

Reception Curriculum Overview 2024/25

Our curriculum is based on children’s interests and next steps in learning so our long term planning is flexible

	Autumn Term		Spring Term		Summer Term	
Topic	Explorers & Adventurers		Big Egg / Little Egg		Get Set Go!	
	Exploring School	Special Times	Dinosaurs	Animals that lay eggs	Ready Steady Cook!	Off we go!
Personal, Social & Emotional Development	Being me in my world <i>Who am I and how do I fit?:</i>	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. <i>How am I unique?:</i> We Thinkers – Thinking Thoughts & Feelings	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this. <i>What are my goals?</i> We Thinkers – The Groups Plan	Relationships Building positive, healthy relationships. <i>What is a positive relationship?</i> We Thinkers – Thinking with our Eyes	Healthy me Being and keeping safe and healthy. <i>How can I be healthy?</i> We Thinkers – Body in the Group	Changing me Coping positively with change. <i>How can I manage change?</i> We Thinkers – Whole Body Listening
	Gross Motor					
Physical Development	Exploring outdoor area and learning how to use equipment & apparatus safely	Gymnastics Unit – Balancing, jumping, climbing & rolling.	Dance Unit	Net & Wall Unit	Athletics Unit	Striking & Fielding Unit
	Invasion Games Unit (Negotiating space and exploring ways of moving)					Sports Day Activities
	Fine Motor Skills activities practised daily through handwriting, finger gym, construction, threading, dressing & undressing, dough gym, cutting, woodwork, art and craft activities etc. <i>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</i> <i>Use a range of small tool, including scissors, paint brushes and cutlery</i> <i>Begin to show accuracy and care when drawing</i>					
Communication & Language	Daily activities that help children to: <i>talk confidently and clearly, learn and use a breadth of vocabulary, show an awareness of the listener, enjoy listening to stories, songs and poems, showing good attention, follow instructions, answer questions about stories</i>					
	Key Vocab – School environment Classroom equipment Autumn	Key vocab – Autumn Night Sky & Space Christmas	Key Vocab – Dinosaurs What were dinosaurs called?	Key Vocab – Lifecycles Spring Key Activity – to describe a lifecycle using stem sentences	Key Vocab – Food, fruit & vegetables, planting, growing Key Activity – To follow instructions to plant a seed and to put the sequence in order.	Key Vocab – transport Environments Journeys Key Activity – Can describe a school trip in detail.
	Key Activity – Share All About Me Bag Oracy – I am going to turn towards the person who is speaking to me	Key Activity – To retell Whatever Next using the story map/sequencing cards/puppets. Oracy - I am going to look at who I’m talking to so that my voice comes out clearly	Key Activity – to use descriptive language to talk about a dinosaur Oracy – I can take turns to speak with a partner. (learning partners)	Oracy – I will use my new vocabulary when I get busy.	Oracy - I will explain my ideas by using ‘because’.	Oracy - I can ask a question to find out about something.
Literacy	<i>Focus Text – Little Red Hen</i>	<i>Focus Text – Whatever Next</i>	<i>Focus Text – The Little Green dinosaur</i>	<i>Focus Text – The Hungry Caterpillar</i>	<i>Focus Text – Oliver’s Vegetables</i>	<i>Focus Text – Bear Hunt</i>

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	<p>Begins to join in with key vocab and refrains when retelling using story map</p> <p>Finger gym/mark making/ writing names/ letter formation</p> <p>RWInc – Set 1 sounds & oral blending Read 1st set of Tricky Words</p>	<p>TFW – Sequencing and retelling using story maps and props.</p> <p>Finger Fit/Focus write: To be able identify the initial sounds</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>RWInc – Set 1 sounds and blending Read 1st Set of Tricky words</p>	<p>TFW – Sequencing and retelling using story maps and props.</p> <p>Finger Fit/Focus write: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>To be able to write cvc words correctly</p> <p>RWInc – Reading Ditties (depending on group) Read 2nd Set of Tricky words</p>	<p>TFW – Sequencing and retelling using story maps and props.</p> <p>Finger fit/ Focus write: Attempts to write a short sentence. To be able to write cvcc / cvc words correctly Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>RWInc – Reading Red Ditty Books Read 2nd Set of tricky word</p>	<p>TFW – Sequencing and retelling using story maps and props.</p> <p>Finger fit/ Focus write: Write a sentence with finger spaces. Be able to spell some familiar common exception words.</p> <p>RWInc. Set 2 Sounds & Green Books Read 3rd set of Tricky words</p>	<p>TFW – Sequencing and retelling using story maps and props.</p> <p>Finger fit/ Focus write: Write a sentence with finger spaces and a full stop. Be able to spell some familiar common exception words.</p> <p>RWInc Set 2 Sounds & Green/Purple Books Read 3rd Set of Tricky words</p>
