Year: Reception Yearly Objective Overview 2023 – 2024 (using Sonar Whole School Curriculum Map)

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Book focus	The Colour Monster	Biscuit Bear by Mini Grey	Errol's Garden	Supertato - Paul Linnet and Sue	Superworm- Julia Donaldson	Commotion in the Ocean- Giles
	Various starting school books	Dogger by Shirley Hughes	What the ladybird heard- Julia	Hendra	Yucky worms- Vivian French	Andreae
			Donaldson	Superworm – Julia Donaldson	Various non-fiction books about	Sharing a Shell- Julia Donaldson
			Farmer duck- Martin Waddell and		bugs	Rainbow Fish- Marcus Pfister
			Helen Oxenbury			The Pirates Next Door – Jonny Duddle
Communication	A baseline assessment will need	· Understand how to listen	· Understand how to listen	Listening, Attention and	·Understand how to listen	Listening, Attention and
and Language	to be completed in-line with DFE	carefully and why listening is	carefully and why listening is	Understanding:	carefully and why listening is	Understanding:
and Language	expectations.	important.	important.	Onderstanding.	important.	Onderstanding.
	4-year-old observation check	important.	important.	· Listen attentively and respond	important.	
	point:	· Learn new vocabulary	· Learn new vocabulary	to what they hear with relevant	·Learn new vocabulary	- Listen attentively and respond
	pot.			questions, comments and actions	zeam new rosazaiai,	to what they hear with relevant
	· Is the child saying words of four	· Use new vocabulary through	· Use new vocabulary through	when being read to and during	·Use new vocabulary through	questions, comments and
	to six words – 'I want to play with	the day.	the day.	whole class discussions and small	the day.	actions when being read to and
	cars' or 'What's that thing		,	group interactions	·	during whole class discussions
	called?'	· Ask questions to find out more	· Ask questions to find out more		·Ask questions to find out more	and small group interactions
		and to check they understand	and to check they understand	· Make comments about what	and to check they understand	
	· Can the child use sentences	what has been said to them.	what has been said to them.	they have heard and ask	what has been said to them.	- Make comments about what
	joined up with words like			questions to clarify their		they have heard and ask
	'because' 'or', 'and'? For	· Articulate their ideas and	· Articulate their ideas and	understanding	·Articulate their ideas and	questions to clarify their
	example: 'I like ice cream	thoughts in well-formed	thoughts in well-formed		thoughts in well-formed	understanding
	because it makes my tongue	sentences.	sentences.	· Hold conversations when	sentences.	
	shiver'.			engaged in back-and-forth		- Hold conversations when
		· Connect one idea or action to	· Connect one idea or action to	exchanges with their teachers	·Connect one idea or action to	engaged in back-and-forth
	· Is the child using the future and	another using a range of	another using a range of	and peers	another using a range of	exchanges with their teachers
	past tense: 'I am going to the	connectives.	connectives.	Charling	connectives.	and peers
	park' and 'I went to the shop'?	· Describe events in some detail.	· Describe events in some detail.	Speaking:	·Describe events in some detail.	
	· Can the child answer simple	Describe events in some detail.	Describe events in some detail.	· Participate in small group, class	Describe events in some detail.	Speaking:
	'why' questions?	· Use talk to help work out	· Use talk to help work out	and one-to-one discussions,	·Use talk to help work out	
	m, questions.	problems and organise thinking	problems and organise thinking	offering their own ideas, using	problems and organise thinking	- Participate in small group,
		and activities, and to explain	and activities, and to explain how	recently introduced vocabulary	and activities, and to explain	class and one-to-one
		how things work and why they	things work and why they might		how things work and why they	discussions, offering their own
		might happen.	happen.	· Offer explanations for why	might happen.	ideas, using recently introduced
				things might happen, making use		vocabulary
		· Develop social phrases.	· Develop social phrases.	of recently introduced	·Develop social phrases.	
