

Summer 2 - Lifecycle of chocolate, being unique, materials & Summer.

T4W- The Wizard of Oz & Charlie and the Chocolate Factory

<u>My Mental Health and Wellbeing</u>	<u>My Thinking and Problem Solving</u> <u>My Play</u> <u>My Dressing</u> <u>My Shopping</u> <u>My Cooking</u>	<u>My Physical</u> <u>My Dancing</u> <u>My Healthy Eating</u> <u>Sports</u>	<u>Literacy</u> <u>Talk for Writing</u>	<u>Maths</u> <u>White Rose Maths</u>
<p>EYFS link: Personal, Social and Emotional Development</p> <p>National Curriculum link: Personal, Social, Health & Economics</p>	<p>EYFS link: Communication and Language</p>	<p>EYFS Link: Physical Development</p> <p>National Curriculum: Physical Education</p>	<p>EYFS Link & National Curriculum: Literacy</p>	<p>EYFS Link and National Curriculum: Maths</p> <p>Number and Place Value Birmingham Toolkits</p>
<p>EQUALS: My Physical-Mental Health and Well-being</p> <ul style="list-style-type: none"> • Have a large dressing up box available for children in the environment. • Look at fashion magazines and clothes catalogues. <p>Get a photo of yourself and use the clothes images to build your perfect style.</p> <ul style="list-style-type: none"> • Finding one's own interests is vitally important to developing a positive self-image and to relating to other people ('I like this and that, let me talk about this and that, what do you like? Let's talk about what you like'. • Mindfulness breaks • Using visual techniques so that learners understand what breathing is, i.e., using a flower to smell (inhale) and a battery powered candle (or candle app) to blow it (exhale). <p>EYFS</p> <p>-Children will continue to build constructive and respectful relationships. Chn will continue to be kind to one another, listening to one another and support one another. Chn to make a thank you card to a friend. Link to shared reading text: Sharing a Shell.</p>	<p>EQUALS: My Travel Training</p> <p>Discuss the journey of getting to school. Learners will need a reason to travel around the school and journeys must have a purpose. Learners will need to practice in school as much as possible and teachers will probably need to manufacture reasons for walking around the school. These might include collecting favourite toys/books/objects/foodstuffs or visiting favourite people to say hello/pass on a message, etc.</p> <p>Walking independently outside of school.</p> <ul style="list-style-type: none"> • Learners to practise walking outside the school, holding partner or adult's hand. • Reinforce that children must walk not run. • Learner to become familiar with wearing a high vis vest. • Share with children a social story outlining the essentials of walking in preparation for Educational Visits. <p>Discuss road safety and stopping to cross the road.</p> <p>Staff to setup a road in the outdoor area with the bikes and chalk. Setup a zebra crossing and encourage children to recognise the rules of a zebra crossing.</p> <p>Once the learner has established, with support, that there is no traffic near enough to do harm the member of staff will need to prompt the learner with 'Is it safe to cross?' before deciding that it is, then with 'It's safe let's cross'.</p>	<p>EQUALS: My Physical- PE and Sports</p> <ul style="list-style-type: none"> • Flap the Kipper (a paper fish is cut out, decorated, and coloured to personalise, and contestants have to flap it to the finishing line with a hard piece of cardboard with the first across the line.) • Treasure hunts that involve walking some distance. • Prize Walk Numbers, like musical chairs only with numbers in big circles drawn onto the floor. When the music stops, children have to run to a circle and stand on it. A big die gets thrown and those standing on that number are the winners. • Large constructions for both indoors and outdoors can be used for obstacle races. • To select, access and use a wheeled toy appropriately (bikes/ scooters). Children to demonstrate you can go around an object on the bike. • Simple drills-dribbling ball bouncing relay races. • Pushing and rolling large balls like physio balls. • Skittles • Agility - changing direction, running through ladders, throwing to a target, hopscotch, two foot jumping over hurdles, bunny hops, obstacle courses. <p>EQUALS: My dance</p> <p>Dance 1- Relationships: Dancing with a prop (Accompaniment: bongo/tambourin or maracas.</p>	<p>EQUALS: My Outdoor School</p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Re-tell the story.</p> <ul style="list-style-type: none"> • To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of The Wizard of Oz using the text map. Gather the props identified in the story. <p>T4W text</p> <ul style="list-style-type: none"> • The Wizard of Oz • Charlie and the Chocolate Factory <p>Non-fiction text</p> <ul style="list-style-type: none"> • Chocolate: from Bean to Bar • Ducklings – Nat Geo <p>Shared reading</p> <ul style="list-style-type: none"> • The tiger who came to tea • Mama Panya's Pancakes. • Elmer • Sharing a Shell • Happy: A Children's Book of Mindfulness • Grandads Island • Golden Domes and Silver Lanterns • The Water Princess • In every house, on Every Street. <p>Communication week</p> <ul style="list-style-type: none"> • Olympics – Ready steady mo • Health <p>Songs</p> <ul style="list-style-type: none"> • Follow the Yellow Brick Road 	<p>EYFS</p> <p>Explore the composition of numbers to 10 by modelling conceptual subitising: "Well, there are three here and three there, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched." *Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?</p> <p>-Number bonds to 10 and beyond have a sustained focus on each number to 10. Make visual and practical displays in the classroom showing the different ways of making numbers to 10 so that children can refer to these.</p> <p>-Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?" Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more." Spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?" Place objects into a five frame.</p>

