**EYFS Long Term Planning: Nursery 2023-24**

****

**At Wibsey Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.**

|  |  |  |  |
| --- | --- | --- | --- |
| **A unique child** | **Positive relationships** | **Enabling environments and adult support** | **Learning and development** |
| **The EYFS Framework 2021** | | | |
| **Prime Areas** | **Communication and Language** | | |
| **Listening, Attention and Understanding** | | **Speaking** |
| **Personal, Social and Emotional Development** | | |
| **Self-Regulation** | **Managing Self** | **Building Relationships** |
| **Physical Development** | | |
| **Gross Motor Skills** | | **Fine Motor Skills** |
| **Specific Areas** | **Literacy**  **Comprehension**  **Word reading**  **Writing** | **Maths**  **Number**  **Numerical Patterns** | |
| **Understanding the World**  **Past and Present**  **People, Cultures and Communities**  **The Natural World** | **Expressive Arts and Design**  **Creating with Materials**  **Being Imaginative and Expressive** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning and Development** | | **Autumn 1** | | | | **Autumn 2** | | | | | | **Spring 1** | | | | **Spring 2** | | | | **Summer 1** | | | | | | **Summer 2** |
| **Prime learning challenge** | | **Knowing me, knowing you – aha!** | | | | **Congratulations and Celebrations** | | | | | | **Once upon a time** | | | | **Roots, shoots and muddy boots** | | | | **Old McDonald had a farm** | | | | | | **The wheels on the bus go round and round** |
| **Who am I?** | | | | **Which times are special to us?** | | | | | | **What was it like in the past?** | | | | **I wonder what`s in the garden?** | | | | **How do animals grow and change?** | | | | | | **How do we get there?** |
| **PRIME AREAS** | **Personal,**  **Social and**  **Emotional**  **Development** | Self- Regulation  SR | Learn about rules and boundaries – appropriate behaviour.  Separate from carer, observe and participate.  Express their feelings and consider the feelings of others, learn to share and take turns.  Model how to use resources appropriately and how to put them away afterwards.  Circle time discussions around feelings and how we can express them appropriately.  Learning to control feelings and behaviours  Applying strategies to calm down.  Learning to curb impulsive behaviours.  Being able to concentrate on a task.  Learning to delay gratification.  Persisting in the face of difficulty. | | | | | | | | | | | | | | | | | | | | | | | | |
| Development matters  ARE | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | | | | | | | | | | | | | | | | | | | | | | | | |
| Managing Self  MS | Discussions of school rules, routines, hand washing and toilet routines in place, healthy foods and healthy choices at snack time, oral health.  Select and use the resources they need.  Manage their own needs – toileting etc.  Learn to make independent choices.  Put on their own coats and shoes and outdoor clothing when needed.  Understanding that we are all different/similar but equally valued.  Learning how it feels to belong.  To learn to be responsible for our actions. | | | | | | | | | | | | | | | | | | | | | | | | |
| Development matters  ARE | * Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and toothbrushing. | | | | | | | | | | | | | | | | | | | | | | | | |
| Building Relationships  BR | Modelling sharing of activities and resources, taking turns and sharing, talk about how we can be a good friend, discuss differences in celebrations Xmas/Eid/Easter/Divali) and join in with those celebrations.  Learn how to develop positive relationships with adults and children.  Learn how to negotiate and solve conflict, through games, circle times, adult modelling and support.  Learn about childrens` rights, that this means we should all be allowed to learn and play.  Learn to work together and consider others` feelings. | | | | | | | | | | | | | | | | | | | | | | | | |
| Development matters  ARE | * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * Find solutions to conflicts and rivalries. * Develop appropriate ways of being assertive. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Physical**  **Development** | Gross Motor Skills  GM | Develop their skills in rolling, crawling, walking, jumping, running, hopping, skipping and climbing.  Develop overall body strength (including core muscles), coordination, balance and agility and combine different movements.  Learn how to use a balance bike safely with control.  Use the outdoor learning area to support physical development on a large scale – large construction, obstacle courses, sweeping brushes, large painting equipment, buckets of water.  Learn different ways of moving their body.  Move their bodies in response to music.  Ball skills – kick, catch and throw a large ball. | | | | | | | | | | | | | | | | | | | | | | | | |
| Different ways of moving the body. Using space safely. | | | | | Travel in different ways – slithering, shuffling, rolling, crawling, walking | | Moving their body in response to music. | | | | | Join a range of movements together | | | | | Put whole foot down when running - athletics | | | | Ball skills – kicking, throwing, catching | | | |
| Development matters  ARE | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Motor Skills  FM | Fine motor activities are offered across a range of provision activities -  Pencils for drawing and writing, paintbrushes, small tools, scissors, knives and forks. Model/teach children how to use scissors, model pencil control, funky fingers activities – tweezers etc, use of malleable resources, dough disco, squiggle while you wiggle, fastening zips, velcro shoe fastenings, threading. Pouring, scooping, digging. | | | | | | | | | | | | | | | | | | | | | | | | |
