

Reception Long Term Plan

2025-2026

	Autumn Term		Spring Term		Summer Term	
	What's Hiding Underground? 4 Days 6 Weeks Tuesday 2nd September 2025 Friday 17th October 2025 (Training Day 20th October 2025)	Awesome Autumn 7 Weeks Monday 3rd November 2025 Friday 19th December 2025	Sparkle and Ice 6 Weeks Monday 5th January 2026 Friday 13th February 2026	Tell me a tale 5 Weeks Monday 23rd February 2026 Friday 27th March 2026	What is this Creature? 3 weeks, 4 days, 2 weeks Monday 13th April 2026 Friday 22nd May 2026 (May Day 4th May)	Commotion In the Ocean 7 Weeks, 2 Days Monday 1st June 2026 Tuesday 21st July 2026 (Training Days Wednesday 22nd July 2026 Thursday 23rd July 2026 Friday 24th July 2026)
Special Dates/ Events	October – Black History Month Harvest – first Sunday in October. Diwali 20 th October	Bonfire Night 5 th November Remembrance Day 11 th November Anti-bullying week W/C 10 th November Reception Nativity- 9/12/25 2pm Reception Nativity – 10/12/23 9.30am Christmas Carols in Church – 19 th December Christmas – 25 th December	Chinese New Year – 17 th Feb – 3 rd march Safer Internet day 10 th February 2026 Shrove Tuesday (Pancake Day) 17 th February	World Book Day 6 th March British Science Week 7 th – 16 th March Holi Festival 4 th March Mothers Day 15 th March Eid-Al-Fitr 19/20 th March Easter – 5 th April	School Trip to Nell Bank Wednesday 6 th May	Week 2 – sponsor event- Danceathon W/C 8th June Eid-UI-Adha 26-30th May. Father's Day 21 st June 2026

Reception Long Term Plan

2025-2026

Role-Play/ Occasions	Role play- Home corner	Role play – Percy’s shed / Santa’s Grotto	Role play – Camper/van/explorer.	Role play – Traditional tale cottage Three pig’s construction site/ house	Role play- Links the Nell Bank theme TBC	Role play – Pirate role play / under the sea
English	<p>Books: Kissing Hand week 1</p> <p>The Acorn WK 2 & 3</p> <p>The Something Wk 4& 5</p> <p>Pumpkin Soup Wk 6 -7</p> <p>Describes events in some detail.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Books: Non -fiction -Autumn Wk1</p> <p>The Leaf Thief Wk2-3</p> <p>After the Storm WK4-5</p> <p>The Nativity Story Wk6-7</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Books: Here comes Jack Frost Wk1-2</p> <p>Iris and Isaac Wk3-4</p> <p>The Great Explorer Wk5-6</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Spell words by identifying the sounds and then</p>	<p>Books: Three Little Pigs Wk 1</p> <p>Goldilocks and the three bears Wk 2</p> <p>Jack & the Beanstalk Wk 3</p> <p>The Gingerbread Man WK 4</p> <p>Non-fiction texts – Spring/Easter Wk5</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Books: Bog Baby WK 1-2</p> <p>The Gruffalo WK 3- Wk4 (4days)</p> <p>NELL BANK TRIP – WEDNESDAY 6th May</p> <p>Emily Brown and the Thing. Wk 5 + Wk6</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Demonstrate understanding of what has been read to them by</p>	<p>Books: The Storm Whale Wk1 - 2</p> <p>The Commotion in the Ocean Wk3-4</p> <p>The Night Pirates Wk5-6 Famous Pirates / Black Beard – Pirate party 15th July -Dress up day</p> <p>Non – fiction texts about sea creatures. Wk7</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p>

