

## EYFS Nursery 2 Long Term Plan



Year Group: Nursery 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Non-Negotiables</b></p> <p><i>These are fixed aspects of the curriculum at Clapgate that we believe all children should learn and revisit throughout their time in Foundation Stage.</i></p> <p>1X cooking opportunity each half term</p> <p><i>Caring for the school animals will be a non-negotiable that runs across the year.</i></p>	<p>Our community Our families Royal family Visits from wider school community Black History Month Weekly outdoor learning</p>	<p>Diwali Bonfire night- Campfire experience and fire safety Autumn Halloween Christmas/Nativity Weekly outdoor learning Christmas decoration</p>	<p>Lunar New Year Winter Weekly outdoor learning Children's Mental Health Week Drama Experience</p>	<p>Easter Pancake Day Spring Growing Planting Weekly outdoor learning World Book Day Science Week Farm Animals</p>	<p>Eid Life cycles Growing up Weekly outdoor learning Spring Mini-beasts Farm animals</p>	<p>Summer Beach Day Weekly outdoor learning Diversity week Geography week Sports day/ Sports week</p>
	<p><b>Nursery</b> Local Park Visit</p> <p>Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don't like.</p>	<p><b>Nursery</b> Post Box Visit</p> <p>Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.</p>	<p><b>Nursery</b> Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes.</p> <p>Oracy- Listening and talking to another unfamiliar child.</p>	<p><b>Nursery</b> Cold country focus - e.g. Antarctica</p> <p>Making chocolate buns and pancakes: Mix, stir and combine small amounts of cold ingredients. Heating: Preparing food for baking with help e.g. greasing a tray.</p> <p>Oracy- Listening and talking to another unfamiliar child.</p>	<p><b>Nursery</b> Caterpillars to look after</p> <p>Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons.</p> <p>Oracy- Talk partners</p>	<p><b>Nursery</b> Hot country focus</p> <p>Making ice Lollie's- Observation over time/ Changes in Matter</p> <p>Oracy- Talk Partners</p>
<p><b>Nursery Key Texts- Reading for Pleasure</b></p> <p>1X Traditional tale/ fairy tale 1X PSED focus 1X Culture/ tolerance/ diversity focus 1x Numeracy book 1X Understanding of the World 2X teacher choice</p>	<p>Little Red Hen Super Duper You Giraffes Can't Dance My Mum and Dad Make Me Laugh Once there were giants We're Going On a Bear Hunt Owl Babies</p> <p>N1- Oh Dear</p>	<p>Goldilocks and the three bears Big Feelings Elmer A Pair of Socks The Old Bear The Tiger who Came for Tea Gruffalo</p> <p>N1-Spot Goes to the Park</p>	<p>Little Red Riding Hood Augustus and his smile The emperor and his new clothes One is a snail , Ten is a crab Lost and Found/ Freddie and the Fairy Whatever Next</p> <p>N1- Rabbit's Nap</p>	<p>Chicken Licken The Worrysaurus Pink is for boys 10 Little Dinosaurs How to Grow a Dinosaur Jaspers Beanstalk</p> <p>N1-Foxs Socks</p>	<p>Three Billy Goat Gruff Maise and the Mountain My World and your world A Squash and a Squeeze Rainbows Monkey Puzzle There is a Dragon in My Book</p> <p>N1-That's not my tractor</p>	<p>Ugly Duckling Rainbow Fish 5 minutes Peace The Train Ride My Granny's Market Supermarket Zoo Aliens Love Underpants</p> <p>N1-Dear Zoo</p>
<p><b>Songs and Rhymes</b></p> <p><i>These are the fixed songs and rhymes the children will learn each year.</i></p>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>Five Current Buns</li> <li>Miss Polly had a Dolly</li> <li>Head, shoulders, knees and toes</li> </ol>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>Wind the bobbin up Little Star</li> <li>Twinkle Twinkle Little Star</li> <li>5 little fireman</li> <li>5 fat snowman</li> </ol>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>5 Little ducks</li> <li>Pat-a-cake Pat-a cake</li> <li>Humpty Dumpty</li> </ol>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>5 little men in a flying saucers</li> </ol>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>Old Mcdonald had a Farm</li> <li>5 little Monkey</li> <li>Baa Baa Black Sheeo</li> </ol>	<p><b>Nursery Songs-</b></p> <ol style="list-style-type: none"> <li>5 speckled frogs</li> <li>Wheels on the Bus</li> </ol>

<b>Weather Song and Days of the Week song to run across the year.</b>	4. If you're happy and you know it This Little Pig went to market	5. 5 mince pies in a bakers shop	4. Row row row your boat 5. Dingle Dangle Scarecrow	2. Twinkle Twinkle Dinosaur 3. Wee Willie Winkie 4. Hop Little Bunnies 5. Jack in a box	4. There's a tiny caterpillar on a leaf 5. Incy winky Spider	3. 1, 2, 3, ,4 ,5 Once I caught a fish alive. 4. I had a little Turtle 5. Horsey, Horsey don't you stop!
