



**SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY**

---

Mission Statement: To live, love and learn in the footprints of Jesus.

---

# Our Early Years Curriculum





# SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

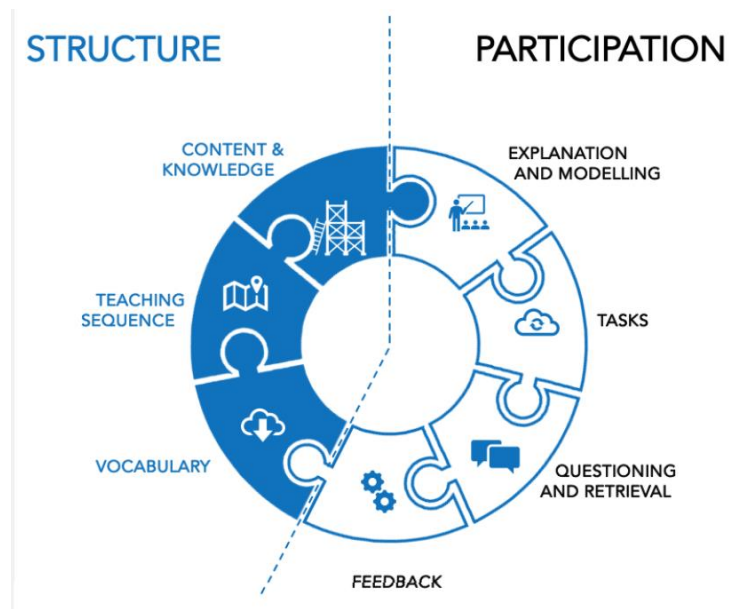
Mission Statement: To live, love and learn in the footprints of Jesus.

## Our Early Years Curriculum

We firmly believe that the curriculum on offer to our pupils offers them an exceptional education. Our long-term sequences are built from cognitive science and research, including retrieval and spaced-retrieval practice; they are connected and cumulative.

Our aim in the Early Years at Saint Norbert's is to offer all children a rich and ambitious curriculum to provide them with the skills, knowledge and understanding they need to achieve the Early Learning Goals at the end of Reception, and be well prepared for Year 1. We aim to do this through a good balance of high-quality play provision - both indoors and outdoors - and quality direct teaching. Ambitious vocabulary development is underpinned by evidence-led research.

We have constructed a curriculum that promotes a love of learning and develops positive learning behaviours – a solid foundation for the future. We aspire for children to be resilient, happy, fulfilled and successful. We are interested in them achieving highly academically, but we also aim to provide an education which enables them to be 'well-rounded'.