| Shows can use one handed tools.  Palmar pencil grip. | | | | | Makes snips in paper using scissors.  Digital pronate grasp pencil grip. | | Child shows a preference for a dominant hand.  Snips paper, moving forward.  Four fingered pencil grip. | | | | | Begin to hold a pencil with a modified tripod grip to show control.  Uses helping hand when cutting.  Static quadropod pencil grip. | | | | | Demonstrate a growing independence putting on a coat and shoes, begin to do zips.  Cuts a straight line.  Static tripod pencil grip. | | | | Begin to use a knife and fork.  Use a pencil with a comfortable grip and good control.  Cuts a curved/zig zag line.  Dynamic tripod pencil grip. | | | |
|  | Development matters  ARE | * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Communication**  **and Language** | Listening, Attention & Understanding  LAU | Introduce and explain new vocabulary.  Join in with songs, rhymes, music sessions, stories.  Model and encourage good listening behaviours.  Respond to questions appropriately with support.  Learn to follow two -part instructions.  Take part in back and forth exchanges – listening and responding to adults and peers.  Support children with specific communication needs through the Wellcom programme. | | | | | | | | | | | | | | | | | | | | | | | | |
| Development matters  ARE | * Enjoy listening to longer stories and can remember much of what happens. * Pay attention to more than one thing at a time, which can be difficult. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking | Model and support children to articulate their ideas and thoughts in well-formed sentences.  Model and support children to connect one idea of action to another using a range of conjunctions.  Model and support children to describe events in some detail.  Model and encourage children to speak clearly, in full sentences, using the correct tenses.  Model and join children in extended conversations. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Development matters  ARE | * Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. | | | | | | | | | | | | | | | | | | | | | | | | |
| **SPECIFIC AREAS** | **Literacy** | Non- fiction books in addition through provision |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Word Reading | Introduce children to a wide range of texts and vocabulary.  Model reading behaviours/conventions/ components of reading – phonemic awareness/phonics/comprehension/vocabulary.  Develop phonological awareness/auditory discrimination through games/activities/stories/music/rhymes and poems.  Introduce the concept of rhyming words through story and rhyme.  Introduce the concept of initial sounds in activities/daily routines.  Instil in children a love of story and reading through adult engagement and modelling. | | | | | | | | | | | | | | | | | | | | | | | | |
| Development matters  ARE | * Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. * Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. * Engage in extended conversations about stories, learning new vocabulary. | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics | Phase one phonics activities  Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting | | | Phase one phonics activities  Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting | | | | | | Phase one phonics activities  Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting | | | | | | Phase one phonics activities  Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting | | | | | Phase one phonics activities Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting | | | | Phase one phonics activities  Environmental sounds  Instrumental sounds  Body percussion  Rhythm and rhyme/alliteration  Voice sounds  Oral blending and segmenting  Set one sounds RWI |
| Writing | Introduction to and modelling of mark making tools.  Introduce Scribble club.  Gross motor activities to support core strength and large muscle control. | | | Introduce children to the concept of marks to make meaning – name cards, adult modelling writing.  Scribble club. | | | | | | Scribble club  Children to be encouraged to make their own marks – name writing, shopping lists, drawings, paintings independently. | | | | | | Scribble club  Develop skills to make marks, using a tripod grip.  Beginning of letter formation through name writing/writing in provision. | | | | | Scribble club.  Letter formation through name writing/writing in provision. | | | | Scribble club.  Letter formation through RWI/initial sounds for labelling/ using RWI sounds in independent writing/mark making/ name writing/ writing in provision. |
| Development matters  ARE | * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | Support children to begin to demonstrate some understanding of what has been read to them by retelling stories.  Support children to join in with repeated refrains/key events in familiar stories.  Support children to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Support children to sequence familiar stories.  Demonstrate how print carries meaning and model how it is read left to right in English. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Development matters  ARE | * Engage in extended conversations about stories, learning new vocabulary. * Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom , the names of the different parts of a book , page sequencing. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Maths** | Number | Explore composition of number through number rhymes.  Subitising 1-3  Reciting 1-5  Counting 1-5 - cardinality | | Subitising 1-5  Link numeral/quantity to 3  Reciting 1/10  Counting 1-5 - cardinality | | | | | | Subitising 1-5  Reciting 1/10  Counting 1-5  Showing fingers 1-5 | | | | | Subitising 1-5  Reciting 1/10  Counting 1-10  Showing fingers 1-5 | | | | | | Subitising 1-5  Reciting 1/20  Counting 1-10  Showing fingers 1-5 | | | | Subitising 1-5  Reciting 1/20  Counting 1-10  Showing fingers 1-5 | |