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Year Group: Nursery 2		Autumn	Spring	Summer
CL	Listening, Attention and Understanding Speaking	<p>To listen to short stories and shows awareness of main themes or events. To build up a repertoire of familiar songs and rhymes using gestures. To consistently and phrases/sentence of 3 or 4 words. To begin to make interaction with others in play by commenting of what others are doing. To begin to listen and focus on a activity not of their choosing for a short period of time. To shift attention form one thing to another with support. To join in with familiar stories when being read.</p>	<p>To follow instruction with two parts. To listen and focus on a activity not of their own choosing for a short period of time. To Shift attention form one thing to another without support. To speak using simple sentences. To begin to use different tenses. To maintain attention in small group. To use talk within play to engage others. To begin to listen to longer stories.</p>	<p>To ask and understand why questions. To hear and use new vocabulary when speaking on a weekly basis. To speak in sentences of 6 words or more. To understand why listening is important. To engage with story time sessions, rhymes and songs and comment on what they have seen and heard. To maintain attention in larger group. To use talk to organise their play. To listen to longer stories and comments on what is being read.</p>
		<p>To understand and use vocabulary for everyday objects. To be exposed to a range of vocabulary from, stories, rhymes, non-fiction and poems. To experiment using new vocabulary. To sing a wide range of familiar songs. To enjoy learning and listening to a range of stories, rhymes, poems and songs paying. To begin to use a range of social phrases across the day. To begin to start a conversation with other children and adults.</p>		
PSED	Self-Regulation Managing Self Building Relationships	<p>To remain focused on certain activities until their goal is achieved. To enjoy and begins to accept responsibility for carrying out small tasks. To begin to show more confidence with less familiar people. To begin to develop appropriate ways to be assertive. To begin to play with more than one child engaged in the same thing. To begin to understand why rules are important and follows them. To begin to take turns with adult support.</p>	<p>To take on a role within play with others engaged in the something and uses interactions to keep play going for an extended period of time. To talk about feels using words other than happy and sad. To follow classroom rules and routines without prompts from adults. To explore more areas within the classroom without adult support. To often expresses their wants and needs the words instead of physical emotions. To show increasing independence within the setting and when carrying out small tasks.</p>	<p>To play co-operatively with other children To begin to consider others' ideas and points of view when playing. To begin to compromise. To take turns without adult support. To interact with other children confidently. To be aware of the need to brush their teeth daily. To show an understanding of how others are feeling. To begin to show an understanding of how to solve conflicts using words. To explain the impact of their actions of others in the moment and through first-hand experience.</p>
		<p>To use the toilets on their own, wipes their own bottom and remembers to flush the toilet. To wash and dry their hands by themselves. To dress and undress themselves. E.g. socks, tights, shoes, coat and dressing up clothes. To explain the class rules.</p>		
PD	Gross Motor Fine Motor	<p>To use a balance bike, scooter, and trike confidently at speed To Put on their own socks. To run on steady feet. To begin to use the climbing frame with confidence independently. To stamps and clap to music. To use their core muscles to sit for around 10 minutes. To enjoy spinning around. To make movements side to side whilst crossing the body.</p>	<p>To Jump with both feet. To hop for a few seconds. To balance on one leg for ten seconds. To climb using alternate feet. To zip up their own coat up. To confidently explores all activities in movement play independently. To learn how to turn around and climb down this backwards.</p>	<p>To pedal a bike with stabilisers or a trike. To use their core muscles to sit on the floor or at a table for around 20 minutes. To walk across balance beams of different widths To play throw and catch with another demonstrating increasing accuracy. To show an awareness of space and speed when moving. To roll in different ways.</p>
		<p>To use the toilets on their own, wipes their own bottom and remembers to flush the toilet. To wash and dry their hands by themselves. To dress and undress themselves. E.g. socks, tights, shoes, coat and dressing up clothes. To explain the class rules.</p>		

			To kick a ball with increasing accuracy to another child To make circulars movements both clockwise and anticlockwise.		To begin to remember patterns and sequences of movements especially to music. To use digging tools for a purpose.		
