



At All Saints' we aim to provide a safe, happy and stimulating learning environment, both in our inside and outside classrooms where, children are taught through high quality play and playful activities.



We do this through a balance of teacher and child led activities carefully planned and facilitated from the adult observations of the children's play and knowledge of the individual children's interests.

At All Saints we are children of God, we wear our crowns with pride. Together we are **Included, Involved** and **Inspired**

Our BIG IDEAS that are introduced throughout the curriculum

	LANGUAGE	BRITAIN	PEOPLE	FAITH	MIGRATION	CREATIVITY
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me <i>What makes me unique?</i>	Let's Celebrate <i>How do people celebrate?</i>	Fairy Tales Fact and Fiction Can pigs really talk?	Fairy Tales Fact and Fiction Can I grow a beanstalk to the sky?	Our Wonderful World <i>Where do minibeasts live?</i>	Water Everywhere <i>What is water used for?</i>
Possible Themes/Interests/ Lines of Enquiry	Me and my Family Our School Family Where we live – Britain, Newmarket People who help us /Our senses Doctors/nurses paramedic – Touch Police - Hearing Optician – sight Dentist – taste & Smell Autumn /Harvest	Children's Memory Boxes Autumn *Diwali - India (Date can move) Remembrance Day Bonfire Night – <i>Guy Fawkes - London</i> Thanksgiving – <i>Pilgrims - America</i> Advent Christmas Christmas presents (past and present) Christmas around the world	Winter Kings Day Chinese New Year – China Three Bears /Bears Three Pigs/ Pigs *Pancake Day/Lent(Date moves)	*Pancake Day/Lent(Date moves) Gingerbread man (runaway pancake)/ pancakes Jack and the Bean stalk /Planting/Gardening/Spring Castle Life Compare castle and our home Easter	Life cycles – Frog/butterfly/plant Minibeasts -Ladybird, worm, snail Caterpillar/Butterfly Healthy Eating – Hungry Caterpillar Our Local Area - maps Visit to Lackford Lakes *Eid – Pakistan (Date can move)	Uses of Water Water Cycle Water in an African village Pirates – maps, Anne Bonney Blackbeard Summer holidays (past and present) *Eid – Pakistan (Date can move)
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and Helicopter Stories.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. – establishing routines/class rules Children will engage in story times. – to enjoy stories, rhymes and songs joining in with predictable stories, making comments and questions. Speaking Children will talk in whole sentences. Children will talk in front of small groups and their teacher offering their own ideas. Children will develop social phrases – model how to talk to others. Children will listen to and learn Nursery Rhymes. Children will ask a simple why question. – when talking to visitors	Listening, Attention and Understanding Children will begin to understand how and why questions. Children will engage in story times. – discuss what might happen next Speaking Children will use new vocabulary throughout the day. Children will talk about what they are doing and why. Children will ask questions to find out more and to check they understand what has been said to them- ask questions of other children when discussing their memory boxes. Children will discuss routes and location using positional language	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props using: - story maps, miniworlds, roleplay Children will engage in non-fiction books. – information about real animals Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Listening, Attention and Understanding Children will learn to ask questions to find out more Children will listen to and talk about stories to build familiarity and understanding. Speaking Children will talk in sentences using conjunctions, e.g. and, because. Children will articulate their ideas and thoughts in well-formed sentences. – e.g. how to make a gingerbread man/pancake Children will connect one idea or action to another using a range of connectives – how to plant a seed, A recipe, A science experiments.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Children will engage in non-fiction books. – use contents page to find information about a minibeast. Talk about what they have found out. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use minibeast specific vocabulary.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses. Children will describe events in some detail – our trip to Lackford lakes Children will use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. – during science experiments Children will use new vocabulary in different contexts.
NB Each new topic is introduced though a 'talk box' – Children talk about objects that they find and ask questions to direct the learning.						
Throughout the year children will -						
Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Engage in story times.		



<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>							
<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through high quality interactions and modelling, circle times, social stories, PHSE, diversity stories, conceptual safeguarding discussions – monthly etc.</p>	<p>Self-Regulation Children will see themselves as a valuable individual. – what makes me unique</p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions. – zones of regulation</p> <p>Managing Self Children will learn to manage their own needs. - Putting their book bag and coat away, accessing resources, dressing, toileting, washing hands, eating, drinking when thirsty, taking jumper off if hot</p> <p>Children will develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes - eating, personal hygiene Children will learn how to ask for help for themselves or others</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Children will learn who can help them at home, school and in the community.</p> <p>Children will learn about different conceptual safeguarding issues that may affect them in Newmarket. (monthly focus)</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Children will follow two step instructions</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Children will know ways to keep healthy</p> <p>Building Relationships Children will build constructive and respectful relationships. – play cooperatively</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise</p> <p>Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Children will have an understanding of how we change</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>	
	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						
	<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and weekly Gym Trail.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>Children will begin to use the correct letter formation</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely combining different movements with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Children will learn to ride a balance bike</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>
<p>N.B These skills are developed during weekly Gym Trail sessions, continuous provision and specific activities.</p> <p>Children will develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. Children will 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 spoon. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children will develop overall body-strength, balance, co-ordination, and agility</p> <p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>							