| Development matters  expectations | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | | | | | | | | | | | | | | | | | | | | | | | | |
| Numerical Patterns | Recognise, count and order numbers 1-3.  Match number to quantity.  Days of the week, seasons. | | Recognise, count and order numbers 1-5.  Match number to quantity.  Explore 2d shapes and properties.  Sorting and matching by different criteria.  Positional language. | | | | | | Recognising when two groups of objects have the same number. Match number to quantity.  Positional/directional language.  Repeated patterns. | | | | | More and fewer comparisons..  Compare by length/weight/size | | | | | | Learning how to share fairly.  Real life problem solving. | | | | Experiment with symbols and marks as well as numerals. Solve real world maths problems such as sharing biscuits/milk between children. | |
| Development matters  ARE | * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’ | | | | | | | | | | | | | | | | | | | | | | | | |
| **Understanding**  **the World** | Past and Present | Daily routines/ timetables/calendar  /weather.  Our own lives, family stories.  Use of floor book as a timeline of our Nursery Learning Journey.  Changes over time – seasons.  Celebrations in their own life.  Significant adults in their family and community. | | | | Daily routines/ timetables/calendar  /weather.  Family history/family trees/celebrations/birthdays. Use of floor book as a timeline of our Nursery Learning Journey.  Changes over time – seasons.  Learn about traditions in families.  Understand there are different special places of worship.  Learn there are differences in what we believe.  Develop positive attitudes about the differences between people.  Black History Month.  Bonfire night/firework party. | | | | | | Daily routines/ timetables/calendar  /weather.  Traditional tales – links to the past, how these stories have been told to previous generations.  Use of floor book as a timeline of our Nursery Learning Journey.  Comments on fictional characters – traditional tales.  Artefacts associated with events in their lives /compare old and new. | | | | Daily routines/timetables  /calendar  /weather.  Family members/generations  /grandparents/ memories of family times.  Changes over time – seasons.  Use of floor book as a timeline of our Nursery Learning Journey. | | | | Daily routines/timetables  /calendar  /weather.  Changes in the outdoor environment – seasonal.  Use of floor book as a timeline of our Nursery Learning Journey.  Comment on experiences in their own lives – home and school.  Farms and different jobs people used to do.  Farm  machinery. | | | | | | Daily routines/ timetables/  calendar  /weather.  Use of floor book as a timeline of our Nursery Learning Journey.  Sequence family members by age - generations |
| Development matters  ARE | * Begin to make sense of their own life-story and family’s history. | | | | | | | | | | | | | | | | | | | | | | | | |
| People, Culture &  communities | Families/  Ourselves  Our friends – similarities and differences.  Walk around our school grounds. Talk about what/who they see in their own environment – home and school. Walk around school – people in school who help us | | | | Festivals and Celebrations  Hindu Diwali, Festival of Light – story of Rama and Sita.  Bonfire Night – Firework Party.  Black History Month.  Christianity –Christmas  Nativity.  Eid – compare differences and similarities to Christmas.  Focus stories/foods from other cultures.  Learn there are different countries in the world which may share similarities/differences.  Autumn walk in the local environment. | | | | | | Chinese New Year.  Shrove Tuesday.  Valentines Day.  Library trip/storyteller | | | | Mother’s Day.  Easter.  Local area walk/minibus trip to Judy woods | | | | St George’s Day.  Father’s Day.  Zoo lab – farm animals | | | | | | Transition into Reception. Sequence family members by age – generations  Trip to a local café/ people who help us in our community  . |
| Development matters  ARE | * Show interest in different occupations. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | | | | | | | | | | | | | | | | | | | | | | | | |
| The Natural World | Exploring our senses.  Naming parts of the body humans need food and water to live – humans grow and change  How to take care of themselves - hygeine  Hands on experiences – malleable materials.  Introduce vocabulary.  Days of the week | | | | Weather changes.  Dark/light – owl babies light and dark.  Autumn walk – changes in outdoor environment/leaves/colours.  Caring for the environment  Exploration of natural materials.  Baking.  Planting seeds/vegetables  Identify suitable clothing for different weather.  Days of the week. | | | | | | Weather changes. Observe the weather over time  Water/ice - change of state.  Baking.  Making porridge.  Materials to build a house for the three pigs – learn the names of different materials.  Learn about different environments – the Artic  Days of the week | | | | Weather changes.  Spring and the changes it brings  Caring for the environment  Planting/growing – plants are living things that grow and change  Baking.  Days of the week | | | | Weather changes.  Baking.  Zoolab – farm animals  Names of animals – animals are living things that grow and change  Caterpillar lifecycle – hatching caterpillars  Days of the week | | | | | | Weather changes.  Forces through transport – push, pull, springs etc  Making ice lollies – freezing – liquids and solids.  Days of the week. |