Mathematics	<p>Weeks 1-3: Baselining/settling</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>It’s Me 1,2,3</p> <p>Circles & Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass & Capacity</p> <p>Growing 6,7,8</p>	<p>Length, Height & Time</p> <p>Building 9 & 10</p> <p>Exploring 3d Shapes</p>	<p>To 20 & Beyond</p> <p>How Many Now?</p> <p>Manipulate, Compose & decompose</p>	<p>Sharing & grouping</p> <p>Visualise, Build & Map</p> <p>Make Connections</p>
Understanding of the World Past & Present People Culture & Communities	<p>Activity -Sharing All About Me Bags and family photographs Knowledge/Skill – To be able to talk about family and things that are special to them</p> <p>Activity -Exploring the school environment through environment walks and using different areas Knowledge/Skill – To name different areas within school and say what they are used for</p> <p>Activity – Meet different adults at school and paint pictures of them. Knowledge/ Skill – To recognise jobs that familiar adults do</p>	<p>Historical Association Enquiry – What are our favourite celebrations each year? Activity – Hold a birthday celebration for a toy , discuss how we know how old the toy is (candles / cards) Talk about when our birthdays are and what we do to celebrate. Children’s birthdays to be added to our Learning Journey display to create a timeline</p>	<p>Activity – Celebrating Chinese New Year– Use BBC clips to introduce children to the Festival Look at similarities with festivals they may have celebrated. Discuss how it is celebrated all over the world but originated in China Find China on the map. Listen to Chinese music, make cards, dragons and Chinese lanterns. Hold a celebration where children can taste Chinese food.</p>	<p>Activity: Celebrating St Piran’s Day – Share a collection of Cornish artefacts e.g. flag, pasty saffron bun for a “see, think, wonder?” activity. Discuss how these are all associated with Cornwall. Find Cornwall on map. Use St Piran PowerPoint to look at the story of St Piran. Join in St Piran celebrations by making flags, scones and sharing a cream tea. Knowledge/Skill – To know that Penryn is in the</p>	<p>Where does our food come from? Activity: Visit to Asda to buy fruit and vegetables and to look at different types of food. Discuss jobs in our community e.g. grocery worker, baker</p> <p>Activity: Look at fruit and investigate where it comes from. Identify countries on map and discuss climate which enables growing. Knowledge/Skill – To know that food is grown if</p>	<p>Activity: Going on a journey – Walks in the local environment and documenting using route maps Knowledge /Skill – To produce a simple map which they can explain</p> <p>Activity: A visit to the beach – Explore beach and rockpool environments, identifying plants and creatures and how that contrasts with EYFS garden and Forest School</p>

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	<p>Activity -Exploring local area map / arial photograph and finding the school – Display as part of our class board–</p> <p>Knowledge/ Skill - To name the school and town and become familiar with the concept of a map / arial photograph recognising that it is a view from above</p> <p>Harvest R.E. – Why is the word God special to Christians?</p> <p>Clever Touch – Mark Making & using tools</p> <p>Awesome Autumn. Garlands Garlore Computational thinking..creating pattern and logic</p> <p>Activity- children create garlands from prints of autumn objects. They collect natural objects such as leaves, pine cones, acorns etc. and use them to create prints on long paper strips.</p> <p>Knowledge/Skill. Children talk about the patterns they can see in a sequence and continue a given pattern. They spot mistakes in patterns and fix them.</p> <p>Activity: Observe daily weather</p>	<p>Knowledge/Skill – To talk about a celebration that is special to me and how I celebrate</p> <p>Activity – Celebrate Bonfire night by talking about children's experiences. Looking at pictures, craft activities and taking part in a virtual firework display</p> <p>Knowledge/Skill – To know that Bonfire night is celebrated in our local community and talk about what happens.</p> <p>Activity – Celebrating Diwali – Use BBC clips to introduce children to Diwali. Look at similarities with festivals they may have celebrated. Discuss how it is celebrated all over the world but originated in India. Find India on the map. Listen to Indian music, make cards, rangoli patterns. Mendhi hands and diva lamps. Hold a celebration where children can taste Indian food.</p> <p>Knowledge / Skill – To know that Diwali is celebrated all over the world</p> <p>To be able to identify a way in which it is celebrated.</p> <p>To say how it is similar to a festival they know about.</p>	<p>Knowledge / Skill – To know that Chinese New Year is celebrated all over the world</p> <p>To be able to identify a way in which it is celebrated.</p> <p>To say how it is similar to a festival they know about.