Whole School Curriculum Coverage – 2020-21

For English and Maths coverage we directly follow the overview of teaching detailed in the National Curriculum:
English -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf
Maths -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Curriculum Overview – Science – Miss Bishop

	Diamond	Emerald	Ruby	Topaz
Aut. 1 – Amazing Animals	**Animals** • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Observing closely, using simple equipment • Identifying and classifying	**Animals** • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Animals** • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.	**Animals** • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe the changes as humans develop to old age.
Science	• Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.		• Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.
	Biology: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Plants:** • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees.	**Biology:** **Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Living things and their habitats** • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live	**Biology:** **Plants** • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants,	**Biology:** **Living things and their habitats** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

	Seasonal Changes • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. **Chemistry:** **Everyday materials** • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Chemistry:** **Uses of everyday materials** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	including pollination, seed formation and seed dispersal. **Living things and their habitats** • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things. **Chemistry:** **States of matter** • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Physics:** **Rocks** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter. **Light** • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change. **Physics:** **Sound** • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. **Forces and Magnets** • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on	• Give reasons for classifying plants and animals based on specific characteristics. **Evolution and Inheritance** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Chemistry:** **Properties and changes of materials** • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Physics:** **Light** • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. **Earth and Space**

			the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Electricity** • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors.	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Curriculum Overview – History –

	Diamond	Emerald	Ruby	Topaz
History	• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources.	
	• Develop an awareness of the past, using common words and phrases relating to the passing of time • Changes in living memory • Significant people - locals • Events of local importance	• Use a wide vocabulary of everyday historical terms. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Choosing and using parts of stories and other sources to show that they know and understand key features of events. • Events beyond living memory – Great Fire of London / Gunpowder plot • Significant people – national / international	• The Roman Empire and its impact on Britain • A non-European society that provides contrasts with British history– one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Changes in Britain from the Stone Age to the Iron Age • Ancient Greece – a study of Greek life and achievements and their influence on the western world	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study

Curriculum Overview – Geography –

	Diamond	Emerald	Ruby	Topaz
Aut. 1 – Being a Geographer	• Use 4 compass directions and simple vocab	• Use aerial images and other models to create simple plans + maps using symbols.	• Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.	• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. • Digital computer mapping - use 8 points of compass, symbols and keys • Use 4 and 6 figure grid references on OS maps

	• Identify seasonal/daily weather patterns in UK and location of hot and cold areas of the world • Use basic geographical vocab to refer to local and familiar features • Compare local area to a non-European country • Use simple fieldwork + observational skills to study immediate environment • Name and locate the 4 countries and capitals in UK using globes/atlases	• Name and locate world's continents and oceans • Basic vocab to describe less familiar area • Study a region of the UK (not local) • Use fieldwork to observe, measure and record • Study a region of Europe and compare with previous UK region	• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles + time zones • Name and locate counties, cities + regions of UK • Locate European countries using maps, focusing on key physical + human features • Locate World countries - Americas using maps, focusing on key physical + human features	• Study a region of the Americas and compare with previous UK / European regions • Use fieldwork to record and explain areas