| Development matters | * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Explore how things work. Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expressive**  **Arts and**  **Design** | Creating with Materials | Process Art  Transient art  Self Portraits.  Experimenting with different marks and materials.  Junk modelling.  Building with bricks.  Learning about colours.  Food prep -snack  Names of tools | | | | Process Art  Transient art  Firework pictures using different materials.  Christmas crafts.  Leaf rubbing/painting.  Large scale painting.  Natural materials art.  Learn the names of a variety of foods. | | | | | | Process Art Transient art  Printing.  Junk modelling.  Chinese lanterns.  Glue table – how does glue work.  Making their own playdough.  Colour mixing. | | | | Process Art  Transient art  Colour mixing.  Making sandwiches.  Salt dough vegetables.  Clay /different materials.  Representational drawing.  Constructing models – free junk modelling. | | | | Process Art  Transient art  Representational drawing Collage – butterflies – multi media.  Split pin animals  Printing with blocks/lego/fruit/  vegetables.  Collage – tearing, ripping, scrunching, cutting. | | | | | | Process Art Transient art  Comparison self – portraits for new teacher – representational drawing.  Build walls to create enclosed spaces.  Designing and building vehicles  Matisse |
| Development matters  ARE | * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Explore colour and colour mixing. * Show different emotions in their drawings – happiness, sadness, fear, etc. | | | | | | | | | | | | | | | | | | | | | | | | |
| Being imaginative & Expressive | Learning new songs.  Acting out stories with puppets. Listening to sounds.  Learning nursery rhymes.  Roleplay.  Responding to music with movements.  Listening carefully to sounds.  Listen to a selection of music. | | | | Act out the Nativity with our friends – Christmas sing a long.  Learning songs.  Drama and role play – retelling familiar stories.  Smallworld.  Respond to music verbally.  Learn about a steady beat.  Create sounds by hitting/striking/shaking/blowing instruments.  Listen to a selection of music | | | | | | Drama and role play.  Smallworld  Linking sounds to actions and retelling stories.  Developing own storylines.  Sing pitch.  Sing nursery rhymes from memory.  Talk about music/songs they enjoy.  Listen to a selection of music | | | | Sing melody.  Drama and role play.  Creating own art to give meaning.  Copy basic actions and learn routines. Listen to a selection of music | | | | Create own songs. Drama and role play.  Begin to work with a friend to create, copying and sharing ideas,  Name a variety of musical instruments.  Play an instrument, keeping a simple beat.  Listen to a selection of music | | | | | | Use of instruments. Drama and role play.  Smallworld set ups.  Name a variety of musical instruments.  Play an instrument, keeping a simple beat.  Comment on a piece of music, saying if they like it or not.  Listen to a selection of music |
|  | Development matters  ARE | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Building learning power** | Collaboration | | Collaboration | | | | | Questioning | | | | | Questioning  Collaboration | | | | | Imitation | | | | | | Questioning  Imitation  Collaboration | | |
|  | **Wibsey skills for life** | Ongoing:  Understanding Rights and responsibilities: Say if something is fair or unfair. To be able to select and use activities and resources with help and to look after classroom resources.  Effective decision making: To recognise their own feelings and that their behaviour can affect other people. To demonstrate an understanding that equipment and tools have to be used safely.  Developing a healthy lifestyle: Know how to be healthy.  Managing relationships: To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  Decision making: To recognise their own feelings and that their behaviour can affect other people. To demonstrate an understanding that equipment and tools have to be used safely.   To identify different occupations and ways of life.   To contribute to the life of the classroom (talking to other children when playing) and school. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **British values** | Ongoing: **Mutual respect**: We are all unique.  We respect differences between different people and their beliefs.  All cultures are learned, respected and celebrated.  **Mutual tolerance**: Everyone is valued, all cultures are celebrated and we share and respect the opinions of others.  Mutual tolerance for those with different faiths and beliefs.  **Rule of law**: We know that we have rules at school that we must follow.  We know who to talk to if we do not feel safe.    **Individual liberty**: We all have the right to have our own views.  We are all respected as individuals.  We feel safe to try new activities.  **Democracy**: We all have the right to be listened to.  We respect everyone and value their different ideas and opinions.  We have the opportunity to play where we want to play and who/what we want to play with. | | | | | | | | | | | | | | | | | | | | | | | | | |