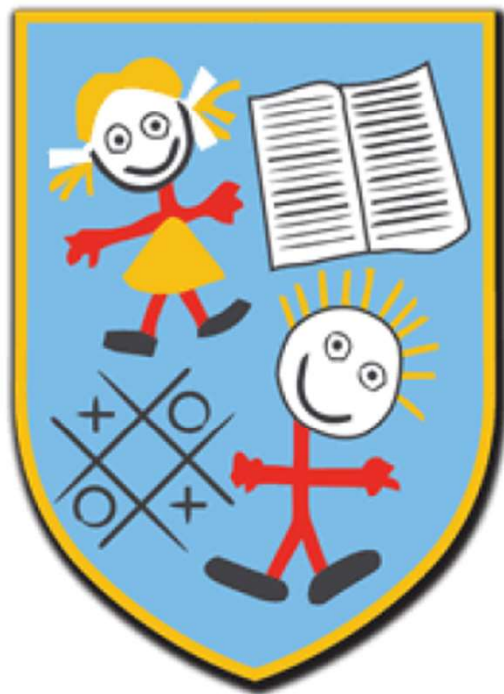


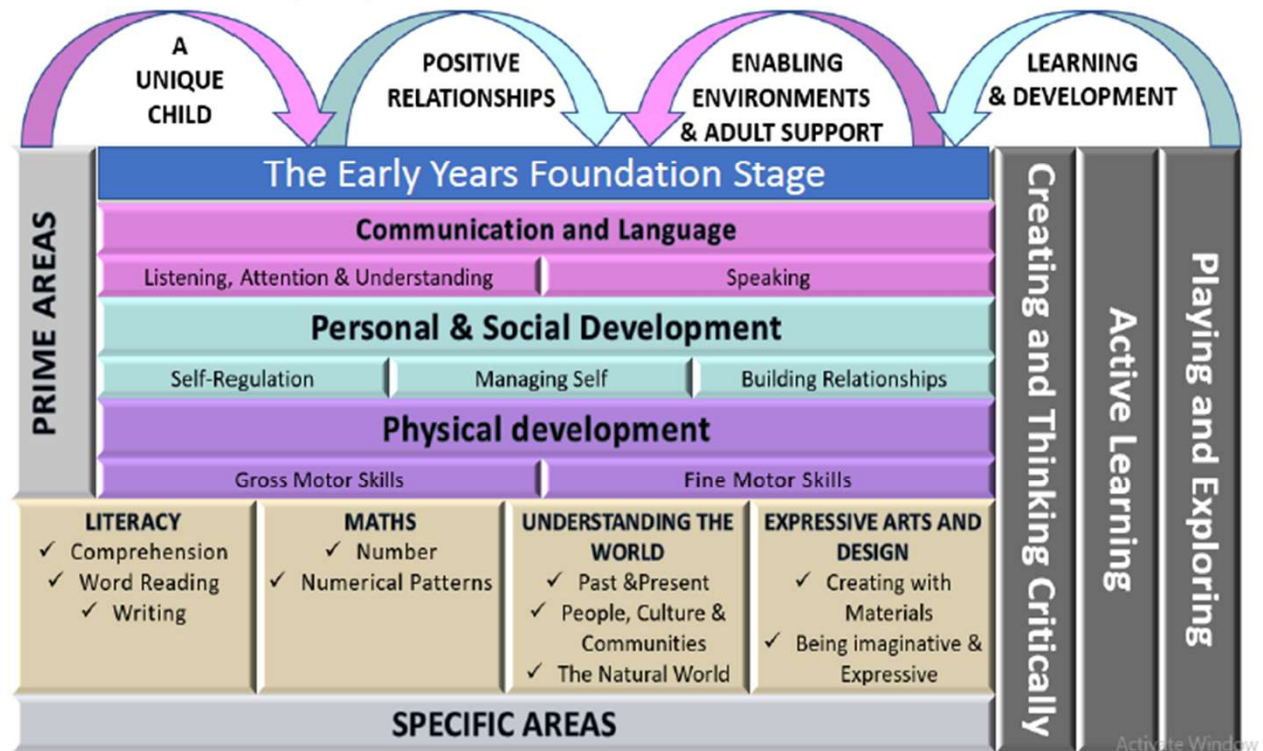
NURSERY LONG TERM PLAN



At St Helena's C of E Primary School, we are passionately committed to helping all children open their minds, widen their horizons, and develop a better world. We do this by providing a foundation of strong moral and social values, ensuring all can play an active, responsible role within the community.