		To begin to use a three fingered grip with support. To cut through paper using whole palm scissors. To open own packed lunch box.	To begin to use a knife for cutting but may not use a fork at the same time. To begin to use whole palm scissors to cut for a purpose To begin to show a dominate hand.		To begin to use a pincer grip independently. To use whole palm scissors to cut shapes roughly.		
		To enjoy large muscle movement e.g. parachute games, lifting and build large construction, running and rolling up and down hills, scarves, ribbons and pom poms. To enjoy using large mark making resources such as rollers, sweeping brushes, paint brushes. To notice the physical effects that exercise has on their body. Movement play will run across the year, see a separate skills progression document.					
<b>See EAD and Writing for drawing skills and development.</b>							
<b>L</b>	<b>Comprehension</b>	To engage in extended conversation about stories, hearing new vocabulary and beginning to use it with support. To finish sentences within familiar stories. To enjoy changing parts of familiar stories and rhymes. To know that text in English is read top to bottom, left to right.		To show awareness of characters feelings. To be aware that stories have a start and a finish. To begin to sequence and retell familiar stories using props and pictures. To retell some key parts of familiar stories in the correct order using a story map for support. To explain that the title of the book is. To name a character in the story. To explain what an author does.		To have an awareness of characters feelings and begin to. To explain why they may feel this way. To answer what, where and why questions. To explain what the blub is. To suggest where a book is set. To explain what an illustrator does. To experience and respond to different types of books, story , factual, rhyming and non-rhyming stories, realistic and fantasy.	
	<b>Word Reading/phonics</b>	<b><u>Listening, Attention and Auditory memory and sequencing</u></b>  To follow and join in with listening and attention games and action songs e.g. Simon says. To retrieve up to 3 objects when asked. To identify a missing object from a set. To sequence past events. To begin to remember and copy patterns e.g. order of animals/objects.	<b><u>Environmental, instrumental, voice and body sounds</u></b>  To identify environmental sounds such as cars, knocking on a door, jumping in puddles etc. To identify common animal noises. To explore and understand that they can make noises can make with their voices and body. To explore and identify the noise instruments make. To distinguishes between sounds.	<b><u>Rhyming and Rhythm</u></b>  To enjoy and join in with number of different Nursery Rhymes. To have a favourite Nursery Rhyme. To enjoy rhyming books. To begin to fill in miss rhyming words at the end of sentences when the adult reading pauses. To be able to clap a beat Confidently clap the syllabus in words.	<b><u>Rhyming</u></b>  To confidently sings up to 5 nursery rhymes independently. To be able to fill in the missing rhyming words in a sentence/poem's rhymes and books. To identify rhyming pairs. To identify the odd one out in a rhyming set.	<b><u>Initial Sounds and Blending</u></b>  To identify initial sounds in words when spoken. To be able to identify what words begins with a given initial sound. To begin to orally blend with objects/pictures for support.	<b><u>Blending and Segmenting</u></b>  To begins to orally blend CVC words confidently using objects and pictures for support. To begin to segment cvc words with objects/pictures for support.
