

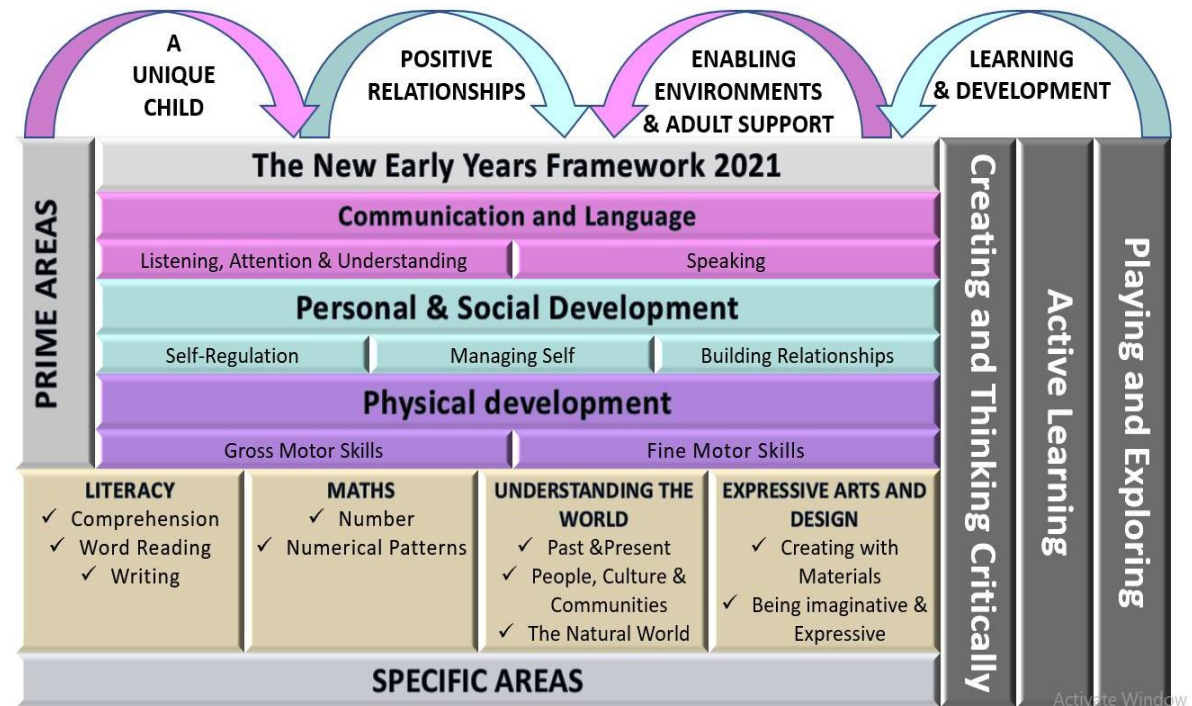


ACORNS LONG TERM PLAN 2026 - 2027

Our aim is to encourage each child to develop their full potential by growing in confidence and gaining independence in a caring and stimulating environment.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active life- long learners.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Joseph's, we provide our children with opportunities to develop all seven areas of the curriculum through both our indoor and outdoor provision and through accessing our Forest School environment. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this year.



St. Joseph's R.C Primary School and Nursery
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Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>All About Me</i>	<i>Kindness & Friendship</i>	<i>Wonderful Winter!</i>	<i>Let's grow!</i>	<i>Amazing Animals!</i>	<i>Under, on and by the sea.</i>
Overarching Principles	Characteristics of Effective Learning and Teaching					
	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 and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.					
	Positive Relationships: Children learn to be strong and independent through positive relationships.					
	Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.					
	Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)					
	PLAY: At St Joseph'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 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.					
	We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

