

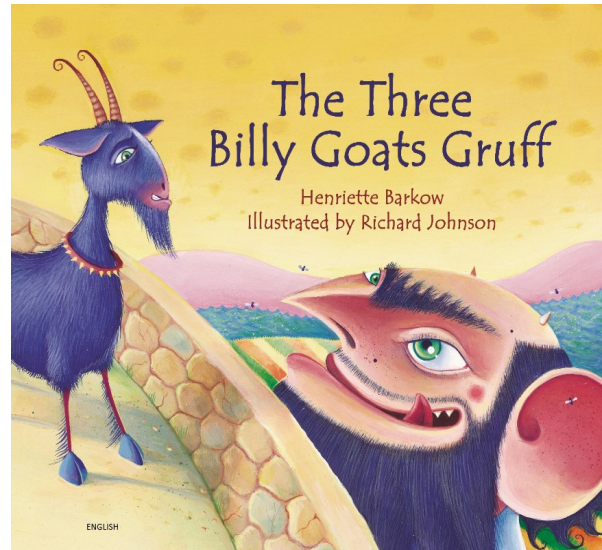
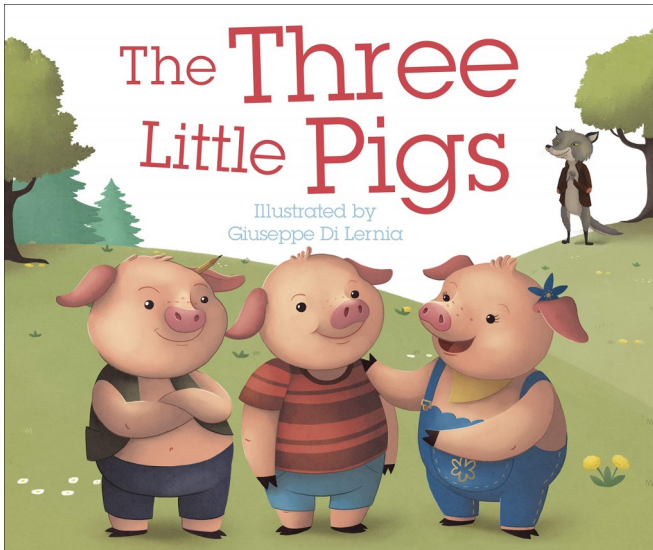
Autumn

Term



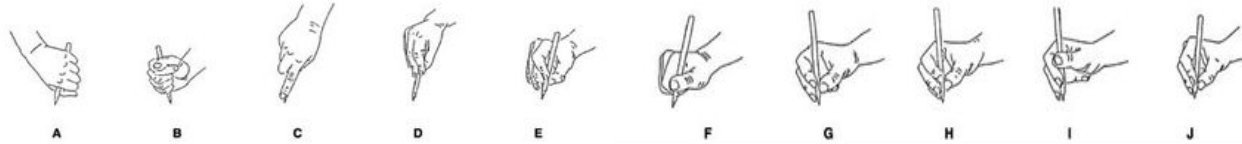
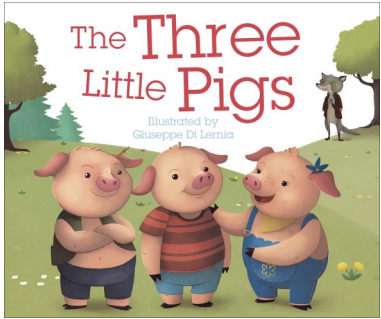
THORESBY
PRIMARY SCHOOL

Once Upon a Time



Foundation Stage 2

Three Little Pigs



Literacy

Hook (1)
To be carried out at the start of a new book/text.

