

Reception Planning – Once upon a time & Christmas Term: Autumn 2 2024

	Com & Lang	Physical D	PSED	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1	<p>Uses language to imagine and recreate roles and experiences in play situations. Range 6</p> <p>Introduces a storyline or narrative into their play. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Range 6</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p>	<p>Understands their own and other people's feelings, offering empathy and comfort. Range 6</p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Range 6</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Range 6</p>	<p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Includes everyday artefacts in play, such as labels, instructions, signs, envelopes, etc... Range 6</p>	<p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Range 6</p> <p>Engages in subitising numbers to four and maybe five. Range 6</p> <p>Shows awareness that numbers are made up of smaller numbers. Range 6</p>	<p>Looks closely at similarities, differences, patterns and change in nature. Range 6</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Begins to build a collection of songs and dances. Range 6</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding. Range 6</p>
Week 2	<p>Uses language to imagine and recreate roles and experiences in play situations. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p>	<p>Moving and handling- Handles tools, objects, construction and malleable materials with increasing control and intention. Range 6</p> <p>PE. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationship to particular social groups and communicates freely about own home and community. Range 6</p>	<p>Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations. Range 6</p> <p>Includes everyday artefacts in play, such as labels, instructions, signs, envelopes, etc... Range 6</p> <p>Begins to break the flow of speech into words, to hear and say initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p>	<p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Counts out up to 10 objects from a larger group. Range 6</p> <p>Engages in subitising numbers to four and maybe five. Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p> <p>Increasingly confident and putting numerals in order 0 to 10. Range 6</p>	<p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p>	<p>Develops their own ideas through experimentation with diverse materials e.g. light projected image, loose parts to express and communicate discoveries and understanding. Range 6</p> <p>Introduces a storyline or narrative into their play. Range 6</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p>
Week 3 14.11	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>	<p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p> <p>Shows understand the need for safety when tackling new challenges, and considering or manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p>	<p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading.. Range 6</p> <p>Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p>	<p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Increasingly confident a putting numerals in order 0 to 10. Range 6</p> <p>Matches the numeral with a group of items to show many there are. Range 6</p> <p>Uses informal language as well as mathematical terms to describe shapes. Range 6</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p> <p>Begins to build a collection of songs and dances. Range 6</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p>
Week 4 21.11	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses language to imagine and recreate roles and experiences in play situations. Range 6</p> <p>Link statements and sticks to a main theme or intention. Range 6</p> <p>Introduces a storyline or narrative into their play. Range 6</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p> <p>Moving and handling- Handles tools, objects, construction and malleable materials with increasing control and intention. Range 6</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Emerging ELG.</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Range 6</p>	<p>Describes main story settings, events and principals in increasing detail. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p>	<p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Engages in subitising numbers to four and maybe 5. Range 6</p> <p>Matches the numeral with a group of items to show how many there are. Range 6</p> <p>Begins to explore and work out mathematical problems (0 to 5). Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Range 6</p> <p>Begins to build a collection of songs and dances. Range 6</p> <p>Chooses particular movements, instruments, colours and materials for their own imaginative purposes. Range 6</p>

<p>Week 5 29.11</p>	<p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Extends vocabulary, especially by grouping and naming the meaning and sounds of new words. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>	<p>PE. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> <p>Shows a preference for a dominant hand. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationship to particular social groups and communicates freely about own home and community. Range 6</p>	<p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Range 6</p> <p>Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations. Range 6</p>	<p>Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Range 6</p> <p>Matches the numeral with a group of items to show how many there are. Range 6</p> <p>Shows awareness that numbers are made up of smaller numbers. Range 6</p> <p>Begins to explore and work out mathematical problems (0 to 5). Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Can create content such as video recording, stories, and/or draw a picture on screen. Range 6</p> <p>Completes a simple program on electronic devices. Range 6</p>	<p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p> <p>Begins to build a collection of songs and dances. Range 6</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Range 6</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p>
<p>Week 6 5.12</p>	<p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p> <p>Uses simple tools to effect changes to materials. Range 6</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Range 6</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Emerging ELG</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional and practical help in difficult situations. Range 6</p>	<p>Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations. Range 6</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p>	<p>Uses informal language as well as mathematical terms to describe shapes. Range 6</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Completes a simple program on electronic devices. Range 6</p>	<p>Begins to build a collection of songs and dances. Range 6</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Range 6</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p>
<p>Week 7</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>		<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Range 6</p>	<p>Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations. Range 6</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in a sequence, such as in their own name. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p>	<p>Review all skills covered including:</p> <p>Engages in subitising numbers to four and maybe five. Range 6</p> <p>Automatically recall number bonds to 5. Emerging ELG</p> <p>Increasingly confident and putting numerals in order 0 to 10. Range 6</p> <p>Uses informal language as well as mathematical terms to describe shapes. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p> <p>Enjoys joining in with family customs and routines. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Begins to build a collection of songs and dances. Range 6</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p>