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Topics NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting nursery Myself My feelings and emotions People who help us My family and friends My favourite things Autumn Celebrating Difference What makes me special Diwali Like and dislikes	People who help us friendships kindness advent Fire safety Christmas baking Continue with Autumn Bonfire Night - Christmas & The Nativity Christmas Lists Letters to Father Christmas	Climates – cold places Arctic and antarctic Freezing/Melting Ice & Snow Winter Polar Animals Chinese New Year	Plants & Flowers Weather / seasons The great outdoors Planting seeds Spring New life and baby animals Growing – themselves, plants & animals How have I changed? Easter Lent	Safari / zoo pets Animals from around the world Climates – hot places Animal arts and crafts Animal Patterns David Attenborough Minibeasts / habitats Animal sounds Life cycles Senses	Under the sea Off on holiday / clothes On the sea At the beach Send me a postcard! Marine life Summer Looking after our planet Food/human body/teeth Staying healthy
'Wow' moments & Enrichment Events	Black History Month Month of the Holy Rosary Birthdays What do I want to be when I Diwali - Indian Food tasting	Christmas Time Events Nativity Performance Remembrance Day Visit from Fire brigade Children in Need Odd sock day Anti- Bullying Week Letters to santa Visit to the role play cafe Christmas puppet show	NSPCC number day Chinese New Year Event Mental health awareness week Internet Safety Day National Storytelling week Pancake day Valentine's day	Frogspawn Butterflies World Book Day Easter time Planting seeds St. Joseph's feast day Science week Nature Scavenger Hunt Mother's Day World book day	Exotic Fruit tasting – linked to Handa's Surprise Healthy Eating / exotic fruit tasting Dental Hygienist – oral	Father's Day Sports Day Farm Visit End of year celebrations

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Key Texts (This is just a selection of the books we will use through out the year. Other stories are available for the children to access.)	Farmer Duck Guess how much I love you Sometimes I feel funny Things I love about my family. The fire station My Daddy Happy post bunny Greatest Mummy The Feelings book When I grow up I love my grandma What is crocodiles favourite thing? When I grow up Daddy hugs Are you my mummy? The greatest mummy of all	Owl Babies Christmas Story / Nativity Sharing a shell Christmas books – Tiger that came to tea Giraffe's can't dance Goldilocks A friend for little bear Hands are not for hitting Thank you, Mr Panda Please, Mr Panda This is the bear Whatever next	The polar bear and the Snow cloud Penguin Mrs. Christmas Polar bear, Polar bear The magical snowman The Christmas story Not so perfect penguin Santa's 12 days of christmas	Jack and the beanstalk The runaway pea! The very hungry caterpillar We're going on a egg hunt* Spot's first Easter Ramera's Ramaddan* Easter story* Jaspers beanstalk The little gardener Guess how much I love you in the spring The promised one	Goldilocks and the three bears Rumble In the jungle Animal boogie Stinkysaurus* Dear Zoo Handa's surprise We're going on a bear hunt Animal music Doing the animal bop What do you see? What do you hear? Noah's arc Say hello to the jungle animals What is a crocodiles favourite thing Slowly, slowly, slowly Wow said he owl Chicken clicking Bugs big trip I am bear Goose goes to the zoo Tales with big endings	Hooray for fish The train ride All afloat on Noah's boat The tail of the whale I love boats

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Core Values & 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. These will mirror the principles and values of our school & British Values. We will 'dip in and out of each area' each term as and when needed.	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. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs. 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. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference in regards to faith. Rule of Law We all know that we have our school promises 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. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong. 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. Our first topic is All about Me where we will celebrate our differences, what makes us individually special and respect for our differences. 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.					

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Parental Involvement	We recognise that parents are children's first and most enduring educators. We actively involve parents and carers in their children's educational journey by: • an effective and comprehensive transition period to support children and their families, including settling in sessions, nursery and reception class visits and completed 'all about me' form before starting; • ensuring all parents know who their child's key worker is • parent workshops to help parents understand how they can support their child's learning; • arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits; • the use of Evidence me as an online journal to share children's learning and achievements with parents; • regular updates on our class pages on the school website to show learning in action; • providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and adding them to the online learning journal which inform planning and provision; It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.					
Support for Parents	Nursery • Monthly Stay & Play sessions for perspective families • Parent involvement in school trips and outings • Support for families with English as an additional language to come and read stories in their first language to the children • Support with behaviour at home • Support for toilet training • Support for families of children with SEN – including support with referrals and strategies.					