Reception Long Term Plan

2025-2026

		<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Reception Long Term Plan

2025-2026

Maths	<p>White Rose Maths</p> <p>Getting to know you (1wk and 4 days)</p> <p>Settling in, class routines, provision, where do things belong</p> <p>Match, sort and compare (2 weeks)</p> <p>Match objects, match pictures and objects, identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts</p> <p>Talk about measure and patterns (2 weeks)</p> <p>Compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns</p> <p>It's me 1,2,3 (1 week)</p> <p>Find 1,2 and 3, subitise 1,2 and 3, represent 1,2, and 3</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>White Rose Maths</p> <p>It's me 1,2,3 (1 week)</p> <p>1 more. 1 less, composition of 1,2 and 3</p> <p>Circles and Triangles (1 week)</p> <p>Identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position</p> <p>1,2,3,4,5 (2 weeks)</p> <p>Find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1-5</p> <p>Shapes with 4 sides (1 week)</p> <p>Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night</p> <p>Alive in 5 (2 weeks)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>White Rose Maths</p> <p>Mass and capacity (1 week)</p> <p>Growing 6,7,8 (2 weeks)</p> <p>Length, height and time (2 weeks)</p> <p>Consolidation (4 days)</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>White Rose Maths</p> <p>Building 9 and 10 (3 weeks)</p> <p>Explore 3D shapes (2 weeks)</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers. Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p>	<p>White Rose Maths</p> <p>To 20 and beyond (2 weeks)</p> <p>How many now? (1 week)</p> <p>Manipulate and compose (2 weeks)</p> <p>Consolidation (4 days)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5. • Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Count beyond ten.</p>	<p>White Rose Maths</p> <p>Sharing and grouping (2 weeks)</p> <p>Visualise, build and map (3 weeks)</p> <p>Make connections (1 week)</p> <p>Consolidation (4 days)</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Count beyond ten.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>

Reception Long Term Plan

2025-2026

<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Automatically recall number bonds for</p>	<p>Experiment with their own symbols and marks as well as numerals</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare quantities using language: 'more than', 'fewer than',</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Compare length, weight and capacity.</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Continue, copy and create repeating patterns.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Compare length, weight and capacity.</p>
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Reception Long Term Plan

2025-2026

	<p>numbers 0-5 and some to 10</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Continue, copy and create repeating patterns.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p>				
Provision/ project activities <i>Topic Links & Ideas</i>	<p>Friendship chains/ cutting skills.</p> <p>Developing routines/ expectations</p> <p>Exploring continuous provision.</p> <p>Learning how to use different areas.</p>	<p>Art/DT Autumn – tree rubbings in wax crayons. Observing changes in the seasons from summer to autumn.</p> <p>Autumn walk – observing changes in the environment.</p>	<p>Frozen blocks. Can you predict what could be inside?</p> <p>Exploring melting/ changes in the environment.</p>	<p>Art/ DT - Constructing 3 pigs houses – testing which is the strongest material and why?</p> <p>Making food in clay/ painting – moulding and manipulating materials</p> <p>Exploring the traditions of Easter.</p>	<p>Maths Feeding the monsters – Cereal boxes as monsters children add pom poms using tweezers- counting above 10.</p>	<p>Finding out about pirates – how they live, what they do etc.</p> <p>Famous Pirates – Black Beard</p> <p>Building pirate ships, making props to support pirate role play.</p>