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	Events	PSED	Physical D	Com & Lang	Literacy	Phonics	Mathematics	Und the World	Ex Arts & Design
Week 1	* Kindness Curriculum	<p>PSHE – Being Me In a circle, discuss the different things that we are proud of about ourselves.</p> <p>Kindness – Positivity – linking directly to PSHE lesson, saying something positive to ourselves.</p>	<p>PE- Early Years Play Package Bolsover DC-Tuesdays</p> <p>PE – Introductions to PE: Unit 2 S.C: To move around safely in space.</p> <p>Fine motor – focusing on careful pencil control, drawing story.</p>	<p>Baseline *Name writing *Tell me a story-fairytale-what level of story can they create before we focus on 'Fairytales', 'Traditional tales' and 'The Jolly Postman' and 'The Jolly Christmas Postman.' *Can they make up a story, following a beg/mid/end structure, what characters will they add, what will happen? *Can they draw pictures in a story map form to explain their story?</p> <p>Using language to imagine and recreate roles and experiences in play (post office).</p>		<p>Guided reading T, W, TH through the Term</p> <p>Phase 2 ff ll ss j</p> <p>Tricky words is I the *NEW As</p>	<p>NCETM Mastering Number –Counting, ordinality and cardinality Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>White Rose-It's me 1,2,3 Find 1,2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3</p>	<p>Bonfire night firework watch videos What could they hear, see? What might they taste at bonfire night? What might they feel? *Is anyone going to a bonfire night or fireworks event with their family? Discuss expectations *Compare with Diwali</p>	<p>Diwali – what is this? Look into who celebrates this, explore the meaning, good vs evil, light vs dark, art work. Hinduism. Light tea lights.</p> <p>Diwali The Story of Rama and Sita Hinduism</p> <p>Launch/Learn To Sing The Song It's Diwali/Resources/Home – Derby & Derbyshire Music Partnership</p> <p>*Just learn the chorus-repeat x3</p>
Week 2		<p>Home and community Assessment of social skills and ability to talk about their home life and community.</p>	<p>PE – Introductions to PE: Unit 2 S.C: To follow instructions and stop safely.</p> <p>Fine motor – focusing on careful pencil control and letter formation.</p>	<p>The Jolly Postman Introduce and read the story. Get the children's initial thoughts.</p> <p>Focus on letter writing, demonstrate in whole class.</p> <p>Understanding who; why; when; where and how questions (target in Guided reading but applicable throughout all learning/Term.</p>	<p>The Jolly Postman Non-fiction *Writing-Letter-reply to Goldilocks Dear Goldilockswhat would they say to her? Love from.....</p>	<p>Phase 2 v w x y</p> <p>Tricky words is I the as *NEW and has his her</p>	<p>NCETM Mastering Number –Comparison Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</p> <p>White Rose-It's me 1,2,3 1 more 1 less Composition of 1, 2 and 3</p>	<p>Remembrance Day-Mon 11th Nov Discuss importance of this.</p>	<p>Assessment of creative strand skills: Drawing a picture of themselves, cutting skills, using colours and materials, role play with small world characters.</p>
ASSESSMENT WEEK-Week 2									
Week 3		<p>PSHE – Being Me Read the story 'Elmer'. What did the children notice about Elmer? Point out all of his different colours. Why wasn't he happy in the beginning? Why didn't he like being different? Sit in a circle and each child to say something kind about the person next to them. What do the children think it'd be like if we were all exactly the same?</p>	<p>PE – Introductions to PE: Unit 2 S.C: To stop safely and develop control when using equipment.</p> <p>Fine motor – focusing on careful pencil control and letter formation.</p>	<p>The Jolly Postman Repeat and rehearse the story. Can the children remember what different post there are?</p> <p>Letter-from Goldilocks Advertisement letter-for the Witch Postcard-Air mail from Jack to the Giant Letter with story book for Cinderella Letter for the Wolf Birthday card-Goldilocks</p>	<p>The Jolly Postman *Link to the story 'Little Red Riding Hood' Non-fiction Writing a list: What would a wolf need? E.g. Glasses Clothes Food To be kinder? Come up with ideas together?</p>	<p>Phase 2 z zz qu ch</p> <p>words with s /s/ added at the end (hats sits)</p> <p>Tricky words is I the as and has his her *NEW go no to into</p>	<p>NCETM Mastering Number –Composition Explore the concept of 'whole' and 'part'</p> <p>White Rose-Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p>	<p>RE – Who is special to you and why? What makes us special? Who is special to us? Children to draw a picture and write who (and why for some children).</p> <p>RE – Why are some people special? Discussing Christianity.</p>	<p>RE link – drawing somebody who is special to us, focusing on accuracy and detail when drawing. Using colours and materials fit for purpose.</p> <p>Christmas Concert- Now that's what I call Christmas! Christmas n1's from over the years-start learning the songs</p>