Curriculum Overview – Computing – Mr Webb

	Diamond	Emerald	Ruby	Topaz
Computing	• Understand use of algorithms • Write and test simple programmes • Use logical reasoning to make predictions • Organise, store, retrieve and manipulate data • Communicate online safely and respectfully • Recognise uses of IT outside school		• Design and write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately.	• Design and write programs to solve problems • Use sequences, repetition, inputs, variables and outputs in programs • Detect and correct errors in programs • Understand uses of networks for collaboration and communication • Be discerning in evaluating digital content
	Online safety annual plan for all classes (taught within PSHE sessions- using Somerset ELIM ActiveBytes): **Autumn: I am kind and responsible** • Agree class internet rules based on personal responsibilities. • Include cyberbullying messages in Anti-bullying week. **Spring: I am safe** • Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. • Use Safer Internet Day to focus on use of the internet and different technologies. **Summer: I am healthy** • Consider age-appropriate and healthy use of technology. • Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.			
	Autumn- familiarisation • 1 - Technology in our lives: Discovering my technology • 2 - Exploring and developing competence and confidence with different types of technology. **Spring** • 1 - Programming: Meet my Bee Bot (Beebots) • 2 - Multimedia: Describe my toys (2create/ 2publish/ pic collage) **Summer** • 1 - Programming: My moves on screen (2go- purple mash) • 2 - handling data: Counting my information (2count)	• **Programming:** Exploring my topic with a floor robot • **Programming:** Scratch Jnr Making my Moves • **Multimedia:** Present my information (Pic Collage/ 2Publish) • **Technology in our lives:** Investigating technology in my life • **Data handling:** Sorting shapes (2graph/ Furbles/ Textease Branch)	• **Programming:** Making my program in Scratch (Scratch) • **Programming:** Getting to know my Microbit • **Multimedia:** Make an ebook (Simple booklet website) • **Technology in our lives:** Safe searching • **Handling data:** Showing my device time (2graph/ Easychart free app)	• **Programming:** Creating games on Scratch (Scratch) • **Programming:** Lego Mindstorms • **Multimedia:** Presenting my learning (Padlet/ Photopeach/ Thinglink) • **Technology in our lives:** Improving my web detective skills (Petrol Direct spoof websites) • **Handling data:** Discovering the solar system (2investigate)

Curriculum Overview – Art / D.T. –

	Diamond	Emerald	Ruby		Topaz	
Art + DT	**Art:** • Use drawing, painting + sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Use a range of materials		**Art:** • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Use sketchbooks to collect, record and evaluate ideas • Improve mastery of techniques- drawing, painting, sculpture with varied materials			
	• Learn about a range of artists	• Learn about a range of craft makers and designers	• Learn about great designers	• Learn about great architects	• Learn about great artists	• Compare great designers, architects and artists
	DT: • Design purposeful, functional and appealing products • Generate, model and communicate ideas • Use range of tools + materials • Evaluate products and own designs • Use the basic principles of a healthy and varied diet to prepare dishes		**DT:** • Use research criteria to develop products that are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate products and improve own designs • Understand seasonality- prepare and cook mainly savoury dishes		**DT:** • Use research criteria to develop products that are fit for purpose and aimed at specific groups • Use annotated sketches, cross section diagrams, exploded diagrams and computer aided design • Analyse and evaluate existing products and improve own designs • Use mechanical and electrical systems in own work, inc programming • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
	• Understand where food comes from • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Work in the context of home and school, gardens and playgrounds, and the local community	• Build and improve structures + mechanisms • Work in the context of industry and the wider environment	• Understand and apply the principles of a healthy and varied diet • Work in the context of the home, school, leisure, culture, enterprise, industry and the wider environment.	• Understand and use mechanical systems in their products [for example, pulleys]	• Understand and use mechanical systems in their products [for example, gears]	• Understand and use mechanical systems in their products [for example, cams, levers and linkages]

Curriculum Overview – PE / Games – Mr Webb

	Diamond	Emerald	Ruby	Topaz
Physical Education	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	• Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. • Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations • Extend their agility, balance and coordination, individually and with others	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.	
	Autumn • Fine motor skills • Multi sports	**Autumn** • Dance • Multi sports	**Autumn** • Dance • Swimming • Football skills	**Autumn** • Swimming • Gymnastics • Netball
	Spring • Gross motor skills • Dance • Ball skills	**Spring** • Gymnastics • Swimming • Multi sports	**Spring** • Swimming • Gymnastics • Ultimate Frisbee	**Spring** • Dance • Volleyball • Hockey
	Summer • Athletics • Swimming • Throwing and Catching	**Summer** • Athletics • Tennis	**Summer** • Athletics • Kwik Cricket • Tennis	**Summer** • Athletics • Tennis • Rounders