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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.					
2 years – 3 years	<i>Begin to listen to others in small groups e.g. adult led activities, show and tell, Doug</i> <i>Music and song time: start to join in with actions and repeated refrains of familiar songs and rhymes.</i> <i>Learn simple rhymes of the Week.</i> <i>Encourage back and forth interactions with adults and peers in the role play areas.</i>		<i>Our topic will encourage children to think about what they need to keep warm in winter and develop their vocabulary.</i> <i>Introducing and developing vocabulary - use the tuff tray labelling as examples.</i> <i>Words relating to winter, e.g. frosty, slippery.</i> <i>Names of Arctic and Antarctic animals – polar bear; puffin, Arctic fox; penguin, whale.</i> <i>Introducing language prompts and blank level question examples in all areas of learning.</i> <i>Listening to familiar books regularly, for example, stick man; will help with their listening and attention and recall.</i>		<i>Our topic will encourage children to name and describe animals from around the world and talk about where they are from, what they eat etc.</i> <i>Introducing and developing vocabulary and using 'wow' words and exciting tuff tray activities.</i> <i>Words relating to animals: fur, wings, legs, beak, habitat, sea, land, meat eater, ferocious, gentle.</i> <i>Continue to develop language prompts and blank level question examples in all areas of learning.</i> <i>Listening to familiar books regularly, for example, Animal boogie; will help with their listening and attention and recall.</i> <i>The development of the indoor and outdoor role play areas will promote positive communication.</i>	
Intent: What we want the Acorns to learn before they become Oakleaves	• Begin to join in with songs and rhymes • Able to follow the nursery routines • Understand simple sentences • Begin to put two words together and start to use simple sentences					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Kindness & Friendship	Wonderful Winter!	Let's grow!	Amazing Animals!	Under, on and by the sea
Personal, Social and Emotional Development	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 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, 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.					
2 years – 3 years	All about me – sense of belonging. Encouraging sense of belonging – to family; nursery; church family. Our class identity – All the children to help make and label the parts of a child for our topic board in nursery uniform. Leave parents/carers happily & confidently. Begin to select resources and tidy them away. Emotions board – how are you feeling today? Using mirror to look at ourselves... different colour eyes; hair etc. create a self-portrait for learning journeys.		Continue to develop children's ability to keep nursery promises and think about their own new year promises. Select resources and activities independently, treat them with care & learn how to tidy them away. Begin to identify with Acorns and Oaks group and participate in activities.		Take part in group activities, for example 'Guess the sound' game, tasting activities and discovering different smells; taking it in turns and accepting others points of view. Use role play to help with social interaction and to support sharing and turn taking. Take turns when playing – ask politely & use timers where support is needed. Ask for help from adults & peers.	
Intent: What we want the Acorns to learn before they become Oakleaves.	• Play alongside others • Assert their likes and dislikes • Point to and name features • Sit for circle time • Begin to recognize and start to name their emotions					

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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.					
	Use paintbrushes, chalk, whiteboard pens to make large patterns & marks. Mud kitchen – develop imagination, language, scooping and pouring Indoors – Use paint brushes, chalk, whiteboard pens, pencils, crayons etc to make large patterns & marks. Use scissors to cut out things we like from magazines. Use peg boards, to develop fine motor skills 'Write'/make marks to represent favourite things.		Indoors – Use paint brushes, chalk, whiteboard pens, pencils, crayons etc. to make large patterns & marks. Use scissors to make cuts and create snowflakes Dough – developing gross motor skills as will pull and stretch the dough and fold in the glitter. Use threading to develop fine motor skills. Take part in dancing sessions to help with hand eye coordination.		Develop self-help skills – wash hands independently' remembering to wash hands for 20 seconds. Outside –, sports day practice, obstacle courses, cars and bikes, large painting on the easel, using gardening tools to get our flower beds ready for planting. Weaving shapes and numbers for fine motor control. Indoors – Use paint brushes, chalk, whiteboard pens, pencils, crayons etc. to make large patterns & marks. Scissor skills: collage. Dough – developing gross motor skills as will pull and stretch the dough and fold in the glitter.	
Intent: What we want the Acorns to learn before they become Oakleaves.	- Communicate wet/soiled nappies - Join in with finger and action rhymes - Be able to push themselves along in the car and on the bikes/scooters. - Climb the climbing frame with support - Help with putting on and off their coats, shoes, hats and wellies - Show control in using a range of mark making tools					