Week 4	EYFS Make it Day- Thursday 28.11.24 Jolly Postman fairytale character theme- winter woodland	PSHE – Being Me Play a game of change places. E.g. change places if you like pizza, if you are a boy, if you have a brother, if you go to church... (Do as a parachute game in the hall if it is available). Did we all change? Because are we all the same?	PE – Introductions to PE: Unit 2 S.C: To follow instructions and play safely as a group. Fine motor – focusing on careful pencil control and letter formation. Make it day -Christmas decorations -drawing, cutting, sticking, decorating etc.	The Jolly Postman Writing-story map-fiction About 'The Jolly Postman'-After 'The End' Scenario-He has found an undelivered letter in his bag in the morning-what happens next.... What/where/who/how/why? Use 'Once upon a time' ,Use 'The end'. Draw their story , Tell their story Write words/phrases/simple sentences. Can they use their phonetic knowledge to write key words, including some tricky words?		Phase 2 sh th ng nk Tricky words is I the as and has his her go no to into * NEW she he of	NCETM Mastering Number – Composition Focus on the composition of 3, 4 and 5 White Rose-1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5	RE – What story do Sikh's tell about a special person? Introducing Arjan and telling a special story related to him.	Christmas Concert- Now that's what I call Christmas! Learning the songs and the dances. Start learning any instrumental or percussion elements to be added to songs. Make it day -Christmas decorations -drawing, cutting, sticking, decorating etc.
Week 5	* Kindness Curriculum	December Kindness – Gratitude. Discuss what this means and draw something/someone that we are grateful for. PSHE – Being Me Talk about our families and how they are different. What do your families do for their jobs? Is it all the same? What would we like to do when we're older?	PE – Introductions to PE: Unit 2 S.C: To follow a path and take turns. Fine motor – focusing on careful pencil control and letter formation.	The Jolly Christmas Postman Introduce and read the story. Get the children's initial thoughts. Which part or post did they like the best and why?	The Jolly Christmas Postman Non-fiction * Writing-Letter-To Santa/Father Christmas Model an example of a letter to Santa. Remind the children about the different features of a letter. Write a class letter together.	Phase 2 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words is I the as and has his her go no to into she he of * NEW we me be	NCETM Mastering Number – Counting, ordinality and cardinality Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 White Rose-1,2,3,4,5 1 more 1 less Composition of 4 and 5 Composition of 1–5	RE – What is a good friend like? How did Jesus make some very special friends? iPads-draw your special friend using technology	Christmas Concert- Now that's what I call Christmas! Learning the songs and the dances. Start learning any instrumental or percussion elements to be added to songs. Calendars. Make calendars using a range of resources for the children to take home, ready for the new year ahead.
Week 6	EYFS Concert 12.12.24	Christmas Performance Showing confidence and resilience in learning parts and speaking in front of others.	PE – Introductions to PE: Unit 2 S.C: To work co-operatively with a partner. Using scissors and other utensils to wrap presents in Santas Workshop/ Post Office.	The Jolly Christmas Postman Repeat and rehearse the story. Pause at different sections throughout the book, can the children remember what happens next? Christmas Cards Use Post Office role play to design cards for characters from the story 'The Jolly Christmas Postman'.	Writing letters– Non-fiction Writing a letter to Santa. Continue with writing letters to Santa. Name writing progress in books.	Autumn 2 - Phase 2 Assessment and Review All previous and new GPC's and tricky words is I the as and has his her go no to into she he of we me be	NCETM Mastering Number –N/A White Rose-Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Nativity – Look into the story of the Nativity and its importance to Christians. IWB game Decorate the Christmas Tree	Perform the Christmas Concert- Thursday 12th December Now that's what I call Christmas! To parents/carers and family members. Christmas Cards Make Christmas cards using a range of resources.

Week 7	<p>Party Day Thursday 19th Dec</p>	<p>PSHE – Being Me Talking about all of the different celebrations over the half term. Do we celebrate any of them? What makes them so special?</p>	<p>PE – Introductions to PE: Unit 2 S.C: To work co-operatively with a partner.</p>	<p>The Jolly Christmas Postman *Link to the story 'Cinderella' Non-fiction Writing an invitation to one of the fairytale or traditional tale characters to come to our Christmas party day at school. Look at features: date, time, place, occasion, attire etc.</p>	<p>Autumn 2 - Phase 2 Assessment and Review All previous and new GPC's and tricky words is I the as and has his her go no to into she he of we me be Filling in any gaps in knowledge</p>	<p>Assessment and Review *Using checkpoints from all four blocks across the Term.</p>	<p>Christmas traditions How do different families and cultures celebrate Christmas? Different traditions? Why do we celebrate Christmas? Link to Christianity.</p>	<p>19th December Christmas Party Day Dancing and singing to a range of Christmas songs and Christmas dances. *Play traditional party games including musical statues, musical chairs and pass the parcel.</p>
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