We seek to reveal and develop the talents of everyone, so that we may flourish and become the valued and valuable person God intended us to be. We work towards every member of our school community being happy, confident, committed learners, reaching their full academic potential.

"I have come that they may have life and have it to the full." John 10:10



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>COLOURFUL COLLECTIONS</p> <p>Autumnal seasonal changes Autumn festivals Sense of self Homes Our favourite places Art focus: African prints</p>	<p>TWINKLING LIGHTS AND DARK NIGHTS</p> <p>Understanding emotions Celebrating differences Winter festivals Staying healthy Artist of the season: Andy Goldsworthy</p>	<p>COLD AND FROSTY ADVENTURES</p> <p>Winter seasonal changes New Year Identity and sense of belonging Community Family life Art focus: self portraits</p>	<p>NEW BEGINNINGS</p> <p>Spring seasonal changes Spring festivals New life on the farm Seeds Nests Flowers Artist focus: sculpture</p>	<p>GARDEN TREASURES</p> <p>Growing plants Minibeasts Garden life cycles Making choices Pets Artist of the season: Monet</p>	<p>SUPER SUMMER</p> <p>Summer seasonal changes Staying safe Friendship skills Preparing for school Artist of the season: Georgia O'Keeffe</p>
<p>HIGH QUALITY TEXT</p> <p>KEY TEXTS ARE USED AS A HOOK INTO THE THEME LEARNING</p>	<p>Key Text: Anna Hibiscus Song</p> 	<p>Key Text: Stick Man</p> 	<p>Key Text: Blue Penguin</p> 	<p>Key Text: We're Going on a Bear Hunt</p> 	<p>Key Text: Oh No George</p> 	<p>Key Text: Hello Friend</p> 
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Harvest Festival</p>	<p>Diwali Celebrations Christmas celebrations</p>	<p>Chinese New Year</p>	<p>World Book Day Mother's Day Easter celebrations</p>	<p>Bug hunt</p>	<p>Father's Day Sports day</p>

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COLOURFUL COLLECTIONS	TWINKLING LIGHTS AND DARK NIGHTS	COLD AND FROSTY ADVENTURES	NEW BEGINNINGS	GARDEN TREASURES	SUPER SUMMER



Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At St Helean's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	COLOURFUL COLLECTIONS	TWINKLING LIGHTS AND DARK NIGHTS	COLD AND FROSTY ADVENTURES	NEW BEGINNINGS	GARDEN TREASURES	SUPER SUMMER
BRITISH VALUES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
SCHOOL VALUES	<p>Friendship Lived out through positive relationship between all children and staff.</p> <p>Community Lived out through collective worship, collaborative partnerships and teaching about the world.</p>	<p>Compassion Lived out through our pastoral care and inclusion for all.</p>	<p>Respect Lived out through, being kind, helping others and caring for our environment.</p> <p>Thankfulness Lived out through celebrations, praise and manners in action.</p>	<p>Wisdom Lived out through our responsibility for and ownership of learning.</p>	<p>Endurance Lived out through our talk of challenge and positive attitude towards future goals and targets.</p>	<p>Hope Lived out through our exploration of our aspirations and dreams.</p>
PARENTAL INVOLVEMENT	See-saw Stay and Play	See-saw Stay and Play	See-saw Stay and Play Sharing family photos Making 'all-about-me' treasure boxes	See-saw Stay and Play	See-saw Stay and Play	See-saw Stay and Play