	<b>All aspects of N2 phonics will be revisited throughout the year during both adults led and child-initiated learning opportunities.</b>						
	<b>Writing</b>	To draw simple and recognisable shapes. For example: sun, tree. To imitate drawing simple shapes. For example: circle, square.		To distinguish between the different marks, they make.		To starts to copy simple horizontal and vertical letters. For example: t l k j v w.	

		To imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth.	To copy own initial letter in their name. To draw spontaneous and recognisable forms. To draw a person with a head and one or two other features.	To give meaning to marks as they draw and paint. To begin to copy letters from the alphabet, including letters from their name. To begin to write random letter strings to convey meaning, some of which are correctly formed.
<b>M</b>	<b>Number Numerical Patterns</b>	To join in with number rhymes (using fingers, pointing, moving objects). To rote count to 5. To complete a 8-piece jigsaws. To recognise and match patterns (spotty, stripey), To sort objects and begin to talk about how they have categorised them. To use number names in order. To play with 2D and 3D shapes.	To create shape pictures with 2D shapes, draw round shapes. To subitise to 3. To compare capacities and use the vocabulary full, empty and half full. To compare weights and us vocabulary for heavy and light. To count to 5 with 1:1 correspondence and understanding of cardinality. To rote count to 10.	To name 2D shapes. To compare lengths and use the vocabulary long and short. To complete a 12-piece jigsaw. To rote count beyond 10. To count to 10 with 1:1 correspondence with understanding of cardinality. To subitise to 5. To match numerals to a quantity of objects. To create an AB repeating pattern. To use a range of positional language vocabulary. To experiment with marks to represent mathematical word problems.
		To counting the number of children present, daily timetable, using the stencils and labels in provision. To show an enjoyment in number rhymes and begins to use fingers and props to represent number but are not always accurately. To demonstrate maths skills within play but not always accurately.		
<b>UW</b>	<b>Past and Present</b>	<b>History</b>		
		To show an awareness of time and to be able to use simple vocabulary associated with it such as before, now, next, then.  To describe some differences between themselves as a baby and as they are now.  To confidently talk about immediate members of my family in detail.  Black History Month- figure to be decided.	To show an awareness of time and to be able to use simple vocabulary associated with it such as before, now, next, then.  To talk about things that are important to them that have happened in the past.  To begin to identify something as being in the past e.g. objects or pictures.  To begin to know some differences between things in the past and now.  To be aware that objects now may look differently to in the past  To begin to identify things that are from now and things from the past.	To talk about things that are important to them that have happened in the past.  To begin to identify something as being in the past e.g. objects or pictures.  To begin to know some differences between things in the past and now.  To be aware that objects now may look differently to in the past.  To begin to identify things that are from now and things from the past.  To understand cause and effect. E.g. why things have changed to them personally because of something else or why things happen to book character.  To begin to talk about why things happen and how things work.  To describe some differences between themselves as a baby and as they are now.  To sequence up to 4 events
		To understand and talk about festivals that they and their families celebrate and are beginning to be aware that other people may celebrate different things. To confidently understand and talk about their school day using symbols prompts. To have an awareness of the days of the weeks and can name some using songs and rhymes. To show curiosity about finding out about the past through exploring and why, what, and how questions. To sing a range of nursery rhymes from the past. To show an interest in different occupations and understands features of their roles. To listen and enjoys books about people, events, and theme of the past. To show an interest in different occupations through role play, books, small world, and conversations.		

