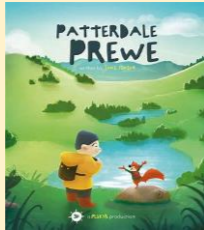
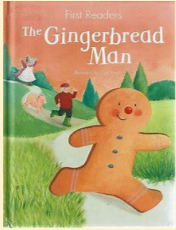
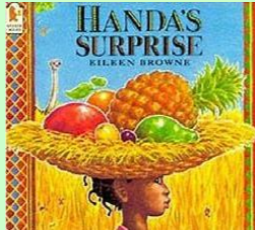
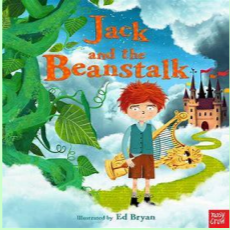
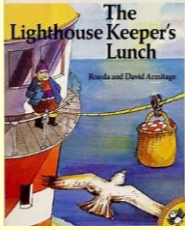
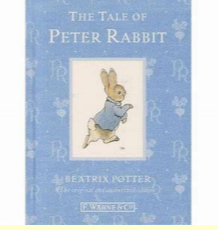
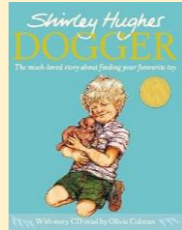

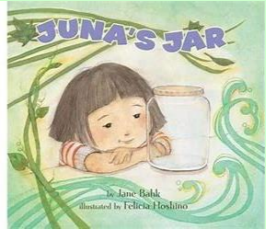
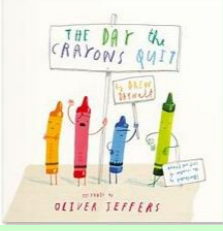

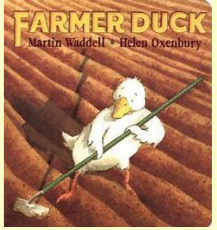


# FS and KS1 Long Term Coverage Plan

	Cycle A			Cycle B		
	Autumn Adventurers and Explorers	Spring Oh What A Wonderful World!	Summer Who Has the Power?	Autumn Let Us Remember	Spring Amazing Places and Spaces	Summer Who Do You Think You Are?
<p><b>English</b> Sounds-Write <a href="#">Sounds-Write</a></p> <p>Talk for Writing <a href="#">Writing progression map</a> <a href="#">Reading progression map</a></p>	<p><b>Autobiography Writing</b> Children use their best handwriting to write about themselves. Handwriting and SPAG will be assessed to choose personal writing targets for the term.</p>  <p><b>Text: Patterdale Prew</b> Children base a story on overcoming obstacles, discussing their own targets for the year.</p> <p><b>Shape Poems</b> The class explore shape poems like <a href="#">The Moon Speaks! - The Children's Poetry Archive</a> and have a go at writing their own.</p>  <p><b>Text: The Gingerbread Man</b> Pupils learn the story with actions and pick out words and phrases they would like to use. They change a few key aspects and write their own journey story.</p>	<p><b>Report Writing</b> Pupils read a range of reports about their topic, African animals, for example, and then write their own report on a topic of interest using the key features of the text type.</p>  <p><b>Text: Handa's Surprise</b> The class read and enjoy this story, set in Africa and explore the patterns they can see. They can change one or two characters or fruits and retell the story.</p>  <p><b>Text: Jack and the Beanstalk</b> Children make up their own actions to the Pie Corbet version of this tale and start to add their own ideas. They use a 'boxed up plan' to plan a new story based on the idea of defeating a monster.</p> <p><b>Instruction Writing</b> Children follow a set of instructions e.g. making a dragon puppet for Chinese New Year and then write their own set of instructions for something linked to their topic, making a fruit kebab, for example.</p>	<p><b>Recount Writing</b> Children read a model recount about a recent event e.g. a trip or school event and then write their own version.</p>  <p><b>Text: The Lighthouse Keeper's Lunch</b> Children read and enjoy this story, linking it to their knowledge of the coast and compass directions, writing their own stories inspired by the lighthouse keeper and coastal places.</p> <p><b>Postcard Writing</b> The class will read postcards and practise using an informal tone to write to friends and family. They will then write their own postcard to a friend about our class trip.</p>  <p><b>Text: The Tale of Peter Rabbit</b> We will look at the wonderful world of Beatrix Potter and the influence she took from local landscapes and animals. Children will then create their own tale including some of these aspects.</p>	<p><b>Autobiographies</b> Children write and draw about themselves, their family and their interests. Work will be assessed and appropriate targets will be set accordingly.</p>  <p><b>Text: Dogger</b> Children will read and enjoy this classic text by Shirley Hughes and spot the features of a 'finding tale'. They will have the opportunity to write their own tale inspired by losing and finding and or their cuddly toys.</p> <p><b>Non-Chronological Report</b> The class will read a range on reports in history and science, pulling out the elements of this non-fiction text type. Children will be able to write their own report on a special topic of interest, an aspect of the weather, for example.</p>  <p><b>Text: Lost and Found</b> This story by Oliver Jeffers will form the basis of the class exploration of another 'finding tale'. Children will act out some of the story and look at the settings in more detail.