

# Marus Bridge Primary School

## Curriculum Overview Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Our Class is a Family (Non-Fiction)</b></p> <p><b>Miss Nelson is missing! (Fiction)</b></p> <p><b>Toys in Space (Non-fiction)</b></p> <p><b>Cross Curricular Writing</b> <b>History</b> Toys</p>	<p><b>Space Tortoise (Fiction)</b></p> <p><b>Cross Curricular Writing</b></p> <p><b>Christmas Writing</b> Jobs of the Elf</p>	<p><b>Traditional Tales - The Jolly Postman (Fiction)</b></p> <p><b>Cross Curricular Writing</b> <b>History</b> The Great Fire of London</p> <p><b>Geography</b> Reports</p>	<p><b>Traditional Tales - Rapunzel (Fiction)</b> <b>Hansel and Gretel (Fiction)</b></p> <p><b>Ready, Steady, Mo (Poetry) - Poem</b></p>	<p><b>When Jelly Had a Wobble (Fiction)</b></p> <p><b>Cross Curricular Writing</b></p> <p><b>Little People Big Dreams - Florence Nightingale (Non-Fiction)</b></p> <p><b>Mary Seacole (Non fiction)</b></p>	<p><b>Dear Zoo (Fiction)</b></p> <p><b>Playscripts - Lost and Found (Fiction)</b></p>
Objective Progression	<p><u>Sentence</u> Orally compose a sentence Write simple sentences <u>Punctuation</u> Begin to use capital letters to start a sentence Begin to end sentences with a full stop. Use a capital for personal pronoun 'I'. <u>Spelling</u> Make phonetically plausible attempts to spell unknown words</p>	<p><u>Sentence</u> Join words using 'and' Use vocabulary that is appropriate to the subject matter.</p> <p><u>Punctuation</u> Use full stops to end some sentences. Use capital letters at the start of some sentences. Begin to use capital letters for names of people and places.</p>	<p><u>Sentence</u> Join words and clauses using 'and'. Sequence sentences to form a short narrative. Begin to link ideas or events by subject or pronoun. <u>Punctuation</u> Begin to use question marks</p> <p><u>Spelling</u></p>	<p><u>Sentence</u> Join words and clauses using 'and'. Sequence sentences to form a short narrative. <u>Spelling</u> Add ed/ing to root words where no change is needed.</p> <p><u>Handwriting</u> Form capital letters correctly Form digit 0-9 correctly.</p>	<p><u>Sentence</u> Join words and clauses using 'and'. <u>Spelling</u> Use syllables to divide words when spelling Spell most common exception words. Apply knowledge of other spelling patterns.</p>	<p><u>Sentence</u> Include some detail in writing to add interest, for example, an adjective. Sequence sentences to form a short narrative (link ideas or events by pronouns) Punctuation</p>

# Marus Bridge Primary School

## Curriculum Overview Year 1

	<p>Spell words containing each of the 40+ phonemes.</p> <p><u>Handwriting</u>  <b>Sit correctly at a table, holding a pencil comfortably and correctly.</b>  <b>Begin to form lower-case letters and digits in the correct direction, starting and finishing in the right place.</b>          Use spaces between words</p>	<p><u>Spelling</u>          Use plural noun suffixes s and es.</p> <p><u>Handwriting</u>          Understand which letters belong to which handwriting 'families' (letters formed in similar ways)</p>	<p>Add er/est to root words where no change is needed.          Some accurate use of the prefix 'un'.          Spell the days of the week independently.</p>	<p>Become secure with ascenders and descenders</p>		
Maths	<p><b>Place Value within 10</b></p> <p><b>Addition and Subtraction within 10</b></p> <p><b>Geometry -Shape (Friday)</b></p>	<p><b>Addition and Subtraction</b></p>	<p><b>Place Value within 20</b></p> <p><b>Geometry - Position and direction (Friday)</b></p>	<p><b>Addition and subtraction within 20</b></p> <p><b>Measure - Length and Height</b></p> <p><b>Measure - Weight and Volume</b></p>	<p><b>Multiplication and Division</b></p> <p><b>Fractions</b></p>	<p><b>Place Value to 100 and beyond</b></p> <p><b>Measure- Money</b></p> <p><b>Measure - Time</b></p>
Science	<p><u>Animals including humans (humans)</u>  <u>Module 2</u>  <u>Human Body</u></p>	<p><u>Seasonal change</u>  <u>Module 1</u>  <u>Seasons</u></p>	<p><u>Animals</u>  <u>Module 5</u>  <u>Animals/</u></p>	<p><u>Materials</u>  <u>Module 3</u></p>	<p><u>Materials</u>  <u>Module 4</u>  <u>Properties and uses</u></p>	<p><u>Identifying plants and their parts</u>  <u>Module 6</u></p>