				vocabulary from stories, non-		- Offer explanations for why
		· Engage in storytimes	· Engage in storytimes	fiction, rhymes and poems when	·Engage in story times	things might happen, making
				appropriate,		use of recently introduced
		· Listen to and talk about stories	Listen to and talk about stories	Everyone their ideas and feethers	·Listen to and talk about stories	vocabulary from stories, non-
		to build familiarity and	to build familiarity and	· Express their ideas and feelings	to build familiarity and	fiction, rhymes and poems
		understanding.	understanding.	about their experiences using full sentences, including use of past,	understanding.	when appropriate
		· Retell the story, once they	· Retell the story, once they have	present and future tenses and	Retell the story, once they have	
		have developed a deep	developed a deep familiarity with	making use of conjunctions, with	developed a deep familiarity	- Express their ideas and
		familiarity with the text; some	the text; some as exact repetition	modelling and support from their	with the text; some as exact	feelings about their experiences
		as exact repetition and some in	and some in their own words.	teacher.	repetition and some in their	using full sentences, including
		their own words.	The some in their sum works.		own words.	use of past, present and future
			· Use new vocabulary in different			tenses and making use of
			contexts.			

		· Use new vocabulary in			·Use new vocabulary in	conjunctions, with modelling
		different contexts.	· Listen carefully to rhymes and		different contexts.	and support from their teache
		different contexts.	songs, paying attention to how		different contexts.	and support from their teache
		· Listen carefully to rhymes and	they sound.		·Listen carefully to rhymes and	
		songs, paying attention to how	they sound.		songs, paying attention to how	
		they sound.	· Learn rhymes, poems and		they sound.	
		they sound.			tiley soulid.	
			songs.			
		· Learn rhymes, poems and	Face of the College banks		·Learn rhymes, poems and	
		songs.	· Engage in non-fiction books.		songs.	
		· Engage in non-fiction books.	· Listen to and talk about selected		·Engage in non-fiction books.	
		Engage in non netion books.	non-fiction to develop a deep		Engage in non netion books.	
		· Listen to and talk about	familiarity with new knowledge		·Listen to and talk about	
		selected non-fiction to develop	and vocabulary.		selected non-fiction to develop	
		a deep familiarity with new	and vocabulary.		a deep familiarity with new	
		knowledge and vocabulary.			knowledge and vocabulary.	
arcanal Casial	Dasalina assassments		Coo thomsolves as a valuable	Colf regulation.	-	Calf regulation.
ersonal, Social	Baseline assessments  · Does the child play alongside	·See themselves as a valuable	·See themselves as a valuable individual.	Self-regulation:	·See themselves as a valuable individual.	Self-regulation:
nd Emotional		individual.	individual.	Charren and anatom dia a of the in	maividuai.	
Development	others or do they always want to	B. Halanana and a said	D. Hallander and an extension for	Show an understanding of their	8 94	- Show an understanding of
	play alone?	·Build constructive and	·Build constructive and respectful	own feelings and those of others,	·Build constructive and	their own feelings and those
		respectful relationships.	relationships.	and begin to regulate their	respectful relationships.	others, and begin to regulate
	· Does the child take part in			behaviour accordingly;		their behaviour accordingly;
	pretend play (for example, being	Express their feelings and	Express their feelings and		Express their feelings and	
	'mummy' or 'daddy'	consider the feelings of others.	consider the feelings of others.	Set and work towards simple	consider the feelings of others.	Colored and to and other
				goals, being able to wait for what		- Set and work towards simpl
	· Does the child take part in other	·Show resilience and	·Show resilience and	they want and control their	·Show resilience and	goals, being able to wait for
	pretend play in different roles	perseverance in the face of	perseverance in the face of	immediate impulses when	perseverance in the face of	what they want and control
	being the Gruffalo, for example?	challenge.	challenge.	appropriate;	challenge.	their immediate impulses wh
	Can the child generally negotiate					appropriate;
	solutions to conflicts in their	·Identify and moderate their	·Identify and moderate their own	·Give focused attention to what	·Identify and moderate their	
	play?	own feelings socially and	feelings socially and emotionally.	the teacher says, responding	own feelings socially and	- Give focused attention to w
		emotionally.		appropriately even when	emotionally.	the teacher says, responding
			·Think about the perspectives of	engaged in activity, and show an		appropriately even when
		·Think about the perspectives of	others.	ability to follow instructions	·Think about the perspectives of	engaged in activity, and show
		others.		involving several ideas or actions.	others.	an ability to follow instruction
			·Manage their own needs.			involving several ideas or
		·Manage their own needs.	_	Managing Self:	·Manage their own needs.	actions.