## Class 2: Reception

# 2023 – 2024 curriculum sequence on a page

Autumn 2023	Spring 2024	Summer 2024
<b>Topic</b> <ul style="list-style-type: none"> <li>All About Me</li> <li>Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Growing</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Our World</li> </ul>
<b>Structured Story Time Texts (CUSP)</b> <ul style="list-style-type: none"> <li>What makes Me a Me</li> <li>I'm (almost) Always Kind - Anna Milbourne</li> <li>Standing up to Racism - Dr Pragya Agarwal</li> <li>The Squirrels Who Squabbled - Rachel Bright</li> <li>Pumpkin Soup - Helen Cooper</li> <li>Celebrations from Around the World - Katy Halford</li> </ul> <p><i>Curriculum will be further enhanced by books matching to theme and child interest.</i></p>	<ul style="list-style-type: none"> <li>Mr Wolf's Pancakes – Jan Fearnley</li> <li>Mrs Noah's Garden – Jackie Morris</li> <li>Tad – Benji Davies</li> <li>William Bee's Things That Go- William Bee</li> <li>Luna Loves Art – Joseph Coelho</li> <li>The Story Orchestra – Katy Flint</li> </ul> <p><i>Curriculum will be further enhanced by books matching to theme and child interest.</i></p>	<ul style="list-style-type: none"> <li>Clean Up</li> <li>Martha Maps it Out</li> <li>Anansi and the golden Pot</li> <li>It's a No-Monday Day</li> <li>Each Peach Pear Plum</li> <li>The Gingerbread Man</li> </ul> <p><i>Curriculum will be further enhanced by books matching to theme and child interest.</i></p>
<b>Further Texts</b> <ul style="list-style-type: none"> <li>Little Red Hen</li> <li>From Head to Toe – Eric Carle</li> <li>Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>Hungry Caterpillar</li> <li>Once there were Giants</li> <li>Titch</li> <li>Mr Gumpy's motor car</li> </ul>	<ul style="list-style-type: none"> <li>Three Little Pigs</li> <li>Three Billy Goats</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>Blend sounds into words orally</li> <li>Speed Sounds - Set 1 sounds</li> <li>Word Time</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds to read words</li> <li>Speed Sounds - Set 1/Set 2</li> <li>Red Ditty Books</li> </ul>	<ul style="list-style-type: none"> <li>Speed Sounds – Revisit Set 1</li> <li>Speed Sounds – Set 2</li> <li>Green Books</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>Letter formation</li> <li>Daily name writing</li> <li>Using letters to represent meaning</li> <li>Writing CVC words</li> <li>Writing simple labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Letter formation</li> <li>Name Writing</li> <li>Finger spaces between emergent words</li> <li>Phonetic attempts at words using emergent phonics</li> <li>Writing CVC/CVCC words</li> <li>Writing captions and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Letter formation</li> <li>Name Writing</li> <li>Phonetic attempts at words using emergent phonics.</li> <li>Finger spaces between emergent words</li> <li>Sentence writing with capital letters and full stops.</li> <li>Writing a series of sentences with capital letters and full stops.</li> </ul>
<b>Maths</b> <b>Power Maths – Book A</b> <ul style="list-style-type: none"> <li>Number and place value - Numbers to 5, comparing groups within 5.</li> <li>Addition and Subtraction - Sorting, Change within 5</li> <li>Shape, Space and Measure – Time</li> </ul> <b>Mastering Maths</b> <ul style="list-style-type: none"> <li>Subitising within 3</li> <li>Counting skills</li> <li>Composition of numbers 3 and 4</li> <li>Comparing sets and using language of comparison</li> <li>Explore the concept of 'whole' and 'part.</li> <li>Object counting skills/</li> <li>Matching numerals to quantities within 10.</li> <li>Verbal counting beyond 20.</li> </ul>	<b>Power Maths – Book B</b> <ul style="list-style-type: none"> <li>Number and Place Value - Numbers to 10, comparing numbers within 10</li> <li>Addition and Subtraction – Number bonds within 5, addition to 10</li> <li>Shape, Space and Measure – Measures</li> </ul> <b>Mastering Maths</b> <ul style="list-style-type: none"> <li>Subitising within 5</li> <li>One more than a given number.</li> <li>Making unequal sets equal. Comparing sets of objects and using language of comparison.</li> <li>Composition of numbers 5, 6 and 7.</li> <li>Ordering numbers to 8.</li> <li>Doubles</li> <li>Odd and Even numbers</li> </ul>	<b>Power Maths Book C</b> <ul style="list-style-type: none"> <li>Number and place value – Counting on and counting back, numbers to 20, numerical patterns</li> <li>Addition and Subtraction – Number bonds to 10 Shape,</li> <li>Space and Measure – Patterns, shape and space</li> </ul> <b>Mastering Maths</b> <ul style="list-style-type: none"> <li>Counting larger sets of objects.</li> <li>Subitising to 6.</li> <li>Composition of numbers to 10</li> <li>Automatic recall of number bonds to 5</li> <li>Number patterns</li> <li>Counting</li> </ul>
<b>Communication and Language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
<b>Expressive Art and Design</b> <ul style="list-style-type: none"> <li>Self-Portraits</li> <li>Harvest Songs</li> <li>Christmas Cards</li> <li>Nativity</li> <li>College – Poppy</li> <li>Sketching – Poppy</li> <li>Bonfire Night art</li> <li>Bread making</li> </ul>	<ul style="list-style-type: none"> <li>CUSP - Recreate famous works of art – Henri Matisse, Andy Goldworthy (Luna Loves Art)</li> <li>CUSP - Spring Sketches (Luna Loves Art)</li> <li>CUSP – Composition of animal sounds (The story of Orchestra)</li> <li>Class Collective Worship</li> <li>Mather's Day Cards</li> </ul>	<ul style="list-style-type: none"> <li>CUSP – Design and make gingerbread men (Gingerbread Man)</li> <li>House models</li> <li>Crowle Show Painting</li> <li>Class Collective Worship</li> <li>Father's Day Cards</li> <li>Design and make gingerbread men.</li> </ul>