-Teachers will have high expectations for children following instructions.

-Children will become stronger at problem-solving, skills such as building a shelter/hut or a water system to go from one area to the growing area (watering the crops) chn work together, to plan, choose resources, build, and evaluate. Talking through how they, you and others resolved a problem or difficulty. [Link to shared reading text: The Water Princess.](#)

-Make a vehicle that could travel in the warm weather (see above), discuss with chn about how they would make it the body of the car and wheels.

Ensure chn are confident at knowing that mistakes are an important part of learning and going back is trial and error, not failure. [Link to shared reading text: Trains.](#)

-Chn are more confident at setting own goals and know how to achieve them.

* Encourage chn to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.

-Discussion on how to adjust behaviour. Ensure all chn know how important it is to respect class rules and behave correctly towards others.

-Use stories to discuss how characters deal with challenges and different characters feel and how they deal with different situations.

Shared Reading

- Grandads Island

Read *Grandads Island*

Children to discuss loss and talk about anyone or anything that they may have lost.

• Prompt the learner to keep looking both ways as he crosses the road.

EQUALS: My Travel Training

Boarding the bus.

1. Most bus drivers will wait until the learner is seated before moving off, but this cannot be assumed. Learners will therefore need to be shown how to hold onto rails as they walk to their seat.
2. Learners will need to practice going and of course coming back down again. It should be noted that the landmarks will have a different perspective from the top deck.

Travelling by bicycle.

Children to develop an understanding of the features of their bike.

Children to have an understanding of keeping safe when riding their bike.

Children to follow and navigate different courses.

Setup a range of scenarios of the road for children. E.g., crossing a road/ crossing.

EQUALS: Problem solving within The World about us

'Life in Italy' - making a pizza.

TIER 1. Memory building involves introduction of the task, namely, to be involved in the process of making a pizza. The learner has to be taught a potential solution to the problem before the problem occurs.

TIER 2. Sabotage and recognition of a problem sees numerous potential problems occurring. If using a pre-made base for example, the base may be broken or mouldy. If making a pizza from scratch, there may be insufficient flour or cheese or tomato base for all. This is especially useful when one or two learners get the problem quickly and the other learners need practice; that is, there are no resources for completing the process by the time it gets to their turn. The minimum requirement here is for learners to recognise that something is missing, that is, that there is a problem, and to do something

Resources: STOMP videos (newspapers and basketballs) and newspapers, buckets, spoons, balls etc. Actions: body shapes).