Literacy 	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Children will know that print carries meaning</p> <p>Word Reading Children will hear general sound discrimination, identify rhythm, rhyme, alliteration</p> <p>Children will distinguish between a letter, word and a sentence</p> <p>Children will begin read individual letters by saying the sounds for them</p> <p>Children will begin to orally blend and segment simple words.</p> <p>Children will recognise their names</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will be able to orally blend and segment simple words.</p> <p>Children will begin to read simple captions and sentences.</p> <p>Children will read a few common exception words</p> <p>Writing Children will start to form letters correctly</p> <p>Children will begin to write the sounds they can hear in words.</p> <p>Children will write their name</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p> <p>Children will form lower-case and capital letters correctly.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds using a capital letter and full stop.</p> <p>Children will begin to re-read what they have written to check that it makes sense.</p>
	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>						
Mathematics 	<p>Number Children will have a deep understanding of 1-4.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p> <p>Shape space and measure Children will compare size, mass and capacity Children will explore pattern</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will know ways of making 5</p> <p>Shape space and measure Children will know circles and triangles Children will use positional language Children will know about shapes with 4 sides</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p> <p>Shape space and measure Children will compare mass</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers. Children will add and subtract using number sentences</p> <p>Shape space and measure Children will use length & height Children will talk about time Children will know about basic 3D Shapes Children will be able to recreate and continue patterns</p>	<p>Number Children will revise number bonds to 5. Numerical Patterns Children will double numbers to 10 Children will share quantities equally.</p> <p>Shape space and measure Children will use spatial Reasoning to Match Rotate Manipulate shapes</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher</p> <p>Shape space and measure Children will be able to use spatial reasoning to visualise and build Children will have a deepening understanding of patterns and Relationships Children will use spatial Reasoning - Mapping</p>
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
Understanding the World 	<p>Past and Present Children know about their own life story and how they have changed. – ‘Once there were Giants’, memory boxes</p> <p>Children will talk about members of their immediate family and community</p> <p>Children will know about people who help us within the community.</p> <p>People, Culture and Communities Children will describe features of the</p>	<p>Past and Present Children will know some similarities and differences between things in the past and now. – Toys, Memory Boxes</p> <p>Children will compare and contrast characters from stories, including figures from the past. – Guy Fakes, pilgrims</p> <p>People, Culture and Communities Children will know that there are many countries around the world and they have different religions and languages.</p>	<p>History: Past and Present Children will comment on images of familiar situations in the past.</p> <p>People, Culture and Communities Children will recognise some environments that are different to the one in which they live.</p> <p>The Natural World Children will talk about features of the environment they are in and learn about different environments.</p>	<p>Past and Present Children will talk about past and present events in their lives and what has been read to them. – What the tree did see, castles</p> <p>People, Culture and Communities Children will recognise some environments that are different to the one in which they live. - castles</p> <p>The Natural World Children will make observations about plants discussing similarities</p>	<p>Past and Present Children will know about the past through settings and characters. – ‘Peepo’</p> <p>People, Culture and Communities Children will recognise some environments that are different to the one in which they live - Newmarket/Lackford</p> <p>Children can draw information from a simple map</p>	<p>Past and Present Children will know about the past through images, settings, characters and events, Pirates, Seaside’s of the Past.</p> <p>People, Culture and Communities Children will identify water and land on a map.</p> <p>Children will compare use of water in an African village and Newmarket.</p> <p>The Natural World Children will know some important</p>