Suggestions
3 piles of materials (straw, sticks and bricks) to be placed on the carpet with caution tape around.
Investigate what could have happened?
Puppets/role play objects from the story

Sentence application (4)
Pupils to build sentences using verbs/nouns/adjectives. (who /where/ what doing/ adjective/ object)

Suggestions
Model, orally, building up a sentence using a who/where/what doing/ adjective/object – build up to using all within a sentence

Prediction (2)
Pupils to predict based on prior knowledge and looking at the cover

Suggestions
What is the story about? Who is in it? Where is it set?
Model oral sentences for predictions
Stop at key points in the text to predict what will happen next - model this by showing we use what we already know

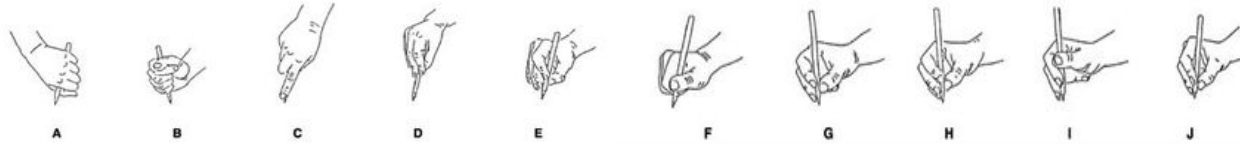
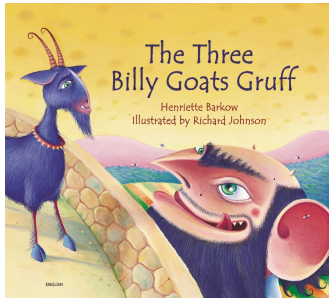
Re-tell (5)
Focus on beginning, middle and end

Suggestions
Story Map
Re-telling orally using puppets/ picture prompts/ signifiers/ story maps
Use pictures from parts of the story to sequence - sequence key points to start with, before start to sequence and re-tell the whole story

Language work (3)
Unpick any new language and talk about the meaning of new language

Suggestions
Model using the key vocabulary in a phrase/sentence/ different contexts (if appropriate) – display the word/s
Encourage pupils to use the new vocabulary in an oral sentence – encourage them to use in writing and whilst in continuous provision
Look for the new word within the text and other texts

Three Billy Goats Gruff



Literacy

Hook (1)

To be carried out at the start of a new book/text.

Suggestions

Letter from the troll about the noise on his bridge—what story could this be from?

Puppets/role play objects from the story

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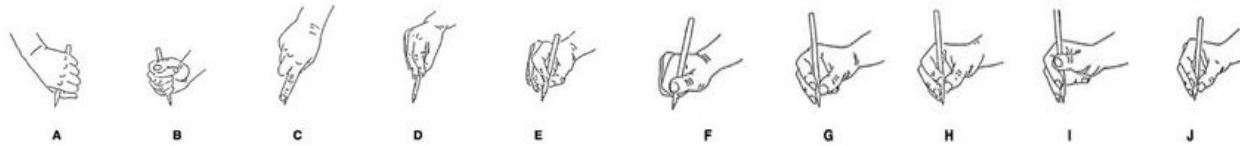
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Look for the new word within the text and other texts

The Gingerbread Man



Literacy

Hook (1)
To be carried out at the start of a new books/text.

Suggestions
Children to come into the classroom to find little flour footprints all around the classroom. School chef then to come in and ask if we have seen their Gingerbread Man that ran away from the kitchen.

Puppets/role play objects from the story

Sentence application (4)
Pupils to build sentences using verbs/nouns/adjectives. (who /where/ what doing/ adjective/ object)

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Emily Gravett

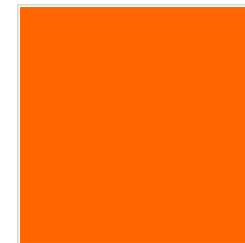
Literacy

Reading comprehension—Words of the Week

- Introduce the words of the week through a picture/word/syllable clapping and sentences—vocabulary to be used from reading comp books
- Pupils to listen to the word being said - clap it - hear the initial phoneme and repeat back - look at the grapheme for the phoneme - learn 2/3 simple sentences with the word in it - over the week use the words and by the end of the week say their own oral sentence using the words

Week	Word
1 <i>Orange, Pear, Apple, Bear</i>	Orange, pear
2 <i>Orange, Pear, Apple, Bear</i>	Apple, bear
3 <i>Monkey and Me</i>	Monkey, penguin, elephant
4 <i>Monkey and Me</i>	Bat, kangaroo
5 <i>Tidy</i>	Churned, grooming, succeeded
6 <i>Tidy</i>	Bare, scoured

orange



Orange

Oo

Would you like an **orange**?