# Marus Bridge Primary School

## Curriculum Overview Year 1

	<p>Know the basic parts of the human body.</p> <p>Know the function of basic body parts.</p> <p>Understand which part of the body is associated with each sense.</p> <p>Know the 5 senses.</p>	<p>Know the 4 seasons and recognise some changes that happen across them</p> <p>Know the length of day and night, and the times at which they occur change throughout the year.</p> <p>Understand that humans change their behaviours in different seasons e.g. clothes worn/activities</p> <p>Know the different weather types associated with each season.</p> <p>Understand weather conditions can be measured using different equipment</p>	<p><b><u>vertebrates</u></b></p> <p>Know a variety of common animals including: fish, amphibians, reptiles, birds and mammals</p> <p>Know some features of different varieties of animal.</p> <p>Know common animals that are carnivores, herbivores and omnivores.</p> <p>Know the structure and features of a range of animals</p> <p>Know and understand the similarities and differences between different animals.</p>	<p><b>Naming and describing materials</b></p> <p>Know the names of range of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Understand the difference between an object and the material from which it is made.</p> <p>Know the properties of everyday materials such as hard, soft strong weak etc</p> <p>Understand that everyday materials can be compared and grouped together based on their simple physical properties.</p>	<p>Know the properties of everyday materials such as hard, soft strong weak etc</p> <p>Understand that everyday materials can be compared and grouped together based on their simple physical properties.</p>	<p>Know a variety of common wild, garden plants and trees.</p> <p>Know the difference between deciduous and evergreen.</p> <p>Know that plants need light, water, soil and warmth to grow.</p> <p>Understand and know the basic structure of a variety of common flowering plants, including trees</p> <p>Know and understand the basic functions of some parts of a plant.</p>
--	--	---	---	---	---	---

# Marus Bridge Primary School

## Curriculum Overview Year 1

		Know which months are in which seasons.				
History	<p><b><u>Changing Childhoods</u></b></p> <p>Explain their personal leisure activities/way of life and compare it to the past</p> <p>Understand how play has changed in living memory</p> <p>Understand how technology has changed the way we live</p> <p>Understand that wealth impacts on children's way of life</p>		<p><b><u>The Great Fire of London</u></b></p> <p>Know the main events of The Great Fire of London</p> <p>Know what London looked like in 1666</p> <p>What happened after the Great Fire of London?</p> <p>What role did King Charles play in helping to stop the fire?</p>		<p><b><u>Florence Nightingale</u></b></p> <p>Explore the idea of war</p> <p>Know What Florence Nightingale achieved and why she was important</p> <p>Explore the discoveries of Mary Seacole</p> <p>Know the difference between nurses in the past and nurses today</p> <p>Know the similarities and differences between the experiences of Florence and Mary</p>	

# Marus Bridge Primary School

## Curriculum Overview Year 1

<p>Geography</p>		<p><b><u>Life in London</u></b>          Identify the capital city of England on a map of the UK and know that it is south of where we live.</p> <p>Know that the population of London is far larger than Wigan and why this is</p> <p>Make predictions about what will happen to London's population in the future.</p> <p>Explore the physical and human features of London (and its outskirts) and understand why people might settle/visit there.</p>		<p><b><u>UK and Beyond</u></b></p> <p>Locate Northern Ireland and identify its capital city along with any key characteristics.</p> <p>Locate Wales and identify its capital city along with any key characteristics.</p> <p>Locate Scotland and identify its capital city along with any key characteristics</p> <p>Research a small area of a non-European country and compare with the UK</p>		<p><b><u>Climate Change</u></b></p> <p>Understand the link between the changing seasons and the weather.</p> <p>Observe the average temperature in summer and compare to summer temperatures 100 years ago.</p> <p>Discuss the impact of global warming and what we can do to help.</p> <p>Locate where we live in relation to the equator and how this impacts our climate.</p>
<p>Design Technology</p>		<p><b><u>Food</u></b>  <b><u>Fruit and Vegetables</u></b>  <b><u>Healthy Smoothies</u></b></p> <p><b>Design:</b></p>		<p><b><u>Textiles</u></b>  <b><u>Puppets</u></b>  <b><u>Sewing</u></b></p> <p><b>Design:</b></p>		<p><b><u>Mechanisms</u></b>  <b><u>Moving Story Book</u></b>  <b><u>Sliders</u></b></p> <p><b>Design:</b></p>