</p> <p>To become familiar with the word country and that a map shows different countries</p> <p>What were Dinosaurs?</p> <p>Activity :Are dinosaurs alive now? How do we know about dinosaurs? – Use fossils, online artefacts or pictures to ask “see, think, wonder?” activity to discuss how dinosaurs lived a long time ago. Introduce the role of a palaeontologist and how they help us to find out about things in the past. Introduce children to the Penryn Timeline to show when dinosaurs lived</p> <p>Knowledge/Skills - To be able to say that dinosaurs lived in the past and are extinct</p> <p>To know that we find out about them through looking at fossils and bones</p> <p>To become aware of the word palaeontologist and say what they do.</p> <p>Inspirational Individual Who is Mary Anning?</p>	<p>County of Cornwall and we can find it on a map. To know that we celebrate St Piran's Day in Cornwall</p> <p>To name some things associated with Cornwall</p> <p>Other Special Times : Mothering Sunday, Shrove Tuesday</p> <p>Activity: Which celebrations have we celebrated this term – put celebrations onto Learning Journey to create timeline</p> <p>Skills /Knowledge – to be able to talk about things that happened in the past showing a knowledge of the passing of time</p> <p>Historical Association Enquiry – How I've changed since I was a baby: Activity: Show children a selection of baby toys – Use “see, think, wonder?” Discuss who would use these. Would they use them now? Introduce some age appropriate toys and ask children to sort into groups: Toys I use now / Toys I used then</p> <p>Knowledge / Skill – To be able to talk about now and then</p>	<p>different countries and this is dependent on climate</p> <p>Activity: Visit a local farm to look at where food is grown in this country. Discuss jobs in our community – Farmer</p> <p>Knowledge /Skill – To know that some food is grown in our locality and that farmers grow food</p> <p>R.E – Being Special – where do we belong?</p> <p>Using iPad's and cameras to take pictures and record videos</p> <p>Growing and tasting vegetables.</p> <p>Investigate seeds</p> <p>Identify parts of a plant</p> <p>Healthy Eating & Healthy lifestyle</p> <p>Planting seeds. Computational thinking.... algorithms, decomposition and collaboration</p> <p>Activity. children begin by looking at pictures of the steps involved in planting seeds .They then</p>	<p>Knowledge/ Skill – Talk about some differences between beach and garden</p> <p>Inspirational Individual. Steve Backshall.</p> <p>Historical Society Enquiry – Why do we wear different clothes at different times of the year?</p> <p>Activity: What do we wear in Spring /Summer? – Pack a suitcase and ask children to discuss when they would wear these clothes? Talk about the seasons and differences.</p> <p>Record Summer on the Learning Journey</p> <p>Knowledge/ Skills – To know that Spring / Summer are seasons</p> <p>To know that seasons change through the year</p> <p>To know that now it is summer</p> <p>Activity: As above but with Autumn/ Winter clothes</p> <p>Knowledge/skills -To know that Autumn / Winter are seasons</p> <p>To know that seasons change through the year</p> <p>To know that Autumn / Winter are in the past</p> <p>Activity: Our Year – Use Learning Journey to encourage conversation about our year. Children</p>
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	<p>I can understand the effect of changing seasons on the natural world</p> <p>I can describe what I see, hear and feel outside</p> <p>EA – Observations over time Identifying, grouping & classifying</p> <p>ES – Observing & Measuring Recording Data</p> <p><i>Activity: Autumn walk to Tremough</i></p> <p>I can describe what I can see, hear and feel whilst outside I can explore the natural world around me I can understand the effect of changing seasons on the natural world</p> <p>EA – Identifying, grouping & classifying Observations over time</p> <p>ES – Asking questions Making predictions Observing & measuring Recording Data Interpreting and communication data</p> <p><i>Activity : Which cereal will be the soggiest when the bears get back from their walk?</i></p> <p>I can talk about changes that I have noticed</p> <p>EA - Comparative testing Observation over time Pattern Seeking</p>	<p><i>To become familiar with the word country and that a map shows different countries</i></p> <p><i>Activity: Which celebrations have we celebrated this term – put celebrations onto Learning Journey to create timeline</i> <i>Skills /Knowledge – to be able to talk about things that happened in the past showing a knowledge of the passing of time</i></p> <p>Inspirational Individual <i>Who is Julia Donaldson?</i></p> <p><i>Activity: What can we find out about pumpkins? Pumpkin investigation</i></p> <p>I can describe what I can see and feel</p> <p>EA – Identifying grouping & classifying ES – Asking questions Making Predictions Observing & Measuring Recording Data</p> <p><i>Activity: Can you launch a rocket into space?