<ul style="list-style-type: none"> <li>• Christmas Cards</li> <li>• CUSP - Making Pumpkin Soup (Pumpkin soup)</li> <li>• CUSP - Listen to music from different celebrations and play along with different instruments. (Celebrations from round the world)</li> <li>• CUSP – Food tasting from different celebrations. (Celebrations from round the world)</li> <li>• CUSP – Colour mixing skin tones (Standing up to racism)</li> </ul>		
<p><b>PSED</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• CUSP - Seasons</li> <li>• My Family</li> <li>• My School</li> <li>• Body Parts</li> <li>• All about Crowle</li> <li>• Bonfire Night – Guy Fawkes</li> <li>• Remembrance Day</li> <li>• Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting types of transport</li> <li>• Transport Past and present, Wright Brothers</li> <li>• Amelia Earhart</li> <li>• How we grow</li> <li>• CUSP – Planting seeds, seed diaries. (Mrs Noah's Garden)</li> <li>• CUSP – Lifecycle of a frog (Tad)</li> <li>• CUSP – Vehicle models (Things that Go)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Materials – Three Pigs Houses, Billy Goat's Bridge</li> <li>• Floating and Sinking – Gingerbread Man</li> <li>• Homes and Houses past and present</li> <li>• Animal homes - habitats</li> <li>• CUSP – Sorting household items, past and present (Each Peach Pear Plumb)</li> <li>• CUSP – Recycling (Clean up)</li> <li>• CUSP – Comparison of traditional Ghanaian life and ours (Anansi and the Golden Pot)</li> <li>• CUSP – Key features of the local community (Martha Maps it Out)</li> <li>• CUSP – Map of local area (Martha Maps it out)</li> <li>• CUSP – Collection for local food bank</li> <li>• Famous Explorer - Christopher Columbus</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gymnastics – Gym in the Jungle</li> <li>• Dance – Dinosaurs</li> <li>• Yoga</li> <li>• Personal Hygiene</li> <li>• Hand Washing</li> <li>• Oral Hygiene</li> <li>• Dough Disco</li> <li>• Daily Fine Motor</li> <li>• Name Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Games – Best of Balls</li> <li>• Dance – Dance 'till you drop</li> <li>• Yoga</li> <li>• Personal Hygiene</li> <li>• Hand Washing</li> <li>• Oral Hygiene</li> <li>• Dough Disco</li> <li>• Daily Fine Motor</li> <li>• Name Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics – Jumping Jacks and Rock 'n' Roll</li> <li>• Games – Olympics</li> <li>• Yoga</li> <li>• Sports Day</li> <li>• Gym Jam Jog</li> <li>• Personal Hygiene</li> <li>• Hand Washing</li> <li>• Oral Hygiene</li> <li>• Dough Disco</li> <li>• Daily Fine Motor</li> <li>• Name Writing</li> </ul>
<p><b>PSHE / RSE / Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Bonfire and firework safety awareness</li> <li>• Anti-Bullying Week</li> <li>• Brake Road Safety Week</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 1 – Created and Loved by God</li> </ul>	<ul style="list-style-type: none"> <li>• Safe hand-washing</li> <li>• Safer Internet Day</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 2 – Created to Love Others</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety Talk</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 3 – Created to Live in Community</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Myself</li> <li>• Welcome</li> <li>• Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating</li> <li>• Growing</li> <li>• Gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Good News</li> <li>• Friends</li> <li>• Our World</li> </ul>