I am drawing with an **orange** pencil.

At snack time, Mrs Parkinson ate
an **orange**.

Jez Alborough

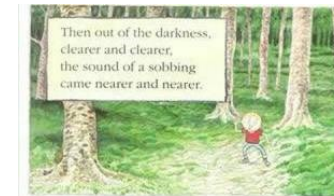
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Week	Word
1 <i>Where's My Teddy</i>	Horrible, tip-toed
2 <i>Where's My Teddy</i>	Surprised, sobbing
3 <i>Some Dogs Do</i>	Twirled, daft
4 <i>Some Dogs Do</i>	Howled, lie
5 <i>Duck in the Truck</i>	Muck, yells
6 <i>Duck in the Truck</i>	Relaxing, engine

sobbing



Sobbing

Ss

The baby was **sobbing**.

Then out of the darkness, clearer and clearer, the sound of a **sobbing** came nearer and nearer.

Number

Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Exploring amounts: more/least Comparing amounts within 10. Patterns around us.	Exploring amounts: more/least Comparing amounts within 10. Patterns around us.	Cardinality - Counting within 10, stopping at right amount, value of numerals.	Cardinality - Counting within 10, stopping at right amount, value of numerals.	One more/one less - using number songs as initial hook alongside concrete objects. Describe and continue ABAB, ABC Patterns	One more/one less - using number songs as initial hook alongside concrete objects. Describe and continue ABAB, ABC Patterns	Perceptual Subitising of amounts up to 5 - regular amounts: dice, dominoes and dots Noticing patterns between different amounts. Copy AB-AB and ABC patterns.	Perceptual Subitising of amounts up to 5 - regular amounts: dice, dominoes and dots Noticing patterns between different amounts. Copy AB-AB and ABC patterns.

Prior Knowledge

FS1

- Use all their senses in hands-on exploration of natural materials.
- Understand the key features of the life cycle of a plant and an animal.

We are learning to:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

Future learning:

Year 1

- Observe changes across the four seasons (Yr1—seasonal changes)
- Observe and describe the weather associated with the seasons and how day length varies. (Yr 1—Seasonal changes)

Seasonal Changes

Vocabulary

- Spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers

Expose children to supplementary vocabulary such as:

- Hibernate, migrate, snowflake

Substantive Knowledge (Know that)

- To know there are 4 seasons

Disciplinary Knowledge (Know how) Skills: To behave like a scientist

- To observe closely, describing what they see, hear and feel.

Encouraging scientific enquiry

Classification

- Which clothes are suitable for each season?

Observing over time

- How does a puddle change over time?
- How does a snowman change as it melts?
- How does the natural world change with the seasons?

Research using secondary sources

- Find out about how animals behave in different seasons.
- Find out about the weather and seasons.

Prior Knowledge

FS1

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.

We are learning to:

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside

Future learning:

Year 1

- Distinguish between an object and the material which it is made (Yr 1– Everyday materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, rock and water (Yr1—Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Yr1—Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1– Everyday materials)

Materials, including changing materials

Vocabulary

- Ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, waterproof, soggy, not waterproof, best, change, change back.

Expose children to supplementary vocabulary such as:

- Solid, liquid, most suited

Substantive Knowledge (Know that)

- To know names of materials

Disciplinary Knowledge (Know how) Skills: To behave like a scientist

- To know that some materials are better than others when used for a specific purpose

Encouraging scientific enquiry

Comparative testing

- How quickly do ice cubes melt in different areas of the classroom?