	The Natural World	Geography		
		<p>To know that their city they live in is Leeds and the country is England.          To recognise the shape of the Untied Kingdom.          To explore a map of the local park ready for a visit.          To show an awareness of the world around them and some features of the world that are out of their immediate environment.</p>	<p>To know that there are hot and cold places in the world.          To begin to identify features of hot and cold countries by picking the odd one out.          To know what a globe is an what it shows.          To begin to understand that some animals live in certain environments e.g. penguins live in cold places, Lions live in warm places.</p>	<p>To identify land and sea on a map.          To categorise where animals live (land, water) and begin to understand that some animals live in certain environments e.g. penguins live in cold places, Lions live in warm places.          To explores maps of the school          To create maps in imaginative play.          To use positional language when using Beebots          To describes their home, street and familiar places</p>
		<p>To explore globe and maps within the classroom provision. To use simple vocabulary to describe different types of weather and simple weather features e.g. cold, freezing, chill, hot, warm, boiling. The sun is up because it is light but it's behind the cloud. To begin to use vocabulary related to the 4 seasons (spring, summer, autumn, winter) and can explain some of the natural changes they notice during some seasons. To sing the daily weather song and discussion about suitable clothes for different weathers. To show curiosity about the world around them by asking what, how and why questions. Listens to and enjoys books about the world around them.</p>		
		Science		
People, Culture and Communities		<p>To name body parts and what different parts are used for.          To understand floating and sinking concepts and can begin to explain why an object may sink or float.          To discuss features of light and dark.          To make observation about the natural world.</p>	<p>To explore magnets within provision.          To distinguishes between materials and can names common materials e.g. wood, metal, glass and plastic.          To talk about what plants need to grow and notices when things start to grow.          To carry out investigates using trial error and can begin to talk about what they think and notice.</p>	<p>To talk about changes in plants as they grow and decay.          To show and interest in a range on creature e.g. minibeast and talks about things they notice.          To talk about where a selection of animals live and begin to identify obvious features of their habitats, beginning to categorise.          To observe and talk about the life cycles of an minibeast- Butterfly.          To begin to use mark making to record what they notice and learn.          Making ice Lollie's- Observation over time/ Changes in Matter</p>
		<p><b>Working scientifically skills</b> – begin to ask questions, begin to make predictions, begin to set up tests, begin to observe/measure, begin to recording data, begin to interpret and communicate results. To explore a range of animals using small world resources. To make simple comments about seasonal changes across the year. To understand what is needed to care for animals. To enjoy exploring the natural world and outdoor learning commenting out what they can see.</p>		
		<p>Computing          (E-safety, Technology in our lives, Multimedia, Programming, Data Collection)          A Technology area will be present within the nursery classroom all year</p>		
		<p><b>E-safety</b>          I can identify some examples of personal information (name, age, location- Leeds, Belle Isle) <b>(Privacy and Security)</b>          I can describe some ways that people can be unkind and how that can make others feel. <b>(Online Bullying)</b>          I can recognise some ways the internet can be used. <b>(Online Relationships)</b>  <b>Technology in our lives</b>          Recognise purposes for using technology in school and at home.          Model how to use the internet to play and learn.  <b>Multimedia</b>          To show an interest in making marks on the interactive board.          To complete a simple game on the interactive board or tablet.  <b>Programming</b>          To help adults operate equipment around school.  <b>Data Collection</b>          N/A</p>	<p><b>E-safety</b>          I can describe some ways that people can be unkind and how that can make others feel. <b>(Online Bullying)</b>          I can describe people that I can trust. <b>(Privacy and Security)</b>          I can recognise that I can say 'No' and 'Please stop'. <b>(Self-Image and Identity)</b>          I can identify rules that keep us safe and healthy in and beyond the home. <b>(Health, Wellbeing and Lifestyle)</b>  <b>Technology in our lives</b>          Recognise purposes for using technology in school and at home.          Model how to use the internet to play and learn.  <b>Multimedia</b>          To explore using apps to create.          To use a sound recorder to collect and record sounds.  <b>Programming</b>          To help adults operate equipment around school.</p>	<p><b>E-safety</b>          I can begin to understand how to use the Internet to find things out. <b>(Managing online information)</b>          I can begin to identify I could use to access information. <b>(Managing online information.)</b>          I can name my work so others know it belongs to me. <b>(Copyright and Ownership)</b>  <b>Technology in our lives</b>          Recognise purposes for using technology in school and at home.          Model how to use the internet to play and learn.  <b>Multimedia</b>          To take part in a video when creating a green screen video.  <b>Programming</b>          To help adults operate equipment around school.          To explore programmable toys.  <b>Data Collection</b></p>

			To explore using remote control toys. <b>Data Collection</b> N/A	N/A
		<b>RE</b>		
		To join in with celebration of Divali-Hinduism. To join in with celebration of Christmas-Christianity. To talk about people that are special to them. To talk about their own experiences.	To join in with the celebrations of Lunar New year. To join in with the celebration of Holi-Hinduism. To join in with the celebration of Easter-Christianity. To talk about own feelings. To talk about things that are important to them.	To join in with the celebration of Eid-Islam. To talk about what makes a good helper and why helping is important.