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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COMMUNICATION AND LANGUAGE	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures					
EYFS FOCUS: C&L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS USING THE SHREC APPROACH, DAILY GROUP DISCUSSIONS, SHARING CIRCLES, DAILY STORY TIMES USING HIGH QUALITY TEXTS, SINGING, AND NURSERY RHYMES.	Children will know how to: Enjoy listening to longer stories Pay attention to more than one thing at a time Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Children will know how to: Listen to others in small groups Understand 'why' questions. Sing a growing repertoire of songs Say an increasing number of rhymes.	Children will know how to: Develop their communication skills and begin to use more complex sentences to link thoughts Use a wider range of vocabulary linked to our topic Develop their pronunciation of words	Children will know how to: Use longer sentences of 4 to six words Talk about familiar books and be able to tell longer stories Follow simple directions	Children will know how to: Start a conversation with an adult or friend and continue it for many turns. Use talk to organize themselves and their play.	Children will know how to: Be able to express their point of view and to debate when they disagree with an adult or a friend using words as well as actions. Use a wider range of vocabulary.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>Children will know how to:</p> <ul style="list-style-type: none"> Settle in, build relationships with peers and adults Manage own feelings when separating from family members Follow nursery rules/boundaries Select activities and use resources, with help when needed. Know how to wash hands independently 	<p>Children will know:</p> <ul style="list-style-type: none"> Why rules in nursery are important. The importance of oral health How to develop their sense of responsibility and membership of a community How to build self confidence. To become more independent with self care skills, such as feeding themselves and using the toilet 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people in the safe context of nursery Show more confidence in social situations Play with one or more children, extending and elaborating play ideas. Be a kind friend – begin to find solutions to conflicts. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them Talk with others to solve conflicts Ask for help when needed Take turns in a group Put on/off own coat, wellies and shoes 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Talk about feelings, using words such as 'happy, sad, angry, worried.' Develop appropriate ways of being assertive. Use a knife and fork more effectively during mealtimes Persevere with challenging activities 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Prepare for the transition to school Understand gradually how others might be feeling. Independently get dressed/undressed Make healthy choices about food, drink, activity and toothbrushing Independently meet own personal hygiene needs



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PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
DAILY OPPORTUNITIES FOR FINE & GROSS MOTOR ACTIVITIES	<p>Children will know how to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps, climb up apparatus, use alternate feet Use one handed tools and equipment for example making snips in paper with scissors 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for games like musical statues Use large muscle movements to draw lines, make circles and marks Start eating independently, and begin using a knife and fork Use scissors and tools safely 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Start taking part in group or team activities Use a comfortable grip with increasing control when using pens and pencils Begin to show a preference for a dominant hand Uses scissors and tools with increasing control 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Use and remember sequences and patterns of movements which relate are related to movement and rhythm Be increasingly independent when getting dressed Use a paintbrush and other mark making tools with increasing control 	<p>Children will know how to:</p> <ul style="list-style-type: none"> How to hold a pencil with a comfortable grip Match their developing physical skills to tasks in the nursery, such as deciding whether to run or crawl across a plank, depending on its width. Collaborate with others when moving large items, such as moving a large plank safely. 	<p>Children will know :</p> <ul style="list-style-type: none"> Their dominant hand, and use it with good control Why it is important to use tools and equipment safely How to choose the right resources to carry out their own plan, such as choosing a spade to dig.



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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p>Children will know how to:</p> <ul style="list-style-type: none"> Mark make with gross motor movements Sit and listen to stories Recognize familiar logos and labels in the environment Understand that print has meaning Develop their phonological awareness so that they can spot and suggest rhymes Begin to engage in conversations about stories 	<p>Children will know:</p> <ul style="list-style-type: none"> That we read English text from left to right, and from top to bottom That stories have a beginning, middle and an end How to talk about and retell a range of familiar stories How to engage in sensory mark making Identify their own marks How to recognize their own name 	<p>Children will know:</p> <ul style="list-style-type: none"> That print can have different purposes, e.g. a shopping list, story, recipe How to look after books by handling them carefully How to develop their phonological awareness so they can clap the syllables in words Know how to identify familiar letters (such as those in own name). Begin to write some of their own name 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Identify and name the different parts of a book, e.g. front cover, pages etc. Develop their phonological awareness to recognize words with the same initial sound Write some or all of their name Use emergent writing in their play How to sequence and retell stories in a variety of different ways. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Understand page sequencing Recognize words with the same initial sound Engage in conversation about stories, learning new vocabulary Write some or all of their name Make marks for a purpose and talk about the marks. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Engage in extended conversation about stories, learning and using new vocabulary Use some of their print and sound knowledge in their early writing Write some letters accurately. Write some or all of their name Engage with RWInc Phonics lessons in the term before starting YR Children will know how to say and write the set 1 single letter sounds.