Fair testing

- Which material is the strongest to build a house? Straw, sticks or bricks?

Observing over time

- How does a block of ice change over time?
- How does a snowman change over time?
- How does a cake mixture change as it is cooked?

Prior Knowledge

FS1

- Begin to make sense of their own life-story and family's history.

We are learning to:

- To know that when something has happened it is in the past
- To be able to talk about their environment e.g. home and school
- To know some of the vocabulary associated with chronology e.g. first, next, then, after that, finally
- To know the passage of time e.g. events can be represented on a line.
- To know people who are significant to me

Future learning:

KS1— Pupils should be taught:

- To develop an awareness of the past
- begin to know where people and events fit within a chronological framework
- Ask and answer questions
- significant historical people and places in their own locality
- Begin to understand there are different ways we can find out about the past.
- Changes within living memory.

Significance (people in my life)

Vocabulary

- Family, home, house, school, flat, terrace, bungalow, semi-detached, detached, apartment, mum, dad, brother, sister, grandad, grandma, nanna, grandpa, parents, special, local

Substantive Knowledge (Know that)

- To know that some people are members of your family.
- To know that your home is where you live.

Disciplinary Knowledge (Know how)

- To explore members of your immediate family
- To develop a sense of sequence

Creating appropriate experiences to initiate learning

- Why is your house special to you?
- Who lives in your house?
- Ask children to bring in photos of their immediate family to support discussions
- Family tree home activity
- Sequencing family members based on age—who is the oldest? Youngest?
- Sort photos in order of age on a line to create simple timeline

Prior Knowledge

FS1

- Talk about what they see, using a wide vocabulary.

We are learning to:

- Talk about features of their own environment
- To know how environments might vary from one another
- Draw information from a simple map

Future learning:

KS1— Pupils should be taught:

- To use basic fieldwork and observational skills to study the geography of the school and grounds and surrounding environment
- Use simple locational and directional language to describe the location of features and routes on a map
- human and physical differences of a small area of UK

Space, Place, Scale

Vocabulary

Route, map, follow, environment, local, house, bridge, fountain, post box, road, path, park, church, terraced, semi-detached, detached, flats,

Substantive Knowledge (Know that)

- To know that a map helps you to know where to go.

Disciplinary Knowledge (Know how)

- To follow a simple map.
- To represent features on a simple map

Creating appropriate experiences to initiate learning

- Welly walk—walk around the local environment—children encouraged to stop and draw features from the local environment such as post box, fountain, shop, church to support drawing a simple map together as a class.—*every term to support seasonal changes.*
- Access to globe, map of UK, books with maps such as Martha Maps It Out.
- Children to create map of the Gingerbread Man's route—can they remember where the Gingerbread Man went and draw them with simple representations?
- Maps to support sequencing events in story retell.

Autumn Term 1— Being Me in my World

Curriculum Objectives:

- Know special things about themselves
- Know that some people are different from themselves
- Know how happiness and sadness can be expressed
- Know that hands can be kind and unkind
- Know that being kind is good
- Know that they have a right to learn and play, safely and happily.

Vocabulary:

- Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns

Skills:

- Identify feelings associated with belonging
- Identify feelings of happiness and sadness
- Skills to play cooperatively with others
- Be able to consider others' feelings
- Be responsible in the setting

Sequence of Learning:

- Week 1:** I understand how it feels to belong to team Thoresby and that we are similar and different.
- Week 2:** I know how I feel today.
- Week 3:** I care about other's feelings. I understand I can affect how other's feel.
- Week 4:** I recognise how it feels to be proud of my achievements (proud shoulders).
- Week 5:** I am beginning to understand that I make choices when working with others.

Autumn Term 2 – Dreams and Goals

Curriculum Objectives:

- I understand that if I persevere I can tackle challenges.
- I can reflect on a time I didn't give up until I achieved my goal.
- I can set a goal and work towards it.
- I can use kind words to encourage people.
- I understand the link between what I learn now and the jobs I might like to do when I am older.
- I can say how I feel when I achieve a goal and know what it means to feel proud.