# Marus Bridge Primary School

## Curriculum Overview Year 1

		<p>Explore and evaluate a range of existing products</p> <p>Know the purpose of their product</p> <p>Design a product for a particular purpose or user</p> <p>Communicate a design for their product</p> <p><b>Make:</b>            Follow a simple design            Select and use appropriate tools, materials and techniques            Perform practical tasks, including cutting and joining            Create a product based on their designs            Follow safety rules and use equipment correctly</p> <p><b>Evaluate:</b></p>		<p>Know how to use a template to create a design for a puppet.</p> <p><b>Make:</b>            know how to perform practical tasks, including cutting and joining</p> <p>Know a sequence of steps for construction</p> <p><b>Evaluate:</b>            Understand why we need to reflect on a finished product.</p>		<p>Explore and evaluate a range of existing products</p> <p>Know the purpose of their product</p> <p>Design a product for a particular purpose or user</p> <p>Communicate a design for their product</p> <p><b>Make:</b>            Follow a simple design            Select and use appropriate tools, materials and techniques            Perform practical tasks, including cutting and joining            Create a product based on their designs            Follow safety rules and use equipment correctly</p> <p><b>Evaluate:</b></p>
--	--	--	--	---	--	--

# Marus Bridge Primary School

## Curriculum Overview Year 1

		<p>Identify strengths and weaknesses of a product Discuss whether their product has met the design criteria</p> <p><b>Cooking and Nutrition:</b> Follow a simple recipe Use the basic principles to prepare dishes</p> <p>Know if a food is a fruit or a vegetable. Learn where and how fruits and vegetables grow.</p>				<p>Identify strengths and weaknesses of a product Discuss whether their product has met the design criteria</p> <p><b>Technical Knowledge</b> <u>Use mechanisms in their products</u></p>
<p>Art and Design</p>	<p><b><u>Making Waves:</u></b> Explore the work of a familiar artist (Helen Oxenbury) and the techniques they use.  Explore making different marks including lines, curves and waves</p>		<p><b><u>Mixing it up</u></b> What emotions does Paul Klee’s work convey  Know how primary colours can be mixed to make secondary colours  Use a variety of brush sizes and</p>		<p><b><u>Sculpture TBC</u></b></p>	

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>Understand and select 'cool colours' to create a piece of art.</p> <p>Understand that certain media blends more easily than others.</p> <p>To produce seascapes in chalk, charcoal and blue oil pastel</p>		<p>explain why we need different ones.</p>			
--	---	--	--	--	--	--



# Marus Bridge Primary School

## Curriculum Overview Year 1

<p>Computing</p>	<p><b><u>Unit 1.1</u></b> <b><u>Online Safety &amp; Exploring Purple Mash</u></b></p> <p>Use technology safely and respectfully, keeping personal information private; identify</p> <p>Understand where to go for help and support when they have concerns about content or contact on</p>	<p><b><u>Unit 1.2</u></b> <b><u>Grouping and sorting</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><b><u>Unit 1.3</u></b> <b><u>Pictograms</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b><u>Unit 1.4</u></b> <b><u>Lego Builders</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p><b><u>Unit 1.5</u></b> <b><u>Maze Explorers</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b><u>Unit 1.6</u></b> <b><u>Animated Story Books</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b><u>Unit 1.7</u></b> <b><u>Coding</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b><u>Unit 1.8</u></b> <b><u>Spreadsheets</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b><u>Unit 1.9</u></b> <b><u>Technology outside school</u></b></p> <p>Recognise common uses of information technology beyond school</p>
------------------	--	--	--	---	--	--

Marus Bridge Primary School

Curriculum Overview Year 1

<p>Music</p>	<p><b><u>Musical Vocabulary</u></b>  <b>Theme: under the sea</b></p> <p>Understand pulse and tempo</p> <p>Explain what dynamics and timbre are</p> <p>Explain what pitch and rhythm are</p> <p>Understand what</p>		<p><b><u>Classical Music</u></b>  <b><u>Dynamics and tempo</u></b>  <b>Theme: animals</b></p> <p>Use percussion and my body expressively in response to music</p> <p>Sing a song in sections</p> <p>Perform a song</p>		<p><b><u>Timbre and rhythmic patterns</u></b>  <b>Theme: Fairy Tales</b></p> <p>To use voices expressively to speak and chant</p> <p>To select suitable instrumental sounds to represent a character</p> <p>To compose and play a rhythm</p>	