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MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Children will know how to:</p> <p>Talk about and identify the patterns around them</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Recite numbers past five</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show finger numbers up to five</p>	<p>Children will know how to:</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Recite numbers past five</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show finger numbers up to five</p> <p>Talk about and explore 2D and 3D shapes using</p>	<p>Children will know how to:</p> <p>Link numerals and amounts</p> <p>Develop fast recognition up to three (subitizing)</p> <p>Solve real world problems up to five</p> <p>Understand position through words (the bag is under the table)</p> <p>Describe a familiar route</p> <p>Select shapes appropriately for building</p>	<p>Children will know how to:</p> <p>Recite numbers past five</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show finger numbers up to five</p> <p>Begin to describe a sequence of events using first, then</p> <p>Discuss locations using terms: in front of and behind</p>	<p>Children will know how to:</p> <p>Experiment with own symbols, marks and numerals</p> <p>Link numerals to amounts</p> <p>Compare quantities using 'more than and fewer than'</p> <p>Combine shapes to make new ones</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Talk about and explore 2D and 3D shapes using</p>	<p>Children will know how to:</p> <p>Make comparisons between objects relating to size, length weight and capacity</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern</p> <p>Link numerals and amounts</p> <p>Develop fast recognition up to three (subitizing)</p> <p>Solve real world problems up to five</p>



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UNDERSTANDING THE WORLD	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p> <p>Our Understanding the World curriculum intends to develop curiosity and a thirst for knowledge. We intend that our children explore their understanding of the world through innovation and thinking creatively. Skills for working scientifically are key to our science ethos, enabling our pupils to question and investigate through real-life and practical experiences, thus developing knowledge and skills for life. In the Early Years, adults regularly provide new materials and interesting things for children to explore and investigate and encourage children to talk about them. Our adults interact effectively with the children to encourage them to use their senses to explore the natural world, materials and forces. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in Science in Key Stage 1.</p>					
	<p>Children will know:</p> <p>That there are different countries in the world, and how to talk about the differences they have seen or experienced</p> <p>How to develop positive attitudes about the differences between people</p> <p>Make sense of their own life story and family's history</p>	<p>Children will know:</p> <p>Talk about the difference in materials and changes they notice</p> <p>Explore and talk about different forces they feel</p> <p>Explore how things work</p> <p>How to use all their senses in hands on exploration of natural materials</p>	<p>Children will know how to:</p> <p>Make sense of their own life story and family's history</p> <p>Show an interest in different occupations</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Children will know how to:</p> <p>Use all their senses in hands on exploration of natural materials</p> <p>Plant seeds and care for growing plants</p> <p>Talk about differences in materials and the changes they notice</p>	<p>Children will know :</p> <p>The key features of the life cycle of a plant and an animal</p> <p>How to respect and care for the natural environment and all living things</p> <p>How to use all their senses in hands on exploration of natural materials</p>	<p>Children will know how to:</p> <p>Explore collections of materials with similar or different properties.</p> <p>Talk about what they see using a wide vocabulary</p> <p>Make sense of their own life story and family's history</p>



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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. The EAD curriculum below sets out three domains of knowledge being taught: practical, theoretical and disciplinary knowledge.</p>					
	<p>Children will know how to:</p> <ul style="list-style-type: none"> Take part in simple pretend play Create closed shapes with continuous lines, and begin to use these shapes to represent objects Listen with increased attention to sounds Explore colour and colour mixing Play instruments to express their ideas and feelings 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make Begin to develop complex stories using small world equipment Listen to what they have heard, expressing thoughts and feelings Explore colour and colour mixing 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them Draw with increasing complexity and detail Remember and sing entire songs Explore colour and colour mixing 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Join different materials and explore different textures Use drawing to represent ideas such as movement or loud noises Sing with the pitch of a tone sung by another person Explore colour and colour mixing 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Show different emotions in their drawings and paintings Sing the melodic shape (moving melody such as up and down and down and up) of familiar songs Explore colour and colour mixing Develop their own ideas and then decide which materials to use to express them 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Make imaginative and complex small worlds using construction resources Explore colour and colour mixing Create own songs or improvise a song around one they know Play instruments with increasing control to express their ideas and feelings