Vocabulary:

- Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage

Skills:

- Staying motivated when something is challenging
- Staying motivated when something is challenging
- Working well in a partnership or group
- Having a positive attitude
- Helping others to achieve their goals
- Working hard to achieve their own dreams and goals

Sequence of Learning:

Week 1: I understand that if I persevere I can tackle challenges.

Week 2: I can tell you about a time I didn't give up until I achieved my goal.

Week 3: I can set a goal and work towards it.

Week 4: I can use kind words to encourage people.

Week 5: I understand the link between what I learn now and the jobs I might like to do when I am older.

Week 6: I can say how I feel when I achieve a goal and know what it means to feel proud.

Special People

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Class Circle Community building circles/ getting to know each other	Who is special at home? What things do you do at home with your family that are special to you?	What makes us special? Is it ok to be special for different reasons?	Who can be your role model and why?	Do you know why this person is special? (Moses) What did he do that was special?	Recap Moses and why he was special.	What rules could we follow? What would happen if we had no rules.	Recap class rules

Art



Artist:
Frida
Kahlo



Portraits can show different feelings and emotions

We are learning to:

- To explore, use and refine a variety of artistic effects to express our ideas and feelings
- To create with a purpose in mind

Opportunities to initiate learning:

- Self portraits in the art area—include mirrors, feeling chart,
- Drawing characters from 'The Three Little Pigs' and other traditional tales we cover.
- Large scale drawings, using wallpaper to aide mark making and story telling.

Future learning:

KS1

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.

Vocabulary

- Pens, pencils, draw, crayons, pastels, pressure, tone, create, media

Media:

- Pencils, pens, crayons, chalk, charcoal, pastels, felt-tips and other dry media. Varied art surfaces (pattered paper/newspaper/long rolls of paper)
- Loose parts, frames, cork mats

Components:

- Sculpture (non-permanent) such as frame faces
- Drawing and capturing different emotions

Knowledge

We are learning to:

- To know there are a range to different materials that can be used to make a model and that they are all slightly different.
- Make simple suggestions to fix our junk model.

Future learning:

KS1— Pupils should be taught:

- Design purposeful products based on design criteria
- Generate, develop, model and communicate their ideas
- Select from and use a range of tools
- Select from and use a wide range of materials and components

Structures—Junk Modelling

Substantive Knowledge (Know that)

- To know there are a range to different materials that can be used to make a model and that they are all slightly different.

Disciplinary Knowledge (Know how)

- To evaluate our work to make improvements

Vocabulary

- Stick, model, design, make, evaluate, materials, hard, soft, join, glue, tape,

Sequence of Learning:

Skills

Design

- Making verbal plans and materials choices
- Developing a junk model

Make

- Improving fine motor/scissor skills with a variety of materials.
- Joining materials in a variety of ways (temporary and permanent).
- Joining different materials together.
- Describing their junk model, and how they intend to put it together.

Evaluate

- Giving a verbal evaluation of their own and others' junk models with adult support.
- Checking to see if their model matches their plan.
- Considering what they would do differently if they were to do it again.
- Describing their favourite and least favourite part of their model.

Knowledge

We are learning to:

- To know that 'waterproof' materials are those which do not absorb water.
- To know some objects float and some sink.
- To know different parts of a boat

Future learning:

KS1— Pupils should be taught:

- Design purposeful products based on design criteria
- Generate, develop, model and communicate their ideas
- Select from and use a range of tools
- Select from and use a wide range of materials and components

Structures - Boats

Substantive Knowledge (Know that)

- To know that 'waterproof' materials are those which do not absorb water.

Disciplinary Knowledge (Know how)

- To predict whether objects float or sink.
- To know the different parts of a boat.