						detions.
				·Be confident to try new		
				activities and show		Managing Self:
				independence, resilience and		
				perseverance in the face of		· Be confident to try new
				challenge;		activities and show
						independence, resilience and
				·Explain the reasons for rules,		perseverance in the face of
				know right from wrong and try to		challenge;
				behave accordingly;		chancinge,
				J		
				·Manage their own basic hygiene		· Explain the reasons for rule
				and personal needs, including		know right from wrong and t
		1	1			to behave accordingly;
				I dressing, going to the toller and		
				dressing, going to the toilet and understanding the importance of		

Physical Development	Baseline assessments Children in Reception will be	·Develop their small motor skills so that they can use a range of	·Develop their small motor skills so that they can use a range of	Building Relationships:  ·Work and play cooperatively and take turns with others;  ·Form positive attachments to adults and friendships with peers;  ·Show sensitivity to their own and to others' needs.	·Know and talk about the different factors that support	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Building Relationships:      Work and play cooperatively and take turns with others;      Form positive attachments to adults and friendships with peers;      Show sensitivity to their own and to others' needs  Gross Motor Skills
	learning to:  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  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.  Know and talk about the different factors that support their overall health and wellbeing.	tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases  Use a range of small toys, including scissors, paint brushes and cutlery  Begin to show accuracy and care when drawing	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  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	- Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor Skills  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small toys, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing
Literacy	Form lower-case and capital letters correctly.	Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words	Read a few common exception words matched to the school's phonic programme.	Omprehension  Demonstrate understanding of what has been read to them by retelling stories and narratives	-Read a few common exception words matched to the school's phonic programme.	- Demonstrate understanding of what has been read to them by

	· Read individual letters by saying	made up of known letter-	·Read simple phrases and	using their own words and	·Read simple phrases and	retelling stories and narratives
	the sounds for them.	sound correspondences.	sentences made up of words	recently introduced vocabulary;	sentences made up of words	using their own words and
			with known letter–sound		with known letter-sound	recently introduced vocabulary;
		·Read some letter groups that	correspondences and, where	·Anticipate – where appropriate	correspondences and, where	
		each represent one sound and	necessary, a few exception	<ul><li>key events in stories;</li></ul>	necessary, a few exception	- Anticipate – where
		say sounds for them.	words.	Han and waderstand seconds.	words.	appropriate – key events in
		·Form lower-case and capital	Re-read these books to build up	·Use and understand recently introduced vocabulary during	·Re-read these books to build	stories;
		letters correctly.	their confidence in word reading,	discussions about stories, non-	up their confidence in word	
		letters correctly.	their fluency and their	fiction, rhymes and poems and	reading, their fluency and their	- Use and understand recently
		·Spell words by identifying the	understanding and enjoyment.	during role-play.	understanding and enjoyment.	introduced vocabulary during
		sounds and then writing the			, , , , , , , , , , , , , , , , , , ,	discussions about stories, non-
		sound with letter/s.	·Spell words by identifying the	Word Reading		fiction, rhymes and poems and
			sounds and then writing the			during role-play.