Week 1: Encountering

In this dance, the aim is not to lift directly moves performed by the professionals, but rather to use the idea of the dance as inspiration - here, moving with a prop (newspaper). Watch YouTube clip from Stomp: sit in a circle; discuss different ways they used the newspaper - what sounds did they make? What did they pretend it was? Sit in circle: emphasise idea of opening and closing the newspaper - open then close hands, feet, tuck up small/open out along the floor and then to standing Pass round a newspaper - each person to do something with it (roll it up, flap it, pretend to use it as something else)

Week 2: Exploring

Take a sheet of newspaper into a space: find different ways to balance on it. Jump over the newspaper in different ways move around the room on the floor, using/with the newspaper (e.g., as a sledge, dragging it). Crumple the newspaper: throw and catch, then throw and catch adding another action, and /or balancing on different body parts. Move around the room, balancing the crumpled newspaper on a body part (e.g., back of hand, tummy, back).

Week 3: Developing Understanding

Individual dance: Opening balance on newspaper -slide/move with open sheet on the floor - crumple it into a ball and move with it on a body part - finishing position holding a balance.

Pairs dance: Combine favourite ways of moving with a newspaper with clear start and finish positions.

Dance 2- Transferring weight: STOMP (Actions: jumping, turning. Resources: Clip from 'Stomp' - Just Clapping <https://www.youtube.com/watch?v=DQ8h2bTRZu4>; Accompaniment: tambour).

Week 4: Encountering

Watch YouTube clip from Stomp: discuss how they are moving and making noise. Raise theme on learning the basic dance steps to be able to dance like in Stomp. Sit in circle, make big heavy sound with feet, contrast with little light feet; stomp with one foot then the other

- Pure Imagination – Gene Wilder

Educational Visits

- Chick and Duckling cuddle and play
- Cadbury World

EYFS

Shared Reading

Elmer

The book explores being accepted for being different Writing

Imitation

-Likes and dislikes.

-Chn show understanding of the good parts of the story and what they do not like and are getting more confident at discussing this. 'I don't like...because...'

Innovation

-Change the character/setting.

Independent application- Animal of their choosing- draw animal, describe using different word choices and phrases.

Read - Chocolate from Bean to Bar.

Discuss where chocolate comes from, children encouraged to answer questions about the process.

Non-Chronological Report: Chocolate beans

-Bringing Words to life, key words in story and nonfiction texts.

-Children are understanding more complex stories, they are becoming more confident with story structures and learning the new and relevant language about African animals.

Topic- Instructions of how to make a pancake

Poetry-The Lion

My paws are big and strong.

My tail is very long.

My mane is fine and thick.

-Developing doubles. Have number shapes hidden around the outdoor area. Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10



-Even and Odd-Ask 5 children to come to the front. Can we group the children into pairs? Does everyone have a partner? Why not? What could we do to solve this problem? Investigate with other quantities of children.

-Encourage the children to notice that sometimes we can make even pairs and sometimes there is an odd one left out.

-Encourage the children to investigate whether small quantities are odd or even by sharing into 2 groups and by making pairs. Prompt them to recognise that sometimes there is one left over. Ask the children to build pair-wise patterns on the 10 frames and sort them into those which have two equal.

-Finding halves Find Half Provide 2 teddies and plates and a selection of items for halving. Ask the children to explore which quantities will halve exactly into 2 equal groups and which will have one left over. If you have 6, can you give both teddies the same? What about if you start with 5? Are these even or odd numbers? How do you know?

Encourage the children to draw pictures to record their findings.

-Make Equal Groups This time keep 12 items to share each time but vary the number of teddies and plates. Ask the children to explore sharing the 12 items into equal groups so that each teddy gets the same. If there are 2 teddies, will they each get the same? How many are in each group? Are there any items left over? What about 3 teddies? 4 teddies? 5 teddies.

-Provide some threading beads or coloured pasta and encourage the

Explore emotions and draw a picture and sentence about the story.

- The Water Princess

Read- The Water Princess

Discuss with the chn the differences between Aston/Edgbaston and a small African village. Discuss about personal lives, she sleeps on the floor, chn sleep on a bed. Talk about how easy it is for us to get water but how challenging it is for the water princess. **Discuss the similarities between the water princess not having some essentials and also Charlie.**

Theme-overcoming challenge.
(Different countries, how she gets water and how we get water.)

Encourage chn to explain to others how they dealt with a problem or situation.

-Chn are more knowledgeable about hygiene, e.g washing hands before snack time.

-Chn are more aware of eating healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

(Workshop with parents)

Learn and discuss road safety and the different measures people can take to keep them safe.