# Marus Bridge Primary School

## Curriculum Overview Year 1

	texture and structure are.		Begin to use instruments to create different sounds using tempo and dynamics  Create and choose sounds		To recognise how timbre is used to represent characters in a piece of music  To keep the pulse using untuned instruments	
Spanish	<p><b><u>Greetings and Numbers</u></b></p> <p>Know some greetings and name phrase (How do you say Good morning? /Good night? /Hello?/Goodbye? Como te llamas? My name is...)</p> <p>Know some numbers from 1-10 (Can you join in as we count?)</p>	<p><b><u>Playground games</u></b></p> <p>Know some numbers from 1-10 (Can you join in as we count?)</p> <p>Know some of the days of the week (Can you join in as we recite the days of the week?)</p>	<p><b><u>Mini-Beasts</u></b></p> <p>Know some minibeast nouns (Do you know what a mariposa (etc) is?)</p> <p>Know some numbers and colours (Can you join with singing the numbers and colours in the minibeast song?)</p>	<p><b><u>Dinosaurs</u></b></p> <p>Know some numbers and colours (Can you join with singing the numbers and colours in the dinosaurs' song?)</p> <p>Know the Spanish for dinosaur (What is the Spanish for dinosaur?)</p> <p>Understand some commands. (Can you follow the Spanish commands: Vamos Levantaos, Silencio, Mirad?)</p>	<p><b><u>Plant Pot Story</u></b></p> <p>Know the Spanish for sun, plants and flowers (What is the Spanish for sun, plants and flowers?)</p> <p>Know some colours (What colours are these flowers?)</p>	<p><b><u>Mr Biscuit</u></b></p> <p>Know some body parts (Can you name the parts of the gingerbread biscuit?)</p> <p>Know some numbers and some colours (Can you join with singing any of the numbers and / or colours in the song?)</p>
PE	<p><b><u>External External Dance</u></b></p>	<p><b><u>External Gymnastics Fundamental Movement Skills</u></b></p>	<p><b><u>External Tennis</u></b></p> <ul style="list-style-type: none"> <li>Understand some</li> </ul>	<p><b><u>External Orienteering Fundamental Movement Skills</u></b></p>	<p><b><u>External Rounders Team Games</u></b></p>	<p><b><u>External Athletics</u></b></p> <ul style="list-style-type: none"> <li>Master fundamental</li> </ul>

# Marus Bridge Primary School

## Curriculum Overview Year 1

	<p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>• Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</li> <li>• Jump in different ways</li> <li>• Explore, copy, and repeat simple skills and actions</li> <li>• Change our body shape in a range of ways</li> <li>• Begin to move confidently with increasing care, control and co-ordination</li> <li>• Copy, repeat and remember simple sequences</li> <li>• Perform dances using simple movement patterns</li> </ul> <p><b>Internal Hockey</b></p>	<ul style="list-style-type: none"> <li>• Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</li> <li>• Jump in different ways</li> <li>• Explore, copy, and repeat simple skills and actions</li> <li>• Change our body shape in a range of ways</li> <li>• Begin to move confidently with increasing care, control and co-ordination</li> <li>• Copy, repeat and remember simple sequences</li> <li>• Perform dances using simple movement patterns</li> </ul> <p><b>Internal Football Team Games</b></p>	<p>concepts of games e.g. opponent, teammate</p> <ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> </ul> <p><b>Dance</b></p> <p><b>Internal Cricket Team Games</b></p> <ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul>	<ul style="list-style-type: none"> <li>• Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</li> <li>• Jump in different ways</li> <li>• Explore, copy, and repeat simple skills and actions</li> <li>• Change our body shape in a range of ways</li> <li>• Begin to move confidently with increasing care, control and co-ordination</li> <li>• Copy, repeat and remember simple sequences</li> <li>• Perform dances using simple movement patterns</li> </ul> <p><b>Internal Tag Rugby Team Games</b></p>	<ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul> <p><b>Internal Badminton</b></p> <ul style="list-style-type: none"> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Follow rules in a small game situation</li> </ul>	<p>movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</p> <ul style="list-style-type: none"> <li>• Jump in different ways</li> </ul> <p><b>Internal Netball Team Games</b></p> <ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> </ul>
--	---	--	---	---	--	---

