Early Years - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Guiding Principles	Self Worth		Engagement		Purpose	
8 Conditions of learning	**Belonging**	**Heroes**	**Spirit of adventure**	**Curiosity & creativity**	**Leadership & responsibility**	**Confidence to take action**
	Teddy Bears	Dinosaurs / Christmas	Space	Pirates and Under the Sea	The Circus	Animals
Trips	The Park for a teddy bear picnic	To create a model and be able to speak about the process	space dome in room	Spiceball swimming	Wade gym? Crouch hill	Cotswold Wildlife Park
AL Driving question	What do I see on my way to school?	Which is the greatest dinosaur of them all?	How would an astronuat get home?	How would you keep the sea safe?	How would you entertain the audience at the circus?	Where in our world is the best place for animals to live?
AL Assignment	To be able to share a map and talk through the way to school naming features.	To create a model and be able to speak about the process	The children will work to set their own goal and review what they have achieved - creating rockets and using C&L to explain their journey	Under the sea explorers	What makes things entertaining? How to put on your own show and perform to others	What is the best place for an animal to live?
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Photograhper - family link	spending and budgeting at Morrisons	Supermarket worker (parent)	Lifeguard	Gifford Circus	David Attenborough fact file
Power skills	Character: Learning to deep learn: Students understand that people have different strengths.	Communication: Communicates concepts to others orally	Collaboration:Work individually towards given group goals and follow given incremental small steps to acheive them	Character: Learning to deep learn: Students are receptive to being given personal learning goals for individual learning tasks	Creativity: I use creativity to generate ideas	Critical thinking: Communicate information or ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers.
Cultural Capital	The Park for a teddy bear picnic		space dome in hall	Spiceball swimming	how to sell a product - design and market	Role play and drama tv presetner
Reading texts / topic texts	Goldilocks and the three bears Bumble Bear Paddington Peace at Last I want my hat back Brown bear, Brown bear what can you see Hands off my honey The bear who stared	Dinosaur STOMP Christmasaurus Dinosaurs love underpants Dear Dinosaur The dinosaurs diary How many dinosaurs is too many? Dinosaurs go christmas shopping	Whatever Next Beegu How to catch a star Aliens love underpants Rocket says look up Rocket Mole The way back home	Pirates in the supermarket Captain Sparklebeard Yo Ho Ho a pirating we'll go Sally and the limpet Bright Stanley Ten Friendly Fish Clumsy Crab	Olivia saves the circus Amazing Esme You see a circus. I see... Cannonball Coralie and the lion If I ran the circus	Oi Frog What the ladybird heard A rumble in the jungle Dear zoo The Lion Inside Gorilla
Reading comprehension	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme	Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. Word Reading Simple cvc Can identify tricky words	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending.	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Writing text type	Non Fiction - To orally rehearse a recount	Writing to inform : a character description	Non-fiction Instructional texts	**Writing to inform: writing a letter**	Writing to inform - persuasion text	Narrative adventure story
Maths	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Count objects, actions and sounds. Count beyond 10 • Subitise: no's 1-10 NCTEM - Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talki	Subitise no's 5-10 Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. NCTEM: Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Subitise no's 5-10 Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. NCTEM: Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	Subitise no's 10-15 Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. NCTEM: Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and ide	Subitise recap Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NCTEM: Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number.	Subitise recap Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NCTEM: Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). Pupils will: • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ p
EAD - ART, DT	Making teddybear houses? Local artist study: Peter Dorey: Red Night KAPOW - Drawing marvellous marks Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims	Artist study: Dinosarus Charles R. Knight - or fossils? KAPOW - painting and mixed media Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.	Artist study: Charles Bittinger KAPOW - Sculpture and 3D Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	Artist study: Jenny Berry KAPOW - craft and design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	Artist study: Henri matisse KAPOW - Seasonal crafts Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	Artist Study: Gustav Klimt - Mrs Lyons (local animal artist) KAPOW: no more units - do any missed lessons Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
EAD - Music	Me! (Charanga) Watch and talk about dance and performance art, expressing their feelings and responses.	My stories (Charanga) Nativity Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	My stories (Charanga) Watch and talk about dance and performance art, expressing their feelings and responses. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.	Everyone! (Charanga) Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Our World (Charanga) Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Big Bear Funk (Charanga) Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
PSED	All about me Families – similarities and differences Being a good friend	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understand rights, introducing voting (best dinosaur).	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for al	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Sharing similarities and differences, celebrating each other (celebrating heros; showing respect).	Teamwork, acceptance. Moving forward. Resolving conflict independently.	Teamwork, acceptance. Moving forward. Resolving conflict independently.