</p>	<p><b>List Poems</b> As part of our history topic, we will create a shape poem inspired by an object or person from the recent past. We will explore Valerie Bloom's list poem about her Jamaican granny: <a href="#">Granny Is - The Children's Poetry Archive</a></p>  <p><b>Text: Juna's Jar</b> Children will read the story of Juna, a Korean-American girl whose friend moves away and discuss some of the amazing places described in the book. We will write stories based on some of the topics and or places discussed.</p>  <p><b>Text: The Day the Crayons Quit</b> The class will explore a modern tale by Oliver Jeffers, using their imagination to think about the personalities of the different coloured crayons and where they might travel in the world, linking to the developing knowledge of hot and cold locations in geography.</p> <p><b>Letter Writing</b> The children will imagine what it is like in other countries (from our geography work) and write back to school in the style of Oliver Jeffers' crayons.</p>	<p><b>Recount Writing</b> Children will study recounts from local history and look at the features of this non-fiction text type. They will write their own recount of a shared experience, e.g. after the Quest (local history walk) or other school trip.</p>  <p><b>Text: What the Ladybird Heard</b> Children will enjoy mapping out the journey of this story by Julia Donaldson and collecting word patterns and choices they could use in their own writing. They will plan and write their own 'defeating the monster' style story.</p> <p><b>Explanation Writing</b> Children will read explanation texts in geography and science and choose which features to put in their own explanation text which could be about the lifecycle of a frog or farm animal for example.</p>  <p><b>Text: Farmer Duck</b> This story by Martin Waddell will form the basis of our work on 'character flaw' stories. Children might choose to have interesting farm animal characters in the stories they write.</p>
<p><b>Maths</b> White Rose Maths <a href="#">Maths progression map</a></p>	<p><b>Reception:</b> Match, sort and compare; talk about measure and patterns; it's me 1, 2, 3; circles and triangles, 1, 2, 3, 4, 5; shapes with 4 sides. <b>Year 1:</b> Place value within 10; addition and subtraction within 10; Place value within 20 <b>Year 2:</b> Place value within 100; addition and subtraction; multiplication and division</p>	<p><b>Reception:</b> Explore 2D and 3-D shapes; introduce zero; Alive in 5; mass and capacity; growing 6, 7, 8; length, height and time; building 9 and 10;. doubles <b>Year 1:</b> Geometry: shape; addition and subtraction within 20; place value within 50; length and height; weight and volume, multiplication and division.</p>	<p><b>Reception:</b> visualise, build and map; make connections, time -ordering and sequencing events; To 20 and beyond; how many now?, manipulate compose and decompose; sharing and grouping, doubles. <b>Year 1:</b> Geometry: position and direction; time; fractions; place value within 100; money.</p>	<p><b>Reception:</b> Match, sort and compare; talk about measure and patterns; it's me 1, 2, 3; circles and triangles, 1, 2, 3, 4, 5; shapes with 4 sides. <b>Year 1:</b> Place value within 10; addition and subtraction within 10; Place value within 20 <b>Year 2:</b> Place value within 100; addition and subtraction; multiplication and division</p>	<p><b>Reception:</b> Explore 2D and 3-D shapes; introduce zero; Alive in 5; mass and capacity; growing 6, 7, 8; length, height and time; building 9 and 10;. doubles <b>Year 1:</b> Geometry: shape; addition and subtraction within 20; place value within 50; length and height; weight and volume, multiplication and division.</p>	<p><b>Reception:</b> visualise, build and map; make connections, time -ordering and sequencing events; To 20 and beyond; how many now?, manipulate compose and decompose; sharing and grouping, doubles. <b>Year 1:</b> Geometry: position and direction; time; fractions; place value within 100; money.</p>

		<b>Year 2:</b> Geometry: properties of shape; statistics: tally charts, pictograms and block diagrams; length and height; mass, capacity and temperature, multiplication and division.	<b>Year 2:</b> Geometry: position and direction; time; fractions; problem solving; money.		<b>Year 2:</b> Geometry: properties of shape; statistics: tally charts, pictograms and block diagrams; length and height; mass, capacity and temperature, multiplication and division.	<b>Year 2:</b> Geometry: position and direction; time; fractions; problem solving; money.