</i></p> <p>I can explore natural processes (air moving objects) EA - Research Problem Solving ES – Asking Questions Observing & Measuring</p>	<p>Where did dinosaurs live? Activity: Use Twinkl PowerPoint to find out about where dinosaurs live. Sort pictures of dinosaurs to show where they lived – land / sea /air Knowledge /Skill – to know that dinosaurs lived in different habitats To be aware and name land, sea and air as features of our environment.</p> <p>Activity: How were dinosaurs the same or different?</p> <p>I can sort and classify creatures</p> <p>EA – Research Identifying Grouping & classifying</p> <p>ES – Asking questions Observing and Measuring Recording Data Interpreting and communicating results</p> <p><i>Activity: Which other animals lay eggs</i></p> <p>I can groups and classify animals</p> <p>EA – Research Identifying, grouping & classifying</p>	<p>Activity: Read Once There Were Giants and sequence pictures from the story. Discuss the differences as the little girl grows. Introduce the word Timeline and refer back to our Learning Journey and Penryn Timeline and how it shows the passage of time. Use chronological vocab – now ,next, then, before, soon. Children make own timeline of growing up. Knowledge/Skills – To order the growth of a human using chronological vocab.</p> <p>Activity: What did we look like as babies? Children and adults within the setting bring in a baby photograph for children to guess the identity. Knowledge/Skill – To identify similarities/ differences between now and then</p> <p>Inspirational Individual <i>Who is David Attenborough?</i></p> <p>R.E – Why is Easter special to Christians?</p> <p>Spring – Seasonal Changes</p>	<p>sequence the pictures so that they make sense and are in the correct order. Next, they follow their pictorial instructions to plant their seeds. They will also think about what plants need to grow and the best place to put their newly planted seeds. Knowledge/ Skill understand the effect of changing seasons on the natural world around them.</p>	<p>record something they can do now that they couldn't when they started school Knowledge /Skills – to talk about events in the past To talk about changes in living memory</p> <p>Special Times: Father's Day, trips, transition days – Recorded on Learning Journey R.E. - Which places are special and why?</p> <p>Using programmable toys</p> <p>investigating a Rock pool Floating & Sinking</p> <p>Summer fun. Journeys. Computational thinking. logic, algorithms, creating, collaborating, tinkering Activity-Children will be encouraged to develop their own map to record things they might see whilst on a journey. Children can take photographs or make a list, with support, of the things they see. Children will be supported in adding drawings, sketches,</p>
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	<p>ES- Asking questions Making Predictions Setting up tests Observing & measuring Interpreting and communicating results</p>	<p>Making Predictions</p> <p>Activity – Look Up! – Can you use the stars to find your way around the night sky?</p> <p>I can explore the natural world around me</p> <p>EA – Research Identifying, grouping and classifying</p> <p>ES – Asking Questions Observing & measuring</p> <p>R.E. – Why is Christmas Special to Christians? I can tell you how Christians celebrate Christmas and why?</p> <p>Clever Touch –Using Tools & completing programs I can draw a picture on the clever touch and change the colours.</p> <p>Awesome Autumn. Pumpkin soup. Computational thinking.... algorithms, decomposition and collaboration</p> <p>Activity. children learn about the process of</p>	<p>ES – Asking Questions Recording Data Interpreting data and communicating results</p> <p>Activity: Can you help Dachy's friends to find out about loud and quiet sounds?</p> <p>I can explore the natural world around me (sound vibrations)</p> <p>EA – Comparative testing Problem solving</p> <p>ES – Asking questions Observing and measuring Interpreting and communicating results</p> <p>R.E – Which stories are special and why?</p> <p>iPads – using apps to develop phonic/ fine motor control / reading and maths skills</p> <p>Investigating other creatures that come from eggs</p> <p>Recycling – caring for our environment</p> <p>Online safety – Chicken Clicking</p>	<p>Study a Butterfly lifecycle</p>		<p>and toys to a large sketched out road on a large piece of paper. decide on the position of the objects and using toy cars or even class robots the children will then tell the story of their adventure.</p> <p>Skills/Knowledge. . Children will be encouraged to talk about the position of objects on the map and develop their speaking and explanation skills</p> <p>Inspirational Individual Who is Amelia Earhart?</p>
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		<p>making pumpkin soup. They look at images of the steps involved in making the soup, and sequence them so that they make sense. They follow their pictorial recipes to create the pumpkin soup.</p> <p>Skills. Work and play cooperatively and take turns with others.</p>				