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Literacy	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).					
2 – 3 years	<i>Introduce named Acorns ... 'this is your name.' Encourage the children to look for print in the environment – outside: children to put away resources and look out for the numbered labels. Music and song time: start to join in with actions and repeated refrains of familiar songs and rhymes. Learn simple rhymes of the Week. Making marks using sensory experiences</i>		<i>Begin to find own name card at snack and lunch times. Awareness that marks have meaning. Listening to and talking about winter stories Use a range of mark making equipment outside such as sticks to make marks in a range of messy play. Making marks in fake snow, and coloured Ice. Joining in with actions from familiar songs.</i>		<i>Find own name card at snack and lunch times. Awareness that marks have meaning. Listening to and talking about stories (e.g.Owl babies, stinksaurus), remember favourite characters and begin to say what happens next Fill in missing word and phrases to familiar rhymes and songs Enjoy mark making on screens, paper and in sand, playdough and messy play.</i>	
Intent: What we want the Acorns to learn before they become Oakleaves.	• Joins in with familiar actions and songs • Enjoys the sensory feeling of making marks					

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Mathematics	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.					
2 – 3 year	<i>Number of the week: introduce numbers 1-5. Number blocks. Shape pf the week. Count how many – children in Nursery. . Using topic activities to develop counting and number recognition e.g. when drawing a picture of ourselves noticing and counting – how many eyes, ears do we have? Make faces and count features out of playdough/paint/collage. Counting songs and rhymes. Use tuff trays inside and outside to make maths exciting and messy – including filling and emptying containers. Obstacle course in the garden – spatial awareness. Lots of opportunities to complete simple puzzles and insert boards. Get to know the Nursery routine and patterns in the day.</i>		<i>Develop understanding of number and shape – e.g. using ‘Number and shape of the week’ – encouraging children to recognise how many as we show a number of objects relating to the number of the week and number recognition and looking in the environment for shapes. The new outdoor Maths area will help develop children’s knowledge in all the Maths areas. They can explore the area with the help of an adult and there will be a focus activity in the tuff tray every day. Autumn treasure hunt – find and count objects in the environment</i>		<i>Develop understanding of number and shape – e.g. using ‘Number and shape of the week’ – encouraging children to recognise how many as we show a number of objects relating to the number of the week and number recognition and looking in the environment for shapes. The new outdoor construction/Maths area will help develop children’s knowledge in all the Maths areas. They can use the large weighing scales to weigh different materials and the weaving numbers and shapes for number and shape recognition. Indoor and outdoor math’s focused tuff trays incorporated with messy play and fine motor development including counting animals hiding in messy play, more or less animals?</i>	
Intent: What we want the Acorns to learn before they become Oakleaves.	• Say some counting words • Complete simple puzzles • Become familiar with daily routines • Enjoy emptying and filling					

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Understanding the World	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.					
2 – 3 years	<i>People and Communities - RE - learn prayers; reflect on our day, developing our sense of belonging...part of God's family. RE TOPIC: Families...Finding out about each other and our families - how we are the same and how we are different - hand prints, pictures of ourselves; families; making 'mirrors'. The World. Bring in pictures of family and friends to share with us. ICT - interactive toys. Using the Ipad to take selfies for our picture gallery and photos of our friends and things we like in nursery.</i>		<i>People and Communities RE topic – celebrations, e.g. birthdays. Gathering together to worship God together in Nursery. Our prayer focuses this half term is being thankful and we will be writing our new year promises for our promise tree. The World Explore changes - water, turning into ice and vice versa -making our own ice cubes and blocks. Observing change in the natural world e.g.no leaves on the trees; frost on the ground and in puddles. Finding out about animals that live in the Arctic and Antarctic ICT - Completing simple games and activities on interactive whiteboard. The children will have constant access to the water wall on the playground, which encourages problem solving, using pipes and funnels and emptying and filling containers.</i>		<i>People and Communities RE topic – Being thankful, celebrating our good news, celebrating the Kings coronation, celebrations, e.g. birthdays. Gathering together to worship God together in Nursery. Our prayer focuses this half term is being thankful and we will be celebrating our good news from home. The World Getting the planters ready for planting, then planting and taking care of fruits, vegetables and flowers. Trip to the farm park where we will see baby animals and play with small world activities, linking back to what we have seen. Exploring our small world trays, inside and outside. ICT - Completing simple games and activities on interactive whiteboard. The children will have constant access to the water wall on the playground, which encourages problem solving, using pipes and funnels and emptying and filling containers.</i>	
Intent: What we want the Acorns to learn before they become Oakleaves.	• Take part in pretend play – imitating actions • Curious and interested to explore new experiences • Can operate simple mechanical toys					