C&L	Enjoys listening to longer stories and seeing what happens (plan in longer texts) Engage in story times Understand how to listen carefully and why listening is important. (phase 1 phonics) Learn new vocabulary. – build word banks Use new vocabulary through the day. (picture cards, videos, sound tracks) Listen carefully to rhymes and songs, paying attention to how they sound. (Select a song of the week.) Learn rhymes, poems and songs Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.	Listen carefully to rhymes and songs, paying attention to how they sound. (song of the week). Learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding. (PoR) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Describe events in some detail. (story or event sequencing cards) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (talk frames lessons)	Engage in non-fiction books. (how to ask good questions) Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. Set up collaborative tasks Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady…go!' Set up collaborative tasks Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
PD - Art; D&T,	KAPOW - structures and junk modelling. Revise and refine the fundamental movement skills they have already acquired: rolling - crawling – walking Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Basic pencil grip. Tri pod. Drawing lines up and down	KAPOW - Textiles, bookmarks. Revise and refine the fundamental movement skills they have already acquired: - jumping - running – hopping Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE Oral Health – brushing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Cursive writing	Kapow - structures - boats. Revise and refine the fundamental movement skills they have already acquired: skipping – climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice) Oral health eating Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Kapow - seasonal projects. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Begin to show accuracy and care when drawing. – real life drawings using varied techniques	KAPOW - cooking and nutrition, soup. evelop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
UTW	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Culture and Community: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community.	Natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Guide children's understanding by drawing children's attention to the weather and seasonal features.	Culture and community: • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. TO DO Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside Model the vocabulary needed to name specific features of the natural world, both natural and manmade.	Natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Computing	Exploring Bee Bots – what are they? How do they work? Program them using simple algorithms. Debug errors in algorithms.	Developing mouse and keyboard skills. Use paint program to create pictures and to present ideas. Take and edit photos of themselves	Computing systems and networks – Technology around us Take photos of technology around school	Scratch Jnr – exploring block coding. Create simple programs using coding blocks. Motion blocks, creating and adding characters and backgrounds, sound	Unplugged sorting activities using given criteria and choosing criteria Collect data and present as a pictogram – ask and answer questions.	Use cameras, iPads to capture still images. Features of a good photo. Manipulate images using iPad app or computer program.
Just Read	N/A	Find Dino book to just read	N/A	The Enormous Crocodile	N/A	The Giraffe and the Pelly and Me
PE	Term 1: Revise and refine the fundamental movement skills they have already acquired: rolling - crawling – walking Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine	Term 2: Revise and refine the fundamental movement skills they have already acquired: - jumping - running – hopping Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE	Term 3: Revise and refine the fundamental movement skills they have already acquired: skipping – climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE.	Term 4: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE.	Term 5: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice)	Term 6: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice)
Behaviour	carpet times, sitting, doing the routine of the lessons	TTT, lining up	revisit term 1	assembly practice	talk partners revisit	assembly, corridor behaviour, working independently
Forest school	rules and boundaries	den building	art and crafting	cooking	cooking	mini beasts and exploring
RE	Me and Others: Who is important to me? (Our Values)	Celebrations: How do Christians celebrate Christmas? (Christianity - Nativity).	Expression, Places and Symbols: How can I show how I feel? (Our Values)	Big Questions: How can we make people happy? (Our Values)	Stories: If you had 1 wish, what would it be? (Our Values)	