<b>History</b> CUSP  <a href="#">History progression map</a>	<b>Significant Individuals</b> Children study the lives of significant individuals in the past who have contributed to national and international achievements, scientists like Mary Anning and David Attenborough, for example.	<b>Events Beyond Living Memory</b> Pupils are taught about events beyond living memory that are significant nationally or globally, the race to the Poles, for example.	<b>Changes Within Living Memory</b> Pupils study changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life and encourage learners to discuss a sense of change over time.	<b>Events Beyond Living Memory</b> Pupils are taught about an event beyond living memory, for example, The Great Fire of London or Remembrance Day.	<b>Revisit: Changes Within Living Memory</b> Children revisit the idea of change over time, drawing on experiences of themselves, parents and grandparents and members of the community.	<b>Local History</b> Pupils learn about significant historical events, people and places in Caldbeck and the surrounding area.
<b>Geography</b> CUSP  <a href="#">Geography progression map</a> <a href="#">Geography Vocabulary</a>	<b>Continents and oceans / countries and capital cities of the United Kingdom</b>  Pupils learn how to name and locate the world's seven continents and five oceans. They then move on to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Study a small area of United Kingdom and a contrasting non-European country</b>  Pupils are taught to understand geographical similarities and differences. They will do this through comparing the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. We could compare where our pen pals in Tanzania live with where we live in Cumbria, for example.	<b>Study human and physical geography in the local area</b>  Pupils study human and physical geography in the local area, including the coast. They will use maps, atlases and globes to identify the UK and its countries and the continents and oceans of the world. They will use simple compass directions and apply this knowledge to simple fieldwork in the school environment.	<b>Study Fieldwork and Map Skills</b>  Pupils are taught to use basic geographical vocabulary to refer to key physical and human features in the Caldbeck area, like 'mountain' and 'village', also where we live in relation to the UK and Europe.	<b>Study hot and cold locations</b>  Pupils find out about human and physical geography, identifying seasonal and daily weather patterns in the United Kingdom. They then move on to locate hot and cold areas of the world in relation to the Equator and the North and South Poles, finding out about weather patterns in the process.	<b>Mapping and Fieldwork</b>  Pupils study imaginary and real maps and take part in simple fieldwork. They read 'We're Going on a Bear Hunt' and 'The Storm Whale', to define the purpose of maps and then apply those skills to real situations in familiar settings such as Fellview School and the school grounds.
<b>Science</b> CUSP  <a href="#">Science progression map</a>	<b>Introduce Everyday Materials</b>  Pupils distinguish between an object and the material from which it is made, identify and name a variety of everyday materials and describe their properties.	<b>Introduce Plants, including Trees</b>  Pupils identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Uses of Everyday Materials</b>  Pupils identify and compare the suitability of a variety of everyday materials for particular uses. They also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Seasonal changes and weather</b>  Pupils observe changes across the 4 seasons, describe weather associated with the seasons and how day length varies.	<b>Introduce Living things and their habitats</b>  Pupils explore and compare the differences between things that are living, dead, and things that have never been alive. They learn about habitats to which animals and plants are suited. Pupils then explore simple food chains and identify and name different sources of food.	<b>Introduce Animals, including humans</b>  Pupils identify and name a variety of common animals that are carnivores, herbivores and omnivores. They describe and compare the structure of a variety of common animals. They identify the basic parts of the human body and say which part of the body is associated with each sense.