<p>immediate environment.</p> <p>Children will make maps to represent their immediate environment</p> <p>The Natural World Children will name parts of their body and senses.</p> <p>Children will begin to use vocabulary to describe different materials.</p> <p>Children will understand the terms 'same' and 'different'. (in themselves and their environment)</p> <p>RE: People, Culture and Communities Children will know Why God is important to Christians.</p>	<p>The Natural World Children will explore and ask questions about the natural world around them.</p> <p>Children will recognise some similarities and differences between life in this country and life in other countries.</p> <p>People, Culture and Communities Children will understand that some places are special to members of their community. – places of worship,</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Children will know why Christians perform nativity plays</p>	<p>Children will recognise some similarities and differences between life in this country and life in other countries</p> <p>People, Culture and Communities Children will know how can we help others when they need it?</p>	<p>and differences.</p> <p>People, Culture and Communities Children will know why do Christians put a cross in an Easter garden</p>	<p>The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>People, Culture and Communities Children will know how we can care for our wonderful world</p>	<p>processes and changes in the natural world, including states of matter, floating and sinking.</p> <p>People, Culture and Communities Children will know what makes every single person unique and precious.</p>
	<p>Children will understand the effect of changing seasons on the natural world around them Children will describe what they see, hear, and feel whilst outside.</p> <p>NB A 'curiosity cube' will be used for different people to put in objects and artefacts about different places and cultures. This will generate discussions and interest.</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>				
<p>Expressive Arts and Design</p> 	<p>Being Imaginative Children will sing and perform nursery rhymes.</p> <p>See Charanga Progression of Skills document. Charanga Unit - Me</p> <p>Children will take part in pretend play. – role play areas</p> <p>Creating with Materials Children will experiment mixing with colours.</p> <p>Children will explore materials and make their own models – Creative area</p> <p>Children will mark make inspired by 'The Dot' and artist Jackson Pollock</p> <p>Children will make Autumn pictures inspired by 'leaf man'</p> <p>Children will make and play instruments</p> <p>Children will draw shapes to represent objects. – draw representations of themselves, people and things that are familiar to them.</p>	<p>Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>See Charanga Progression of Skills document. Charanga Unit – My stories</p> <p>Children will use small worlds to retell stories</p> <p>Children will Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas production</p> <p>Creating with Materials Children will experiment with different textures. Children will create art work inspired by Yayoi Kusama, Mondrian & Kandinsky</p> <p>Children will make Diwali lamps clay, Rangoli Patterns</p> <p>Children will have an idea and find resources – Using CP independently</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>See Charanga Progression of Skills document. Charanga Unit - Everyone</p> <p>Children will develop storylines in their pretend play. – role play, miniworlds traditional stories</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>children will make items for a purpose – chair for a bear, sty for a pig etc</p> <p>Children will design and make a puppet</p> <p>Children will draw adding detail</p> <p>Children will return to and build on their previous learning, refining ideas and developing their ability to represent them - in CP</p> <p>Children will create art work inspired by Yves Klein</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>See Charanga Progression of Skills document. Charanga Unit – Our World</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Children create collaboratively sharing ideas, resources, and skills.</p> <p>Children will use their 3D shape knowledge to create models.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>See Charanga Progression of Skills document. Charanga Unit – Bear Funk</p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses. – charanga</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Children will make minibeasts and their habitats</p> <p>Children will create art work inspired by Henri Matisse' 'snail'</p>
<p>Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings Children will explore and engage in music making and dance, performing solo or in groups.</p> <p>N.B Creative tools and equipment are always available in Continuous Provision</p> <p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					



Newmarket CE Primary School



EYFS Progression of skills and curriculum overview

At All Saints we believe that **Together** we are **Included, Involved** and **Inspired**

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			
Computing (Extra) ICT is used to support learning in reception	Children can order events Children Know what to do if they experience something that makes them worried on the internet. - E Safety Children will write and debug an algorithm. - Musical Algorithms Children will sort and order using the computer. – Sorting Children will identify and create musical patterns using the computer - Patterns Children will create pictures using computer software- 2Simple pictures, Dazzle Celebration pictures etc	Children will use a mouse to drag, drop and order - A cat on a mat Children will write, follow and debug an algorithm - Algorithms – Coding Blocks & Algorithms – Jam Sandwich Children will use the ipad to Film/ taking photos Children will use computer software to animate their work. - 2 Animate	Children will order using the mouse - Martha Monkey Children will make a read a pictogram -Handling Data – Minibeasts Children will use algorithms to move a bee in different directions -Bees in the Garden Children will use a range of coding toys to program and debug -Bee Bots, mice Children will use a QR code to discover minibeast facts Children will create pictures using computer software Dazzle – Eid Prayer Mats
Trips	Specsavers – Opticians/ Local Walks	Local Walks	Lackford Lakes/ Local Walks
Inspiration though Enrichment	Dress up for at least one day Take part in a performance Sing as part of a large group Enjoy nature Visit to a local church Take part in an event on the Christian Calendar Work in a vertical age group Enjoy the weather Take part in a Nativity celebration Visit the opticians Local walks	Dress up for at least one day – World Book Day Sing as part of a large group Enjoy nature Visit to a local church Take part in an event on the Christian Calendar Enjoy the weather Share an activity at school with a parent Plant seeds and bulbs and see them grow Easter Egg hunt/ Easter Bonnet Parade	Dress up for at least one day Enjoy nature Engage with wildlife and ecology Visit a local habitat Visit to a local church Take part in a Eucharist Service Sing as part of a large group Enjoy the weather Grow your own food and eat it Dentist visit