Vocabulary

- Stick, model, design, make, evaluate, materials, hard, soft, join, glue, tape, waterproof, absorbent, floating, sinking, float, sink

Sequence of Learning:

Skills

Design

- Designing a junk model boat
- Using knowledge from exploration to inform design

Make

- Making a boat that floats and is waterproof, considering material choices.

Evaluate

- Making predictions about, and evaluating different materials to see if they are waterproof.
- Making predictions about, and evaluating existing boats to see which float best.
- Testing their design and reflecting on what could have been done differently.
- Investigating how the shapes and structure of a boat affect the way it moves

Prior Knowledge

FS1

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.

We are learning to:

- Listen attentively to music and respond to it using our bodies.
- Copy an adult controlling their musical sounds.
- Sing familiar songs in a group or on their own with increasing recall.

Future learning:

Year 1

- In Year 1 children will find the beat of a piece of music and begin to talk more formally about the **tempo** and **rhythm** in the music they hear.

Moving to Music

Vocabulary

- Fast, slow, long, short, slow, fast, quiet, loud

Expose children to supplementary vocabulary such as:

- Beat, pulse, tempo

Substantive Knowledge (Know that)

- To know a range of well-known nursery rhymes and songs.

Disciplinary Knowledge (Know how) Skills: To BE musical

- Listen attentively to music and move in response.
- Explore and engage in music making and dance.

Lesson Sequence:

1. Music Blast

The activities in this warm-up follow the same sequence: tempo, rhythm, dynamics, pitch. These activities will become familiar and will help the children to gradually improve their understanding of music and the accuracy with which they produce musical sounds.

2. Singing

The children will learn to sing a song. They will sing the same song for two weeks to improve their memory of it. This term the songs all focus on moving your body.

3. Focus - Moving to Music

The focus of this term will be to move in response to music. You will need a bit of space for some of these songs to allow the children to move around. If needed, you may want to listen and respond to this music outside or in the hall.

1. Music Blast

Tempo	<ul style="list-style-type: none"> - Children will perform an action (clapping, stomping, patting, rubbing, etc.) at a constant beat. - Children will respond to adult directions, moving hand or an object up and down. When the hand/object is high, the children will increase the speed of their action. When the hand/object is low, the children will decrease the speed of their action.
Rhythm	<ul style="list-style-type: none"> - Adults will perform a number of actions (one, two, three or four). These actions will have an equal duration. - Children will copy back to the same number of actions. - At the start of term, adults will perform the same action for each challenge: e.g. all claps or all stomps. - As the children grow in confidence, adults will begin to mix the actions together: "clap, clap, stomp" or "pat, pat, clap, clap."
Dynamics	<ul style="list-style-type: none"> - Children will hum or sing a note at a constant pitch. - Children will respond to adult directions, moving hands closer together or further apart. When the adult's hands are further apart, children will increase their volume. When the adult's hands are closer together, children will decrease their volume.
Pitch	<ul style="list-style-type: none"> - Adults will perform four sung notes of equal duration. - Children will copy back the four sung notes trying to match the pitch. - Adults will vary the pitch of each challenge between high and low notes.

2. Sing

Week 1	If Your Happy and you Know It
Week 2	
Week 3	The Wheels on the Bus
Week 4	
Week 5	The Hokey-Cokey
Week 6	

3. Focus

This term the children are learning to move in time to music and in response to changing music. Below is a list of music to use. You can use other music as well.

<i>Let's go Walking</i> by Sticky Kids https://youtu.be/ENBllnWicok	<i>Step by Step</i> from <i>Hey Duggee</i> https://youtu.be/_acKt3yfXSE
<i>Funky Monkey</i> by Sticky Kids https://youtu.be/USaBYLRhFW8	<i>Dodgems</i> by Moo Music https://youtu.be/EPmalfk4uik
<i>The Floor is Lava</i> by Kiboomers https://youtu.be/wbNAiNBFTic	

Autumn Term 1—Body Management

Knowledge Organiser: Reception Body Management Unit 1



Prior Learning: Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles.