Reception Long Term Plan

2025-2026

	<p>Emotions – matching emotions and feelings.</p> <p>Underground animals</p> <p>Making characters from the story – The Acorn / role playing, how an acorn grows.</p> <p>Harvest - growing wheat, making bread</p> <p>Sunflowers - seeds, birds Exploring the festival of Diwali - story of Rama & Sita</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>	<p>Using natural resources to make pictures.</p> <p>Creating models using tissue paper/ masks for different woodland creatures – cutting skills.</p> <p>Christmas decorations / cards.</p> <p>Remembrance Day- Sir Tom Moore</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore the natural world around them.</p>	<p>Observing changes in the seasons from Autumn to winter.</p> <p>Winter animals/ small world play.</p> <p>Use a range of materials to create a winter scene – a wash of paint/ wax candle as resistance.</p> <p>Making Chinese food / pancakes out of play-dough</p> <p>Trying Chinese food, exploring how to use chopsticks.</p> <p>Creating Chinese money envelopes.</p> <p>Art- colour mixing and using a range of tools.</p> <p>Passover Vaisakhi Robert Scott Matthew Henson</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Observing changes in the seasons from winter to spring. New life, baby animals, birds etc. Special religious places Belonging to a group</p> <p>Making props to retell stories in detail.</p> <p>Jack and beanstalk – planting beans – observe growth & change – how do we care for plants.</p> <p>Building bridges/boats for the gingerbread man to get across the river.</p> <p>Baking gingerbread men – explore ingredients/ observe changes.</p> <p>Waterproof materials/ what happens to the gingerbread man if he gets wet? Compare locations – country & woods to town.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p>	<p>Add features to a monster – Different coloured playdough – Coping the pictures to create a monster. Create a friend for the Gruffalo design and make. Build a house for the bog baby Rules for The Thing. How can you care for a creature?</p> <p>Explore the different living areas for a monster.</p> <p>What makes a good helper?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments,</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pirate dress-up day. Creating treasure maps / treasure hunts.</p> <p>Exploring maps - looking at land, sea, rivers, different countries.</p> <p>Exploring sea creatures – making 3D sea creatures. Creating sea collages.</p> <p>Finding out about whales.</p> <p>Looking at sea pollution – how to care for our oceans</p> <p>The creation stories</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live</p>
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Reception Long Term Plan

2025-2026

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>
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Reception Long Term Plan

2025-2026

			Sing in a group or on their own, increasingly matching the pitch and following the melody	Invent, adapt and recount narratives and stories with peers and their teacher.		
MUD KITCHEN	Mud- Pots pans – Rules. ENHANCE- Pumpkins butternut squash,	Mud- Autumn resources – Leaves and Sticks- ENHANCE- with pinecones, conkers, acorns	Ice blocks Glitter ENHANCE- Frozen tea party Frozen balloons Glowsticks	Porridge / food Beans Noodles Blossom ENHANCE- Café Recipe- menu order forms	Coloured water Leaves Flowers Glitter ENHANCE- Potion Making Design and make a potion	Shells Corals Blue water
Discreet Subjects PE/ PSED	<p><u>PSED / PSHE</u> Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings</p> <p><u>PE</u> Intro to PE - 2</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>	<p><u>PSED / PSHE</u> Valuing Differences I’m special, you’re special Same and different Same and different families Same and different homes I am caring I am a friend</p> <p><u>PE</u> Ball Skills</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p><u>PSED / PSHE</u> Keeping Safe What’s safe to go in my body? Keeping my self safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p><u>PE</u> Dance</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-</p>	<p><u>PSED / PSHE</u> Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p> <p><u>PE</u> Fundamentals</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p>	<p><u>PSED / PSHE</u> Growing and Changing Seasons Life stages – Plants, animals, humans Life Stages – Human Life stages – Who will I be? Where do babies come from? Getting Bigger Me and my body – girls and boys.</p> <p><u>PE</u> Games</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p><u>PSED / PSHE</u> Being my Best Bouncing back when things go wrong Yes, I can! Healthy Eating My healthy mind Move your body A good night’s sleep</p> <p><u>PE</u> Gymnastics (Athletics for sports day practice in provision / extra session)</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills</p>

Reception Long Term Plan

2025-2026

	Progress towards a more fluent style of moving, with developing control and grace.	Develop overall body-strength, balance, co-ordination and agility.	strength, balance, co-ordination and agility	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop overall body-strength, balance, co-ordination and agility. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	including: throwing, catching, kicking, passing, batting, and aiming Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
R.E	Which places are special to members of our community? E.1	Why are some objects special? E.2	Who cares for me and how do I help others? E.3	Who belongs in my family and community? E.4	How do people celebrate special times? E.5	How do we understand and care for the world? E.6