			sound with letter/s.	·Say a sound for each letter in the	·Write short sentences with	
				alphabet and at least 10	words with known sound-letter	Word Reading - Say a sound for
			·Write short sentences with	digraphs;	correspondences using a capital	each letter in the alphabet and
			words with known sound-letter	_ , ,	letter and full stop.	at least 10 digraphs; -
			correspondences using a capital	Read words consistent with their	Be and bottle be a	
			letter and full stop.	phonic knowledge by sound-	Re-read what they have written to check that it makes sense.	Read words consistent with
			Re-read what they have written	blending;	to check that it makes sense.	their phonic knowledge by
			to check that it makes sense.	·Read aloud simple sentences		sound-blending;
			to check that it makes sense.	and books that are consistent		Bood also della sola controlla
				with their phonic knowledge,		- Read aloud simple sentences and books that are consistent
				including some common		with their phonic knowledge,
				exception words.		including some common
						exception words.
				Writing		exception words.
						Writing
				·Write recognisable letters, most		
				of which are correctly formed;		- Write recognisable letters,
				6 11 1 1 1 1 1 1 1		most of which are correctly
				·Spell words by identifying		formed;
				sounds in them and representing the sounds with a letter or letters		
				the sounds with a letter of letters		- Spell words by identifying
				·Write simple phrases and		sounds in them and
				sentences that can be read by		representing the sounds with a
				others.		letter or letters
						- Write simple phrases and
						sentences that can be read by
						others
Maths	Baseline assessments	· Count objects, actions and	· Count objects, actions and	· Automatically recall number	Number:	Number
		sounds	sounds	bonds for numbers 0–10.		
	· Count objects, actions and				- Have a deep understanding of	· Have a deep understanding of
	sounds.	· Subitise	· Subitise	· Select, rotate and manipulate	number to 10, including the	number to 10, including the
	Subitise	that the combined what	It's laborate subset	shapes in order to develop		composition of each number;
	· Link the number symbol	·Link the number symbol	·Link the number symbol	spatial reasoning skills.	composition of each number;	Cubiting (seconding assessment)
	(numeral) with its cardinal	(numeral) with its cardinal	(numeral) with its cardinal	· Compose and decompose	- Subitise (recognise quantities	Subitise (recognise quantities
	number value.	number value.	number value.	shapes so that children recognise	without counting) up to 5;	without counting) up to 5;
				anapes so mai chiluren recognise	without counting) up to 3,	

	· · · · · · · · · · · · · · · · · · ·	1		T		
	Continue, copy and create	·Compare numbers	·Compare numbers	a shape can have other shapes		Automatically recall (without
	repeating patterns.			within it, just as numbers can.	- Automatically recall (without	reference to rhymes, counting
		·Compare weight and capacity	·Compare weight and capacity		reference to rhymes, counting	or other aids) number bonds up
	White Rose:			· Count beyond ten	or other aids) number bonds up	to 5 (including subtraction facts)
	Block 1: compare more less	·Continue repeating patterns.	·Continue repeating patterns.		to 5 (including subtraction	and some number bonds to 10,
	groupings.			· Compare numbers	facts) and some number bonds	including double facts.
	Sort organise in categories	-Explore the different properties	White Rose:		to 10, including double facts.	