Unit Focus: Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command.

Activity Example: Bring the mats together so they are in strips and group pupils together in small groups of 3/4. Set up a simple obstacle challenge along the mat. Set the challenge for the pupils to move through the obstacle challenge without dropping their beanbag.
Extension: 1) Change the body parts they balance the beanbag on e.g. head, back of hand to make harder/easier. 2) Change the way they move through the course e.g. walk, crawl, crab walk, etc.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.

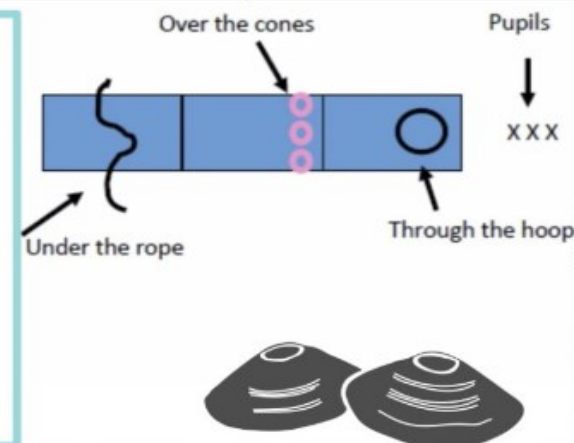
Concepts:
Bridges - We can make bridges with our bodies in a variety of ways, 4-point bridges with our feet and hands, tummy facing up or down, 3-point bridges with 2 hands and one foot etc.

Key Vocabulary/Skills

Follow balance obstacle challenge.	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.
Work with others to move through hoops.	
Reach and stretch to retrieve and place objects.	
Steps, strides, hops, bounces, bridges & tunnels	
Use a variety of ways of travel over apparatus.	

Key Questions:

1. Describe a difference between a small and a tall shape.
2. Were there any ways in which it was harder to climb over/ on to e.g. feet first?
3. Which body parts did you balance on to make your bridges?



Autumn Term 2 – Cooperate and Solve Problems

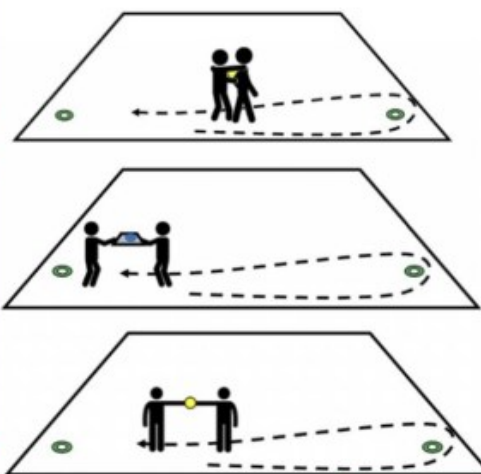
Knowledge Organiser: Reception Cooperate and Solve Problems Unit 1



Prior Learning: Coordinated similar type objects in a variety of ways. Differentiated ways to manoeuvre objects. Skipped in isolation and with rope.

Equipment needed: Beanbags, mats, cones, quoits, hoops, balls, bibs, cones, benches, newspaper, a deck of cards, mats.

Unit Focus: Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.



Key Vocabulary/Skills

Work as an individual and part of a group to match.	Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.
Keep heart rate high .	
Work as a pair to demonstrate larger numbers.	
Travelling and travel trails.	
Work cooperatively to construct shapes.	

Activity Example: Game 2: Know your own suit– without conferring and in silence, children must look at their playing card and walk and sit down by the wall which corresponds with their suit. Once they have made their choice, they can look at others in the group and ensure they have made the correct choice. If they are at the wrong wall give them a chance to move. Repeat until every pupil goes to the correct wall the first time.

Key Questions:

1. Can you name the four suits of playing cards?
2. Why do we need to listen when working with others?
3. Did you have any disagreements when creating shapes? How did you work them out?

Concepts:

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life."
- The International Physical Literacy Association, May 2014

