <p>Y1: Can say where food comes from.</p> | <p>Structures – Building Greenhouses.</p> <ul style="list-style-type: none"> ▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i> ▪ <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i> ▪ <i>Explore and use mechanisms(levers, sliders, wheels & axles), in their</i> | |

Y1: Can cut, assemble and join materials in a variety of ways.

Y1: Can cut, assemble and join materials, with support.

Y1: Can say what they like and dislike about their work.

products.
(Technical knowledge)

- Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make)
- Evaluate their ideas against design criteria. (Evaluate)

Music

Unit: Ourselves (5-6)
Music focus: Exploring Sounds

In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.

Key Stage 1

- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- use their voices expressively and creatively by singing

KS1 Nativity
Musical Focus: Performance

Key Stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music

Unit: Weather (5-6)
Music focus: Beat

In this unit, the children develop a sense of steady beat through using movement, body percussion and instruments.

Key Stage 1

- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- use their voices expressively and creatively by

Unit: Animals (5-6)
Music focus: Pitch

The children develop an understanding of pitch through using movement, voice and instruments in this unit. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.

Key Stage 1

- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- use their voices expressively and

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| | <p>songs and speaking chants and rhymes</p> <p>Y1: I can experiment with pitch when I use my voice.</p> <p>Y1: Can use their voices to create mood.</p> <p>Y1: Can explain what pitch is and can show this using movement.</p> | <p>Y1: Can take part in a whole class performance.</p> | <p>singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>Y1: I can name different ways I can use my body to make a sound.</p> <p>Y1: I can take part in a whole class performance.</p> | | | <p>creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music |
| <p>Physical Development/ Physical Education</p> <p><i>EYFS</i></p> <p><i>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p><i>Health and self-care: children know the importance for good health of physical exercise, and a healthy</i></p> | <p>Find and use a space. Travel in a variety of ways. Use scissors. Begin to hold a pencil with the correct grip.</p> <p>Outdoor PE (FnF) Tag Rugby/Football</p> <ul style="list-style-type: none"> I can put on a tag rugby belt correctly I know that tag rugby involves NO physical contact I know why tags are used I can make a safe tag tackle I can play a variety of tagging games <p>Y1: I can move and pass in a variety of different ways.</p> | <p>Travelling under, over and through. Being healthy Dressing independently Begin to hold a pencil with the correct grip.</p> <p>Outdoor PE (FnF) Football/ Dodgeball</p> <ul style="list-style-type: none"> I can use my feet to move a ball I can hit a target with a ball I can control a ball with different parts of my body <p>Real PE (Social)</p> | <p>Jumping and landing with control. Begin to form recognisable letters.</p> <p>Outdoor PE (FnF) Basketball</p> <ul style="list-style-type: none"> I can hit a target with a ball I can control a ball with different parts of my body <p>Y1: I can manipulate a ball</p> <p>Real PE (Cognitive)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as | <p>Throw and catch a ball. Begin to form recognisable letters.</p> <p>Indoor PE (FnF) Gymnastics</p> <ul style="list-style-type: none"> I can explore body parts I can balance on I know the difference between small and large body parts for balancing I can combine large and small | <p>Kick a ball. Form recognisable letters.</p> <p>Outdoor PE (FnF) Tennis/Cricket</p> <ul style="list-style-type: none"> I can stop a ball after it has bounced I can catch using two hands I can catch using one hand <p>Y1: I can throw and catch a ball</p> <p>Real PE (Applying physical skills)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, | <p>Sports day Form recognisable letters.</p> <p>Outdoor PE (FnF) Athletics</p> <ul style="list-style-type: none"> I can move my feet quickly I can move my feet and body in different directions I can move my body in a range of ways (including jumping, crawling etc.) <p>Y1: I can develop movement and agility</p> |

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| <p>diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>Real PE (Personal)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns <p>Year 2: I try several times if at first, I don't succeed and I ask for help when appropriate (Personal)</p> | <p>Key Stage 1</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns <p>Y1: Can work sensibly with others, taking turns and sharing (Social)</p> | <p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns | <p>surfaces to balance on</p> <ul style="list-style-type: none"> • I can create a balance with a partner <p>Y1: I can experiment with bounces and jumps</p> <p>Real PE (Creative)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple | <p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns <p>Y1: Can perform a single skill or movement with some control (Applying physical skills)</p> <p>Year 2: I can perform a range of skills with some control and consistency (Applying physical skills)</p> | <p>Real PE (Health and Fitness)</p> |
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| | | | | <i>movement patterns</i> | | |
| RE | <p>KS1: Christians and Muslims Who is a Muslim and what do they believe?</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>EYFS People & Communities: Which people are special and why?</p> | <p>KS1: Muslim What makes some place sacred?</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>EYFS People & Communities: Which places are special and why?</p> | <p>KS1: Christians, Jewish and Muslims What can we learn from sacred books?</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3)</p> <p>EYFS People and communities: Which people are special and why?</p> <p>EYFS RE: People and communities - Which stories are special and why?</p> | | <p>KS1: Christians, Jewish and Muslims What does it mean to belong to a faith community?</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1)</p> <p>EYFS People & Communities: Where do we belong?</p> <p>EYFS People & Communities: Which times are special and why?</p> | |
| <p>PSED/PSHE</p> <p>Cambridge Personal development programme</p> <p>EYFS <i>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</i></p> | <p>Myself and My Relationships Beginning and Belonging</p> <p>How am I special and what is special about other people in my class?</p> <p>What have I learnt to do and what would I like to learn next?</p> | <p>Citizenship Identities and Diversity</p> <p>How are the people in my class and how are we similar to and different from each other?</p> <p>Who are the different people who make up a family?</p> <p>What things are especially important to my family and me?</p> | | <p>Healthy and Safer Lifestyles</p> <p>What do I think I have to keep safe from?</p> <p>How do I know if something is safe or unsafe?</p> <p>Do I understand simple safety rules for when I am at home, at school and when I am out and about?</p> | <p>Healthy and Safer Lifestyles Healthy Lifestyles</p> <p>Do I understand why food and drink are good for us?</p> <p>Do I understand what exercise is and why it is good for us?</p> <p>Do I understand why rest and sleep are good for us</p> | |

They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Can I say 'No!' if I feel unsure about something and it does not feel safe or good?