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Expressive Arts and Design	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.					
2 – 3 years	<i>Using a variety of paint techniques e.g. sponge painting; water painting; hand prints; finger painting</i> <i>Making collages of things we like; drawing and painting ourselves family and friends.</i> <i>Introduce role play area indoors and outside - home corner/shop.</i> <i>Outside- mud kitchen; builders yard/ tool bench.</i> <i>Using mirrors to find out about and notice our features...'drawing' what we can see.</i> <i>Creating a class nursery child for our display and self-portraits.</i> <i>Take part in weekly art sessions with Miss. Jenn.</i> <i>Taking part in daily song and instrument times and weekly moo music sessions.</i>	<i>Using different textures to create pictures e.g. cotton wool for snow people; tissue and material for winter clothing such as hats and scarves.</i> <i>Being involved in Messy play including exploring the texture of Ice and fake snow.</i> <i>Also finding snowflakes hiding in Gloop.</i> <i>Choosing and joining in with songs and rhymes from our 'choosing board.'</i> <i>Exploring the changing role play areas inside and outside: beginning to make believe and engage in imaginative play.</i> <i>Take part in weekly art sessions with Miss. Jenn.</i> <i>Taking part in daily song and instrument times and weekly moo music sessions.</i>		<i>Creating a Summer display for our season's topic board. Making boats, scenery and sea creatures.</i> <i>Being imaginative and creating our own designs for sun glasses, kaleidoscopes, shakers.</i> <i>Being involved in Messy play including exploring the texture of slime and gloop feeling a range of different textures.</i> <i>Choosing and joining in with songs and rhymes from our 'choosing board.'</i> <i>Exploring the changing role play areas inside and outside: beginning to make believe and engage in imaginative play.</i> <i>Role play of the 'Handa's surprise' story using props to support role play.</i> <i>Taking part in weekly art sessions with Miss. Jenn.</i> <i>Taking part in daily song and instrument times and weekly moo music sessions.</i>		
Intent: What we want the Acorns to learn before they become Oakleaves.	Pretend that one thing represents another Moves and sings to familiar music/songs Explore and experiment with a range of media					

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R.E	<i>Welcome – developing a sense of belonging; God knows and loves everyone.</i> <i>Belonging to my family</i> <i>Belonging to St Joseph's Nursery Family</i> <i>Belonging to the church family</i> <i>Myself - I'm Special</i> <i>Advent</i> <i>Nativity play</i>		<i>Gathering and celebrating</i> <i>Journeying together</i> <i>Journeying together - Gathering together as God's family in Nursery</i> <i>Journeying together - Gathering together as God's family.</i> <i>Journeying Together – Celebrating with others.</i> <i>Journeying together - People who help in church -ppt</i> <i>Journeying together - Showing we care</i> <i>Growing in God: Lent</i> <i>Growing in love</i> <i>Growing in God</i> <i>Growing in love for God</i>		<i>Good News</i> <i>Good News; Celebrations</i> <i>Good news – Pentecost</i> <i>Friends and friendship</i> <i>Our Wonderful World</i>	

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I CAN:

- Communicate wet and/or soiled nappies
- Be familiar with the toilet/potty
- Wash my hands with adult support
- Put on and take off my coat with little support
- Able to follow one instruction