<b>Music</b> Charanga  <a href="#">Music progression map</a> <a href="#">Music Vocabulary</a>	<b>Rhythm In The Way We Walk and Banana Rap</b> Children listen to and learn to sing two different styles: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style).  <b>Preparing for Fellview Christmas Performance</b> The whole school chooses a medley of traditional and modern music to perform to help illustrate the Christmas story.	<b>Music: In the Groove</b> Each week children will listen and learn a different style of the song 'In The Groove', which has six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.  <b>Hands, Feet, Heart</b> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	<b>I Wanna Play in a Band</b> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.  <b>Fellview Summer Performance</b> Upper KS2 choose the performance and take a lead in acting, with KS1 and FS helping perform songs and actions in the show.	<b>Round and Round</b> Children learn to sing the song, play instruments with the song, improvise with the song, compose with the song using the notes C D and F. They then share and perform their unique compositions.  <b>Preparing for Fellview Christmas Performance</b> The whole school chooses a medley of traditional and modern music to perform to help illustrate the Christmas story.	<b>Your Imagination</b> Children listen and appraise, play musical games and then learn to sing and perform this song about their imagination.  <b>Zootime</b> Children learn to listen and appraise, explore and create the dimensions of music i.e. Pulse, Rhythm, Pitch through: games, singing, playing instruments, composing, improvising and then performing this reggae song, 'Zootime'.	<b>Friendship Song</b> Children learn to listen and appraise the song 'You've Got a Friend in Me' explore and create the dimensions of music i.e. Pulse, Rhythm, Pitch through: games, singing, playing instruments, composing, improvising and then performing this sing about friendship 'The Friendship Song'.  <b>Fellview Summer Performance</b> Upper KS2 choose the performance and take a lead in acting, with KS1 and FS helping perform songs and actions in the show.
<b>D&amp;T</b> Projects on a Page  <a href="#">D&amp;T progression map</a>	<b>Mechanisms – sliders and levers</b> Children explore simple sliders and levers, discussing up and down and side to side movement. They then design a product with a moving part for a purpose e.g. Christmas card for a parent with an elf rocking side to side, gingerbread man story page on	<b>Food technology – Preparing Fruit and Vegetables</b> Children explore the principles of a varied and healthy diet using the 'eatwell plate' and then design and prepare their own healthy recipe, e.g. fruit kebabs, using fruits grown in Africa.	<b>Freestanding Structures</b> Children build and explore a variety of freestanding structures through focused tasks, discussing centre of gravity as the structures get taller and why we might need a wide base. They then design, build and evaluate a freestanding structure e.g.	<b>Textiles</b> Templates and Joining Children design, make and evaluate a product from textiles, exploring joining techniques including stapling, gluing and sewing. They might choose a small Christmas decoration or a Remembrance Day brooch, for example.	<b>Exploring and using mechanisms – Wheels and Axles</b> Children design, make and evaluate a product with moving wheels, exploring different wheels and ways to attach the wheels to their product with axels. This could be a wheelbarrow for Easter eggs or a car to race with a friend.	<b>Food technology – Preparing Fruit and Vegetables</b>  see below

	a slider to illustrate the character running.	See below.	a slide for a teddy, a strong chair for Goldilocks.			
<b>Food Technology</b> Phunky Foods <a href="#">D&amp;T progression map</a>	<b>Our Bodies</b> Fruit and vegetable preparation linked to harvest festival. Food preparation linked to Chinese New Year, Burns Night and or Christmas	<b>Eat Well</b> Phunky Foods recipes linked to non-European country and Chinese New Year e.g Asian baked spring rolls. Preparation of celebration foods for Pancake day, St David's Day and or Easter.	<b>Strive for Five</b> Snack attack Exploration of local seasonal fruit and vegetables. Prepare food from school vegetable patch e.g. apple crumble, rhubarb fool	<b>Our Bodies</b> Food preparation linked to Hanukkah, Remembrance Day, Diwali, Halloween and or Christmas	<b>Eat Well</b> Phunky Foods healthy recipes linked to non-European country e.g. salsa from South America Preparation of celebration foods for Pancake day, St David's Day and or Easter.	<b>Strive for Five</b> Handa's Surprise fruit exploration and preparation of a fruit-based dish e.g. smoothies, fruit kebabs or fruit salad. Revisit the 'eatwell' plate, reminding children of the principles of a balanced diet.