		of 2D shapes		· Understand the 'one more		Numerical Patterns
	Block 2: Measurement and		Block 1; Alive in 5	than/one less than' relationship	Numerical Patterns:	
	patterns	White Rose:	Counting to 5	between consecutive numbers.		· Verbally count beyond 20,
	Make a repeated pattern				- Verbally count beyond 20,	recognising the pattern of the
	Explore measurement long/short	Block 3 Counting 123	Block 2: Mass and capacity	· Explore the composition of	recognising the pattern of the	counting system;
	F 2122222	Subitise numbers up to 3/5	and support,	numbers to 10.	counting system;	
		Subtise numbers up to 3/3	Block 3: Growing 6, 7, 8	numbers to 10.	counting system,	· Compare quantities up to 10 in
		Block 4: 2D shapes	Block 3. Growing 6, 7, 6	White Rose	- Compare quantities up to 10	different contexts, recognising
		Explore 2D shapes		THIC NOC	in different contexts,	when one quantity is greater
		Explore 2D Shapes		Plack 4: Langth height time	1 · · · · · · · · · · · · · · · · · · ·	than, less than or the same as
		Plack Fr counting to F		Block 4: Length height time	recognising when one quantity	
		Block 5: counting to 5		Block E. Building Cand 40	is greater than, less than or the	the other quantity;
		Subitise numbers up to 5		Block 5: Building 9 and 10	same as the other quantity;	_ , , ,
					l <u>-</u>	· Explore and represent patterns
				Block 6: Explore 3D shapes	- Explore and represent	within numbers up to 10,
					patterns within numbers up to	including evens and odds,
					10, including evens and odds,	double facts and how quantities
					double facts and how quantities	can be distributed equally
					can be distributed equally	
						White Rose
					White Rose	
						Block 4: Sharing and grouping
					Block 1: To 20 and beyond	
					,	Block 5: Visualise build and map
					Block 2: How many now	
						Block 6: Make connections
					Block 3: Manipulate compose	
					and decompose	
					and decompose	
		1				
Understanding	Baseline assessments	Recognise that people have	Recognise some similarities and	Past and Present	Explore the natural world	Past and Present
the World		different beliefs and celebrate	differences between life in this		around them.	
	· Talk about members of their	special times in different ways	country and life in other	·Talk about the lives of the		- Talk about the lives of the
	immediate family and	(Bonfire night, Christmas and	countries.	people around them and their	·Describe what they see, hear	people around them and their
	community.	Diwali)		roles in society;	and feel whilst outside.	roles in society;
			·Draw information from a simple			roles ili society,
	· Name and describe people who	·Compare and contrast	map.	·Know some similarities and	·Understand the effect of	
	are familiar to them.	characters from stories,		differences between things in the	changing seasons on the	- Know some similarities and
	_	including figures from the past.	·Explore the natural world	past and now, drawing on their	natural world around them.	differences between things in
	· Comment on images of familiar		around them.	experiences and what has been		the past and now, drawing on
	situations in the past	·Comment on images of familiar	around them.	read in class;	·Recognise some environments	their experiences and what has
	Situations in the past	situations in the past		read in class,	that are different to the one in	been read in class
		situations in the past		·Understand the past through	which they live.	
					willell triey live.	
1				settings, characters and events		

Expressive Arts and Design	Baseline assessments	·Sing in a group or on their own, increasingly matching the pitch and following the melody.	·Create collaboratively, sharing ideas, resources and skills.	Creating with Materials	·Create collaboratively, sharing ideas, resources and skills.	Creating with Materials
				changing states of matter.		- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
				natural world around them, including the seasons and changing states of matter.		and what has been read in class;
				processes and changes in the		drawing on their experiences
				Understand some important		contrasting environments,
						world around them and
				what has been read in class;		Know some similarities and differences between the natural
				drawing on their experiences and		
				contrasting environments,		plants; -
				differences between the natural world around them and		drawing pictures of animals and
				·Know some similarities and		making observations and
						natural world around them,
				pictures of animals and plants;		The Natural World - Explore the
				observations and drawing		
				Explore the natural world around them, making		appropriate – maps.
				Evalore the natural world		fiction texts and – when
				The Natural World		countries, drawing on knowledge from stories, non-
						country and life in other
				and – when appropriate – maps.		differences between life in this
				from stories, non-fiction texts		Explain some similarities and
				country and life in other countries, drawing on knowledge		
				differences between life in this		and what has been read in class;
				·Explain some similarities and		drawing on their experiences
						communities in this country,
				what has been read in class;		differences between different religious and cultural
				drawing on their experiences and		- Know some similarities and
				religious and cultural communities in this country,		
				differences between different		maps;
				·Know some similarities and		stories, non-fiction texts and
						from observation, discussion,
				maps;		environment using knowledge
				stories, non-fiction texts and		- Describe their immediate
		,		from observation, discussion,		
		community		environment using knowledge		Communities
		are special to members of their		·Describe their immediate		People, Culture and
		·Understand that some places		Communities		
		countries.		·People, Culture and Communities		class and storytelling.