➤ The Lion Inside

Topic: Discuss that everyone is different, and we all have skills and attributes that make us special and unique.

➤ Elmer

Learn that everyone is unique, children to celebrate their skills

about it. This might be (as a minimum) to indicate that there is noand to ask for help from a member of staff.

TIER 3. Independent solutions sees the problem recognised, but the member of staff unable to give help because they don't know the answer. You are looking for learners to check in the fridge for another base or to make do with the (broken) one they have or to check in fridges and cupboards for other resources that might be missing. As this problem will probably occur regularly you are also looking for some discussion around how to plan ahead to avoid the problem in the first place; that is for your learners to plan out their weekly menus ahead of time and to shop accordingly, or even better for your learners to ensure that they always have spare amounts of non-perishable items such as flour, and to place these in a set cupboard.

TIER 4. Generalisation might now see an extension of the problem. For example, the last of the flour gets 'accidentally' spilled onto the floor or the cheese is covered in mould. A potential solution should not need to be taught because you are looking for generalisation skills.

Songs

- Follow the Yellow Brick Road
- Pure Imagination - Gene Wilder

Educational Visits

- Earthsong's EARLY YEARS world music experience
- Cadbury World

EYFS

-Chn continue to use new vocabulary, particularly vocabulary linked to the topic and new learning. Encourage chn to use them in their play and the right contexts.
-Link with PSED.

-Encourage chn when doing the problem-solving activities to think out loud how to work things out. Encourage children to talk

- pass the stomp round the circle. Slap hands on floor either side of body, then alternating hands; pass around circle. Stand up: stomp feet in time to tambourin beat; pass the stomp round the circle, one way then the other. Jump on spot to tambourin beat, then land with one big jump.

Week 5: Exploring

Go for a stomp walk round the room to the tambourin beat; stomp for 4 beats then change direction; stomp backwards, forwards.

Go for a stomp jump round the room, one big jump at a time; jump to the centre. Back in the circle, repeat stomp-stomp transferring weight from foot to foot, in unison; then stomp- stomp-jump, stomp-stomp-jump with clap (count 1-2-3-4, with the jump-and clap). Add a double beat- Stomp-stomp-stomp-stomp-stomp JUMP Add claps on the 3rd stomp and final jump (8 beats, with the final stomp-and-jump being double time) Go for a stomp walk to practise, experimenting with directions.

Week 6: Developing Understanding

Teacher-led whole-group dance: Stomp-stomp-JUMP and clap. Decide which of the group will perform when, whether on spot / forwards / backwards. Agree how many phrases, clear starting position and finishing position. Pairs/small groups dance: Either stomp-stomp-JUMP, or stomp-stomp-STOMP AND CLAP-stomp-stomp-stomp-JUMP AND CLAP Decide how they will perform it in relation to one another (directions, pathways)

EQUALS: My Physical-Healthy Eating

- These four areas of Health would make a good whole school initiative and are applicable whatever the age and circumstance of the learner.
- Create logos with a health checklist to tick off as they achieve them throughout the day.
- Note again the concept of balance between diet and exercise.

EYFS

And I am very big.

-Mice

I think mice are rather nice;
Their tails are long, their faces small;
They haven't any chins at all.
Their ears are pink, their teeth are white,
They run about the house at night;
They nibble things they shouldn't touch,
and, no one seems to like them much,
but, I think mice are rather nice.

Phonics

-Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.
*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.

Reading

-Chn can read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.
-Tricky words are taught daily to read and spell until children can say them independently.
-Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.
-Through focussed writing children will be beginning to form the graphemes they are learning correctly.
-Children will be allowed to practice writing independently across the curriculum.
-Chn will be encouraged to read independently. Re-read books to build up confidence.
-Reading- Begins to read words and simple sentences.
-Chn can read some common exception words matched in phase 4/5, do, said were.

Writing

- Segment sounds and blend them and use letter names.
-Break the flow of speech into words.
-Form lower and capital letters correctly.

children to thread the items in groups to create a necklace. Do all the necklaces have equal groups? Compare the necklaces. What's the same? What's the difference.