Curriculum Overview – Music – Mr Webb

	Diamond	Emerald	Ruby	Topaz
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.		• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	
	Autumn • Experimenting with and creating sounds • Using voice (singing)	**Autumn** • Using voice (singing)	**Autumn** • Perform songs in solo and in group settings • Write and perform music • Listen carefully and repeat musical patterns • Use and understand musical notation	**Autumn** • Develop an understanding of the history of music
	Spring • Playing tuned and untuned instruments	**Spring** • Playing tuned and untuned instruments • Experimenting with and creating sounds	**Spring** • Perform songs in solo and in group settings • Write and perform music • Listen carefully and repeat musical patterns • Use and understand musical notation	**Spring** • Listen carefully and repeat musical patterns • Listen to music from different countries, traditions and cultures
	Summer • Listening to a range of music	**Summer** • Listening to a range of music	**Summer** • Perform songs in solo and in group settings • Write and perform music • Listen carefully and repeat musical patterns • Use and understand musical notation	**Summer** • Perform songs in solo and in group settings

Curriculum Overview – MFL – Miss Bishop

	Diamond	Emerald	Ruby	Topaz
Foreign Languages - French	• Expose pupils to a range of languages through informal means.	• Meet and greet • Name • Days • Numbers 1 – 12 • Age • Colours • Alphabet • Cognates • Phonics	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
			• Revision of Year 3 • Numbers 1 – 50 • Months/seasons • Birthdays • Family • Gender (masc. / fem.) • Pets • Cognates • Phonics	• Numbers 1 – 100 • Time • Parts of the body • Clothes • Rooms • Transport • Useful phrases • Cognates • Phonics • Weather • Food and drink • Celebrations • Class objects • Sports

Curriculum Overview – RE – Mr Webb – Under Review

	Diamonds	Emerald	Ruby	Topaz
Religious Education	**2020-21**			
	Autumn • P&C - Creation stories (Multi faith) • P&C - Diwali (Hinduism) • Incarnation (Christianity)	**Autumn** • God / Church (Christianity) • Incarnation (Christianity)	**Autumn** • God (Christianity) • Incarnation (Christianity)	**Autumn** • God (Christianity) • Incarnation (Christianity)
	Spring • P&C - Noah (Christianity/Judaism) • Salvation (Christianity)	**Spring** • Core Belief (Islam) • Salvation (Christianity)	**Spring** • Dharma (Hinduism) • Salvation (Christianity)	**Spring** • Islam • Salvation (Christianity)
	Summer • P&C - Eid (Islam)	**Summer** • Agape (Christianity) • Core Belief (Humanism)	**Summer** • Deity (Hinduism) • Atman (Hinduism)	**Summer** • Iman (Islam) • Comparison Project (Multi faith)
	2021-22			
	Autumn • Change the world (Humanism) • P&C - Diwali (Hinduism) • P&C – Hanukah (Judaism) • Incarnation (Christianity)	**Autumn** • God (Christianity) • Incarnation (Christianity)	**Autumn** • God (Christianity) • Incarnation (Christianity)	**Autumn** • God (Christianity) • Incarnation (Christianity)
	Spring • Salvation (Christianity)	**Spring** • G-d and the Covenant (Judaism) • Salvation (Christianity)	**Spring** • Humanism • Salvation (Christianity)	**Spring** • G-d and the Covenant (Judaism) • Salvation (Christianity)
	Summer • P&C - Creation stories (Multi faith) • First Man (Christianity)	**Summer** • Agape (Christianity) • Torah (Judaism)	**Summer** • Agape (Christianity) • Atman (Hinduism)	**Summer** • Agape (Christianity) • Torah (Judaism)

Curriculum Overview – PSHE – Mr Webb – Under Review

	Diamond	Emerald	Ruby	Topaz
PSHE	**Autumn** • Introduction to Connect PSHE • Self-Care	**Autumn** • Introduction to Connect PSHE • Self-Care	**Autumn** • Introduction to Connect PSHE • Self-Care	**Autumn** • Introduction to Connect PSHE • Self-Care
	Spring • Give to others • Connect with others	**Spring** • Give to others • Connect with others	**Spring** • Give to others • Connect with others	**Spring** • Give to others • Connect with others
	Summer • Challenge yourself • Embrace the moment	**Summer** • Challenge yourself • Embrace the moment	**Summer** • Challenge yourself • Embrace the moment	**Summer** • Challenge yourself • Embrace the moment