# Class1: Nursery

## 2023 – 2024 curriculum sequence on a page

Autumn 2023	Spring 2024	Summer 2024
<b>Topic</b> <ul style="list-style-type: none"> <li>All About Me</li> <li>Celebrations</li> <li>Additional topics will be based on child interest</li> </ul>	<ul style="list-style-type: none"> <li>Growing</li> <li>Space</li> <li>Additional topics will be based on child interest</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Our World</li> <li>Additional topics will be based on child interest</li> </ul>
<b>Structured Story Time Texts (CUSP)</b> <ul style="list-style-type: none"> <li>The Body Book – Hannah Alice</li> <li>My Hair – Hannah Lee</li> <li>My Family and Other Families – Richard and Lewis Edwards-Middleton</li> <li>All through the Night – Polly Faber</li> <li>The Same but Different too – Karl Newson</li> </ul>	<ul style="list-style-type: none"> <li>Errol's Garden – Gillian Hibbs</li> <li>The Extraordinary Gardener – Sam Broughton</li> <li>The Good Egg – Jory John</li> <li>Astro Girl – Ken Wilson-Max</li> <li>The Way Back Home – Oliver Jeffers</li> <li>Mr Wolf's Pancakes</li> </ul>	<ul style="list-style-type: none"> <li>You Choose Fairy Tales – Pippa Goodhart</li> <li>Favourite Nursery Rhymes – Ladybird</li> <li>The Suitcase – Chris Naylor-Ballesteros</li> <li>Tidy – Emily Gravett</li> <li>The Queen's Hat – Steve Antony</li> <li>I am Nefertiti – Annmarie Antang</li> </ul>
<b>Further Texts</b> <ul style="list-style-type: none"> <li>The Story of Guy Fawkes</li> <li>The Nativity</li> <li>Rama and Sita</li> <li>The Little Red Hen</li> <li>Colour Monster</li> <li>Dear Santa</li> <li>Curriculum will be further enhanced by books matching to theme and child interest.</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed – Eric Carle</li> <li>Once There were Giants</li> <li>One Little Chick – Lesley Simmons</li> <li>Jasper's Beanstalk</li> <li>The Easter Story</li> <li>Curriculum will be further enhanced by books matching to theme and child interest.</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>We're Going on a Bear Hunt</li> <li>We all Went on a Safari</li> <li>Curriculum will be further enhanced by books matching to theme and child interest.</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>Environmental Sounds</li> <li>Listening Sounds</li> <li>Body Percussion</li> <li>Rhythm and Rhyme</li> <li>Initial Sounds</li> <li>RWI Fred Talk Introduced</li> <li>RWI Fred Games using physical objects.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Sounds</li> <li>Listening Sounds</li> <li>Body Percussion</li> <li>Rhythm and Rhyme</li> <li>Initial Sounds</li> <li>RWI Fred Talk Introduced</li> <li>RWI Fred Games using physical objects.</li> <li>RWI teach Set 1 photo cards</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Sounds</li> <li>Listening Sounds</li> <li>Body Percussion</li> <li>Rhythm and Rhyme</li> <li>Initial Sounds</li> <li>RWI Fred Talk Introduced</li> <li>RWI Fred Games using physical objects.</li> <li>RWI Revisit Set 1 photo cards</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>Children add meaning to marks they make.</li> <li>Children make marks to represent their name.</li> <li>Children to make marks using a variety of resources.</li> <li>Children begin to distinguish between the marks that they make.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit skills from Advent Term.</li> <li>Start giving meaning to makes they make.</li> <li>Make marks to be their name.</li> <li>Imitate writing using circles and shapes.</li> <li>Start to copy the initial letter from their name.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit previous skills.</li> <li>Write first name using correct letter formation.</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Recognise, name and match colours</li> <li>Recognise and match 2 D shapes</li> <li>Sorting objects by size, colour and shape</li> <li>Number 1 - 2 – Subitising, counting, numeral</li> <li>Recognising and extending AB colour patterns</li> <li>Recognising and extending AB movement patterns</li> <li>Recognising and correcting ABC colour patterns</li> <li>Number Blocks 1 - 2</li> </ul>	<ul style="list-style-type: none"> <li>Number 3 - 6 – subitising, 1-1 counting, composition of number.</li> <li>Using 5 and 10 frames.</li> <li>Height and Length – Tall/Short, long/short.</li> <li>Explore Mass.</li> <li>Explore Capacity</li> <li>Number Blocks – 3 - 4</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Positional Language</li> <li>More than/fewer than</li> <li>Recognise, match and name 2D shapes</li> <li>Recognise, match and begin to name 3D shapes.</li> <li>More than/fewer than</li> <li>One more/one less</li> <li>Revisit numbers to 5</li> <li>Number Blocks 5</li> </ul>
<b>Communication and Language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
<b>Expressive Art and Design</b> <ul style="list-style-type: none"> <li>Printing – Poppies</li> <li>Model Making – Bonfire</li> <li>Christmas Cards</li> <li>Singing and performance – Harvest (needs removing) and Nativity</li> <li>Painting – Self portraits</li> <li>Drawing – Self-portrait sketches</li> <li>Making Bread</li> </ul>	<ul style="list-style-type: none"> <li>Drawing – Flowers</li> <li>Making rockets using various media.</li> <li>CUSP – Bug Hunt (Errol's Garden)</li> <li>Design and make pancakes.</li> <li>Craft – Easter Garden and Easter Art</li> <li>Mather's Day Cards</li> </ul>	<ul style="list-style-type: none"> <li>CUSP – body percussion (Nursery Rhymes)</li> <li>CUSP – making and playing percussion instruments (I am Nefertiti)</li> <li>CUSP – Exploring floating and sinking to make a boat. (Tidy)</li> <li>Painting – Crowle Show</li> <li>Father's Day Cards</li> </ul>
<b>PSED</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		