Build a repeating ABBC pattern. Ask the children to describe and continue the pattern. Can they identify the unit of repeat? Challenge them to create a different pattern using the same ABBC structure.

If chn make a mistake discuss how to fix it.

- Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks.

NC

Number - number and place value

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words
-

and uniqueness and create a display around it.

➤ **Sharing a Shell**

Children to learn that sharing with others is a kind thing to do. Learn about being kind and caring to others. Especially those who are less fortunate.

➤ **Happy: A Children's Book of Mindfulness**

Children to learn about how to keep calm and explore different mindfulness techniques.

➤ **Grandads Island**

Children to discuss loss and talk about anyone or anything that they may have lost.

Read: The Tiger Who Came Tea

Write invitations for the Kings Birthday Tea party.

Make party hats for the tea party.

Topic: Father's Day

Children to discuss and learn about people they love and who look after us.

Read: In every house, on Every Street.

Teacher to model how to create a family tree.

Children to create a family tree.

about a problem together and come up with ideas for how to solve it. Give children problem-solving sentence stems and phrases to use in their explanations: 'so that', 'because 'I think it's...'', 'you could...'', 'it might be...'

-Practitioners to use open-ended questions. E.g. 'How can we get the water to the garden/crops?' 'What material can we use to make our wheels?'

-Give 3 choices of materials, such as straw, twigs, cardboard. Which material is the best to keep you cool in the sun?'

-Continue to focus on chn speaking with correct grammar, such as past tense, plurals and building complex sentences.

-Workshops with parents about storytime so that they can carry on the routines in place whilst at home.

- Learn rhymes, poems, and songs. See overview

- Pure imagination

-Use non-fiction books to deepen knowledge about countries in the sun. Find information about weather conditions and seasons. Use the knowledge from books to building up the new language, especially subject-specific.

-Offer children activities to develop and further refine their small motor skills.

Suggestions: threading (link to maths) and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing, and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.

-Check the chn's level of skill-ensure we think about the challenge.

-Ensure chn can hold pencils, scissors and knives and forks.

-Ensure chn place their feet firmly on the floor when sitting firmly at the table.

-Continue to create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.

-Provide opportunities to move that require quick changes of speed and direction.

-Encourage precision and accuracy when beginning and ending movements.

-Continue to build confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Move learning on by introducing children to balls games with teams, rules and targets when they have consolidated their ball skills.

- Develop the foundations of a handwriting style that is fast, accurate and efficient. Link with focussed writing and independent writing.

-Continue to focus on chn's overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

NC

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

-Spell words correctly by identifying sounds and then writing down the letters.

-Write sentences correctly using capital letters, full stops, and finger space. Ensuring children write sentences when they have sufficient knowledge of letter-sound correspondences.

-Chn to say sentence first.

-Chn to read back the sentence once written, to make sure it makes sense.

- Chn use conjunctions in their writing, such and.

NC

Reading - word reading

- Pupils should be taught to:
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading - comprehension

- Pupils should be taught to:
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart.

Writing - transcription

Spelling

- Pupils should be taught to:

Number - addition and subtraction

- Pupils should be taught to: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- represent and use number bonds and related subtraction facts within 20.
- add and subtract one-digit and two-digit numbers to 20, including zero.

Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Measurement

- Pupils should be taught to:
- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Geometry - properties of shapes

- Pupils should be taught to:
- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

		<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> ➤ spell: words containing each of the 40+ phonemes already taught ➤ common exception words ➤ the days of the week ➤ name the letters of the alphabet: ➤ naming the letters of the alphabet in order <p>Handwriting</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ sit correctly at a table, holding a pencil comfortably and correctly ➤ begin to form lower-case letters in the correct direction, starting and finishing in the right place ➤ form capital letters ➤ form digits 0-9 <p>Writing - composition</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ write sentences by: ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ develop their understanding of the concepts set out in English appendix 2 by: ➤ leaving spaces between words ➤ joining words and joining clauses using 'and' ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Read- Mama Panya's Pancakes Discuss with children the differences and similarities in their way of life and other countries. Compare this setting to Charlie.</p>	<p>Geometry - position and direction</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ describe position, direction and movement, including whole, half, quarter and three-quarter turns
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