<b>PE</b> <a href="#">PE progression map</a>	Running, jumping, hopping, rolling a ball Multiskills Gymnastics	Rolling a ball, throwing and catching a ball Multiskills Team games Dance	Receiving a ball Multiskills Team games Dance Swimming Fellview Sports Days Local Tournaments e.g. Y2 Leadership Health and fitness week	Travelling with a ball Striking a ball O.A.A. and Orienteering	Team games Athletics	Team games Fellview Sports Days Local Tournaments e.g. Y2 Leadership Swimming Health and fitness week
<b>Art and Design</b> CUSP <a href="#">Art and Design progression map</a>	<b>Drawing</b> Explore mark making – use a range of marks with paint to represent movement mood and texture  <b>Painting</b> Find and make tools to apply and manipulate paint Make connections with Wassily Kandinsky (1866-1944 – Russian Painter)	<b>Printmaking</b> Explore the art of printmaking, using natural materials such as leaves and vegetables. Using their favourite techniques and with inspiration from artists such as William Morris, children create a final piece for display.  <b>Textiles and Collage</b> Create abstract collage and textile images using a range of materials Make a reconstructed picture and make connections with Katie Vernon (contemporary American artist and illustrator.)	<b>3D Art</b> Take inspiration from the art of indigenous people of Australia, combine these ideas with sculpture, creating 3 dimensional forms and make connections with sculptors e.g. Jon Kindness (1951- Irish sculptor and painter)  <b>Creative Response</b> Understand the steps involved in the creative process e.g. discuss effects created by different mark making, observational drawing skills to create accurate drawings with textural/shading effects. Add 3D texture. Evaluate final piece.	<b>Drawing</b> Inspired by artists such as Albrecht Durer, children will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.  <b>Painting</b> Looking at work of painters such as Piet Mondrian, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the dip, dip dab method of painting.	<b>Printmaking</b> Pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artists like Karen Lederer.  <b>Textiles</b> Pupils will be given the opportunity to explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man-made fibres, combining colours and textures.	<b>3D Art</b> Pupils will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by artists like Kenokuak Ashevak.  <b>Collage</b> Pupils will look at collage such as Castle and Sun by Paul Klee. They will learn about using collage techniques to create a layered surface for their artwork. Pupils will also use muted colours to soften an image. They will use lines as well as pattern to suggest something is there.
<b>PSHE</b> Jigsaw <a href="#">PSHE progression map</a>	<b>Jigsaw Jack</b> <b>Being Me in my World</b> Children explore the concept of 'belonging' and how people can be similar and different. They start to explore their feelings and enjoy working with others to make school a good place to be.  <b>Celebrating Difference</b> Children will explore similarities and differences between themselves and other classmates, what bullying is and how being bullied might make somebody feel, friendship and how it's ok to be different from our friends.	<b>Jigsaw Jack</b> <b>Dreams and Goals</b> Children explore the nature of groupwork and the pros and cons of working as a team, including how to manage feelings.  <b>Healthy Me</b> Children discuss how to keep their bodies safe and healthy, including food, exercise and the role of medicines.	<b>Jigsaw Jack</b> <b>Relationships</b> Children explore relationships with family and friends, including qualities that help these relationships. They look at good and bad behaviours and relationships that make us feel comfortable or uncomfortable, looking at problem solving techniques.  <b>Changing Me</b> Children look at the changes between themselves as a baby and now and predict some of the changes that will occur as they get older. They learn to use the correct names for private parts of the body. They explain which types of touches feel OK and others don't.	<b>Jigsaw Jo</b> <b>Being Me in my World</b> The class discuss hopes and fears for the year, their rights and responsibilities, rewards and consequences and create their own learning charter for the year.  <b>Celebrating Difference</b> Children explore the differences between boys and girls and look at gender diversity, discuss why bullying might happen, how to stand up for themselves and celebrate differences whilst still being friends.	<b>Jigsaw Jo</b> <b>Dreams and Goals</b> The class discuss their goals, their learning strengths, how to learn well with others and practice teamworking skills.  <b>Healthy Me</b> Children revisit how to keep their bodies safe and healthy including how to relax, safety around medicines and eating healthily.	<b>Jigsaw Jo</b> <b>Relationships</b> The class look at family relationships, keeping safe (including physical contact), friends and conflict, secrets, trust and appreciation and celebrating special relationships.  <b>Changing Me</b> Children study life cycles in nature, how animals grow from young to old and how we change as humans, They look at how boys' and girls' bodies change, how to be assertive and look ahead to the future.