Expressive Arts & Design	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Using & naming colours I can name the colours I use in my pictures</p> <p>Making marks with different tools I can use pencils and paintbrushes to make marks.</p> <p>Constructing using block play resources</p> <p>Handling and manipulating different media – collage</p> <p>Experimenting with joining materials – glue & tape</p> <p>Engaging in role play based on first hand experiences</p> <p>Music -</p> <p>Focus: Learn to sing nursery rhymes and action songs:</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Five Little Ducks</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Handling and manipulating different materials – collage</p> <p>Using a range of media and techniques to produce Christmas cards and decorations</p> <p>Engaging in drama activities – class productions</p> <p>Music –</p> <p>Focus: Learn to sing songs, sharing & performing learning that has taken place</p> <p>Christmas Performance</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Colour mixing activities (including marbling)</p> <p>Selecting colour for a particular purpose</p> <p>Using tools to create simple representations of events, people and places</p> <p>Constructs with a purpose in mind, using a variety of resources (junk modelling / outdoor loose parts)</p> <p>Begin to act out a narrative in role play based on first hand experiences and story book language and ideas</p> <p>Chinese New Year Dances</p> <p>Artist Study – Kadinsky</p> <p>Music – Focus: Learn to sing nursery rhymes and action songs:</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Colour mixing activities (including marbling)</p> <p>Experimenting with joining materials – hinges, split pins, hammer & nails</p> <p>Handling and Manipulating different media – weaving, & paper mache.</p> <p>Using a range of media and techniques to produce Easter cards and decorations</p> <p>Music – Our World</p> <p>Musical learning focus</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Explores shades of colour</p> <p>Representations are more detailed (observational drawings)</p> <p>Begins to plan and adapt work</p> <p>Handling and manipulating materials – Using photography as a form of capturing and recording</p> <p>Music – Big Bear Funk</p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills</p> <p>Works collaboratively on a class art piece that uses a range of techniques and textures</p> <p>Experimenting with joining materials – axels, screws & screwdrivers</p> <p>Artist Study – John Dyer</p> <p>Music – Reflect, rewind and replay</p> <p>Musical learning focus:</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p>

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	This Old Man		Hickory Dickory Dock	Listening and responding to different styles of music	Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs	Sing and revisit nursery rhymes and action songs	
	The Grand Old Duke of York		Row, Row , Roe your Boat				
	I’m a Little Teapot		Chop, Chop, Chopity Chop	Embedding foundations of the interrelated dimensions of music	Playing instruments within the song	Play instruments within the song	
	Twinkle Twinkle Little Star		The clock says tick tock			Improvisation using voices and instruments	
					Learning to sing or sing along with nursery rhymes and action songs	Improvisation using voices and instruments	Riff-based composition
				Wind The Bobbin Up	Improvising leading to playing classroom instruments	Riff-based composition	Share and perform the learning that has taken place
				Rock-a-bye Baby		Share and perform the learning that has taken place	
				Five Little Monkeys Jumping On The Bed	Singing and learning to play instruments within a song		
				Twinkle Twinkle	Share and perform the learning that has taken place		
				If You're Happy And You Know It			
				Head, Shoulders, Knees And Toes	Learn to sing nursery rhymes and action songs:		
					Old Macdonald		
					Incy Wincy Spider		
					Baa Baa Black Sheep		
			Row, Row, Row Your Boat				
			The Wheels On The Bus				
		I’m A Little Teapot	The Hokey Cokey				

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			<p>The Grand Old Duke Of York</p> <p>Ring O’ Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>			
Trips, visits & visitors	Autumn Walk to Tremough	Outreach with Falmouth Art Gallery Christmas Trip Walk to Penryn Library	Trip to RCM / Loan box Link up with uni – mineral/fossils	Spring Walk to Tremough Caterpillars in classroom	Trip to Asda Outreach with Uni	Maritime museum visit Walk to Penryn Park Summer Walk to Tremough
Characteristics of Effective Learning	<p>Focus: Playing & Exploring</p> <p>Introduce Tryosaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>		<p>Focus: Active Learning</p> <p>Introduce Explorasaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>		<p>Focus: Creating & Thinking Critically</p> <p>Introduce Thinkasaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>	