# Marus Bridge Primary School

## Curriculum Overview Year 1

	<p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul>		<ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul>		<ul style="list-style-type: none"> <li>• Apply fundamental movement skills within a team game</li> </ul>
--	--	---	--	---	--	--

Marus Bridge Primary School

Curriculum Overview Year 1

RE		<p><b><u>How did the world begin?</u></b></p> <p>Show respect when talking about big ideas.</p> <p>Know what creation means in relation to the natural world.</p> <p>Know that some people believe God created the world as described in Genesis.</p> <p>Know that there are different creation stories to explain how the world began.</p> <p>Know ideas about what a creator might be like.</p> <p>Know some ideas about creation.</p>		<p><b><u>How do we know babies are special?</u></b></p> <p>To explore the belief in a God that created humans and suggest why babies are special to parents.</p> <p>To explain why some Muslim people welcome a new baby with the Adhan.</p> <p>To explain how some Muslim people welcome a new baby by investigating Aqiqah.</p> <p>To explain how some Hindu people welcome a new baby by exploring Jatakarma.</p> <p>To explore how promises are made</p>		<p><b><u>Why should we care for the world?</u></b></p> <p><b><u>TBC</u></b></p>

# Marus Bridge Primary School

## Curriculum Overview Year 1

				during Christian baptism ceremonies. To identify why names are sometimes an important part of baby naming ceremonies.		
PSHE & C	<p><b><u>We're All Stars</u></b> I know that I belong to the class and school community</p> <p>I can help make my class a safe and fair place.</p> <p>I feel good about my strengths and can take part in making decisions on a class or school issue.</p> <p>I know some ways to calm myself down when I feel scared or upset or when I start to feel angry.</p> <p>I can recognise when someone is feeling upset, scared or nervous</p>	<p><b><u>Be Friendly, Be Wise</u></b> I can tell you what bullying is and what to do if I am bullied</p> <p>I know what to do in an emergency</p> <p>I know the safety code for crossing the road.</p>	<p><b><u>Living Long, Living Strong</u></b> I know how to keep clean and look after myself</p> <p>I know how to keep clean and look after myself.</p> <p>I know how people grow and change</p> <p>I understand there are different types of families</p> <p>I can give examples of what keeps me healthy and why</p> <p><b><u>Daring to be Different</u></b></p>	<p><b><u>Daring to be Different</u></b> I can recognise and respect each other's differences</p> <p>I can tell you something that makes me special</p>	<p><b><u>Dear Diary</u></b> I can recognise those people in the community who help us I can recognise times when I have needed help I can tell when I feel cared for I can tell when I love or care for someone I can tell when I am proud or jealous I can deal with my own hurt feelings without hurting others I can talk about my feelings I can talk about ways to deal with my worries I can help others feel better if they have a worry</p>	<p><b><u>Joining in and Joining up</u></b> I can listen and respond to others</p> <p>I know how to be a good listener</p> <p>I can express an opinion about a real-life issue</p> <p>I can take part in making a decision on a class or school issue</p> <p>I can make an informed decision</p> <p>I can identify jobs I do at home and in school</p> <p>I can talk about some of the jobs people do</p>

# Marus Bridge Primary School

## Curriculum Overview Year 1

	I know how to make them feel better.		I can recognise and respect each other's differences  I can tell you something that makes me special			I understand how people are represented in school and the local community  I understand what debating and voting is  I can express my views in a debate
No outsiders	<u>Errolls garden</u>	<u>Elmer</u>	<u>Going to the volcano</u>	<u>Want to play trucks?</u>	<u>My world your world</u>	<u>Hair, it's a family affair.</u>
Educational visits or visitors	Museum Wigan and Library - Changing Childhoods	Christmas Pantomime Trip	Fireground	Science Week  Puppet show in school KS1		End of Year Trip TBC  Teddy Bears picnic
Parents Afternoon / workshops		Christmas Craft Afternoon		Phonics Screening Prep workshop for adults	Parents Afternoon	
Bridge Builders	<u>Kindness and Respect</u>  I can share my possessions with others (E.g., sharing toys with siblings/friends, book swaps)	<u>Trust</u>  I can be trusted to help with my morning routine (E.g., by making my own bed, brushing my own teeth/hair.)	<u>Friendship</u>  I can show appreciation for my friend by giving them a gift. (E.g., make a card, friendship bracelet)	<u>Responsibility</u>  I can discover all the species of minibeasts in my garden, sketch them and maintain their habitat.	<u>Determination</u>  I can play a new board game and persevere to improve, even if I lose at first.	