<p><b>Computing</b> Knowsley CLC Computing</p> <p><a href="#">Computing progression map</a></p>	<p><b>What is a Computer?</b> Children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks. The children will be able to see the inner working of a computer and build their own.</p> <p><b>My Online Life 1</b> The class learn how to keep safe online, including all the DFE statutory requirements for digital literacy and online safety.</p>	<p><b>Mini-Beasts</b> Children will use technology to classify minibeasts. In this activity the children will learn about gathering and presenting information. They will then make their own David Attenborough style nature documentary.</p> <p><b>Online Buddies</b> This activity will explore what friendship means online. The children will learn about the do's and don'ts of communicating over the internet.</p>	<p><b>Story Land</b> The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self-reading it in order to create an audiobook to publish online.</p> <p><b>Code a Story</b> The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.</p>	<p><b>Presentations &amp; Typing</b> The children will learn to use presentation software and develop their keyboard skills. They will then word process their own story or record themselves telling a story.</p>	<p><b>My Online Life 2</b> The class learn and revisit how to keep safe online, including all the DFE statutory requirements for digital literacy and online safety.</p> <p><b>Animate with Shapes</b> Children will learn the basic skills of stop frame animation and produce a simple animated movie. They may use model vehicles with axels and wheels, linked to their Design and Technology project.</p>	<p><b>Making Games</b> Using Scratch Jr the children will create a simple game. They will create sprites and learn the basics of using visual coding using Scratch Jr.</p>
<p><b>Languages</b> <a href="#">Languages progression map</a></p>	<p><b>French: Greetings</b> Children learn how to greet each other in French and how to say goodbye. Christmas in French They learn some basic vocabulary about Christmas and look at similarities in traditions.</p>	<p><b>French: Pets</b> Children learn the phrase 'I have' in French and a variety of pet names, including some farm animals.</p>	<p><b>French: Food</b> The class learn French words for common snack foods such as apples, oranges and bananas and ask for their fruit in the target language, adding the phrases 'please' and 'thank you' if confident.</p>	<p><b>French: Colours and Numbers</b> Children learn colours and numbers to 11 in French. They learn to play games e.g. 11's in the target language. My body – they learn body parts in the target language and take part in singing songs like 'Heads, Shoulders, Knees and Toes' in French.</p>	<p><b>French</b> Children will practise their greetings and learn the days of the week in French.</p>	<p><b>French: Food and fruit</b> Children learn food vocabulary, linked to a simple story such as The Very Hungry Caterpillar.</p>
<p><b>RE</b> Jigsaw RE</p> <p><a href="#">RE at Fellview</a></p>	<p><b>Concept: Christianity</b> What do Christians believe about God?</p> <p><b>Concept: Christianity</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><b>Concept: Islam</b> Who is God to Muslims?</p> <p><b>Concept: Christianity</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><b>Concept: Islam</b> How important is the prophet Muhammad to Muslims?</p> <p><b>Concept: Islam</b> How important is the Qu' ran to Muslims?</p>	<p><b>Concept: Christianity</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Concept: Christianity</b> Why do Christians believe God gave Jesus to the world?</p>	<p><b>Concept: Buddhism</b> Why is the story of the Buddha important to Buddhists?</p> <p><b>Concept: Christianity</b> How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p><b>Concept: Buddhism</b> What is the best way for a Buddhist to lead a good life? Right Speech.</p> <p><b>Concept: Buddhism</b> What is the best way for a Buddhist to live a good life? Right Action.</p>