		country and life in other		Boonlo Culturo and		encountered in books read in
		differences between life in this		class and storytelling.		settings, characters and events
		·Recognise similarities and		encountered in books read in		- Understand the past through

	· Develops storylines in their		Return to and build on their	·Safely use and explore a variety	Return to and build on their	- Safely use and explore a
	pretend play	·Listen attentively, move to and	previous learning, refining ideas	of materials, tools and	previous learning, refining ideas	variety of materials, tools and
	p p y	talk about music, expressing	and developing their ability to	techniques, experimenting with	and developing their ability to	techniques, experimenting with
	· Explore, use and refine a variety	their feelings and responses.	represent them.	colour, design, texture, form and	represent them.	colour, design, texture, form
	of artistic effects to express their		·	function;	•	and function;
	ideas and feelings.	·Explore, use and refine a	·Explore, use and refine a variety		·Watch and talk about dance	·
		variety of artistic effects to	of artistic effects to express their	·Share their creations, explaining	and performance art,	Chara thair areations
	· Return to and build on their	express their ideas and feelings.	ideas and feelings.	the process they have used;	expressing their feelings and	- Share their creations, explaining the process they
	previous learning, refining ideas	_	_		responses.	have used;
	and developing their ability to		·Develop storylines in their	·Make use of props and materials		nave useu;
	represent them.		pretend play.	when role playing characters in	·Explore and engage in music	
				narratives and stories.	making and dance, performing	- Make use of props and
	· Sing in a group or on their own,		·Sing in a group or on their own,		solo or in groups.	materials when role playing
	increasingly matching the pitch		increasingly matching the pitch	·Being Imaginative and		characters in narratives and
	and following the melody.		and following the melody.	Expressive	·Explore, use and refine a	stories.
					variety of artistic effects to	
				·Invent, adapt and recount	express their ideas and feelings.	Being Imaginative and
				narratives and stories with peers		Expressive
				and their teacher;		
				·Sing a range of well-known		- Invent, adapt and recount
				nursery rhymes and songs;		narratives and stories with
						peers and their teacher;
				·Perform songs, rhymes, poems		
				and stories with others, and –		- Sing a range of well-known
				when appropriate – try to move		nursery rhymes and songs;
				in time with music.		
						- Perform songs, rhymes, poems
						and stories with others, and –
						when appropriate – try to move
						in time with music.
RSE	Module 1, Unit 2:	Module 1, Unit 3: Session 1: I	Module 1, Unit 4: Session 1:	Module 2, Unit 3: Safe Inside and	Module 2, Unit 3: Session 3:	PSHE Milo's money
Ten Ten	Session 1: I Am Me	like, You Like, We All Like!	Growing Up	Out, Session 2: My Body, My	Feeling Poorly, Session 4:	. one maney
101111011	Session 2: Heads, Shoulders,	Session 2: Good feelings, Bad	Module 2, Unit 1, Session 1:	Rules.	People Who Help us.	
	Knees and Toes	feelings, Session 3: Let's Get	Who's Who?, Session 2: You've			
	Session 3: Ready teddy	Real	Got a Friend in Me, Session 3:			
	, ,	Real	Forever Friends			
RE	Unit 1: God and creation unit	Unit 2: Incarnation	Unit 3: New Testament Stories	Unit 4:Salvation	Unit 5: Old Testament Stories	Unit 6: World Faiths
	BIG Question: Why is the word of	BIG question: Why do Christians	BIG Question: What do Christians	BIG Question: Why do Christians	Big Question: What can we	BIG Question: What stories are
	God so important to Christians?	Perform Nativity Plays at	Think Is special About Jesus and	Put A cross in an Easter garden?	learn from Old Testament	told by and about people of
		Christmas?	the Message He Brings?	_	Stories?	different faiths and beliefs?
PE	Taught by Mrs Hookway					
-						