		To show an interest in different occupations through role play, books, small world and conversations. To begin to be understand people celebrate different festivals. To begin to identify similar and difference between festivals. To listen and comment on a range of stories from a range of different religions and world views. To be aware of similarities and difference between people. To have positive attitudes towards others. To be aware for different occasions and celebrations e.g. birthdays, weddings, christenings, Halloween, bonfire night, jubilee.		
<b>EAD</b>	<b>Creating With Materials</b>	<b>Art and Design and Technology</b>		
		<u>Sculpture</u> To use a cutter (shapes and roller) independently. To use a range of materials to enclose space when constructing. To revisit -Understands and can use the technique of ripping, snipping and scrunching.  <u>Painting</u> To begin to enclose spaces and use continuous lines to represent objects.  <u>Printing</u> To begin to consider placement when using printing resources.  <u>Collage</u> To use PVA glue and a spreader to join materials.  <u>Food Technology</u> Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don't like  Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.	<u>Sculpture</u> To use a rolling pin to flatten malleable materials. To have their own ideas of what they want to construction and uses a range of materials to do so. To understand and can use the technique of folding.  <u>Painting</u> To explore colour and colour mixing and can talk about what they notice when colours are mixed.  <u>Drawing</u> To follow simple guided drawings.  <u>Collage</u> To begin to use tape and a dispenser to join materials.  <u>Food Technology</u> Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes.  Making chocolate buns and pancakes- Mix, stir and combine small amounts of cold ingredients.	<u>Sculpture</u> To execute their own ideas within malleable area using a range of skills. To select resources independently to construct their own ideas, begin to evaluate what they have done and make changes and improvements. To understand and can use the technique of rolling.  <u>Painting</u> To use various painting resources to create a chosen effect, ie, Using the continues provision painting trolley.  <u>Drawing</u> To draw upon experiences and create recognisable images when drawings using a range of resources.  <u>Textiles</u> To use a needle and thread.  <u>Food Technology</u> Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons.
		To explore and manipulates paints, materials, malleable resources, and tools using sensors. To confidently use whole palm scissors. For drawing skills, see writing strand and ensure a range of resources are explored i.e. chalk, felt tips, dabbers, wax crayons. When painting, children will explore colour and be taught to identify different colours by name. During food technology activities the children will develop food safety and hygiene skills by taking part in simple cleaning up tasks (e.g. clearing and cleaning tables).		
		<b>Music and Drama</b>		
	<b>Being Imaginative and Expressive</b>	<u>Music</u> To join in with actions songs. To explores a range of sound makers and instruments. To copy and make rhythmic patterns using body, voice, and instruments.  <u>Drama</u>	<u>Music</u> To sing the pitch of a tone. To name and explore a range of instruments in different ways. To copy and make rhythmic patterns using body, voice, and instruments.	<u>Music</u> To create their own songs and change words or parts of songs. To sing a moving melody. To remember and sing an entire song  <u>Drama</u>

		<p>To engage in roleplay alongside other involved in the same theme using props.</p> <p>To use small world resources to retell parts of familiar stories and make links to the real world.</p> <p>To begin to create and become immersed in a imaginary concept using real-life experiences and places.</p>	<p><u>Drama</u></p> <p>To begin to use a narrative alongside props within roleplay.</p> <p>To begin to explore different characters within role play with peers.</p> <p>To begin to develop narratives using small world.</p> <p>To begin to create and become immersed in a imaginary concept using real-life experiences and places.</p>	<p>To use a narrative within roleplay that is extended and supported by others.</p> <p>To make their own imaginative small worlds using other resources.</p> <p>To begin to create and become immersed in a imaginary concept using real-life experiences and places.</p>
<p>To use Talk 4 Writing actions and use their bodies to represent key words within story.</p>				