<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Changing Seasons throughout the year – weather/changes in environment/clothing.</li> <li>• Exploring melting ice.</li> <li>• CUSP – role play occupations from the book. (All Through the Night) – Vocations Week.</li> <li>• CUSP – Explore images of different families exploring similarities and differences. (My Family and Other Families)</li> <li>• CUSP – Explore changes in your body after exercise. Label main body parts. (The Body Book)</li> <li>• Significant person – Guy Fawkes</li> </ul>	<ul style="list-style-type: none"> <li>• Observing plant growth (The Tiny Seed, Jasper's Beanstalk)</li> <li>• Life cycle of humans. (Once There Were Giants)</li> <li>• Life cycle of a chicken. (The Good Egg)</li> <li>• Naming planets (Astro Girl)</li> <li>• Significant Person – Tim Peak (Astro Girl)</li> <li>• Changing Seasons throughout the year – weather/changes in environment/clothing.</li> <li>• Exploring fruit and vegetables (Errol's Garden)</li> </ul>	<ul style="list-style-type: none"> <li>• CUSP- Naming UK landmarks (Queen's Hat)</li> <li>• Changing Seasons throughout the year – weather/changes in environment/clothing.</li> <li>• Sorting animals to habitats. (We all went on Safari)</li> <li>• Traditional music around the world (I am Nefertiti)</li> <li>• Simple journeys and maps (The Suitcase)</li> <li>• Sun safety</li> <li>• King Charles official birthday</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Sitting on the carpet correctly to build core strength</li> <li>• Begin to use cutlery independently</li> <li>• Begin to make marks using various tools.</li> <li>• Begin to form lines and circles with more control.</li> </ul>	<ul style="list-style-type: none"> <li>• Moving in various ways under and over objects.</li> <li>• Begin to dress and undress independently.</li> <li>• Begin to use one handed tools and equipment</li> <li>• Begin to use cutlery independently</li> <li>• Create closed shapes with continuous lines.</li> <li>• Start to add more detail to drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using correct resources to carry out a task.</li> <li>• Ride trikes and scooters safely and with control.</li> <li>• Show a simple understanding of why we need to be active.</li> <li>• Begin to dress and undress independently. Begin to use one handed tools and equipment with control.</li> <li>• Use a static tripod grip</li> <li>• Begin to use cutlery independently</li> <li>• Form first 5 pre-writing shapes accurately.</li> </ul>
<p><b>PSHE / RSE / Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Bonfire and firework safety awareness</li> <li>• Anti-Bullying Week</li> <li>• Brake Road Safety Week</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 1 – Created and Loved by God</li> </ul>	<ul style="list-style-type: none"> <li>• Safe hand-washing</li> <li>• Safer Internet Day</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 2 – Created to Love Others</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety Talk</li> <li>• Journey in Love</li> <li>• Ten:Ten Module 3 – Created to Live in Community</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Myself</li> <li>• Welcome</li> <li>• Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating</li> <li>• Growing</li> <li>• Gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Good News</li> <li>• Friends</li> <li>• Our World</li> </ul>