

Reception Long Term Plan
Progression in Knowledge and skills

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Literacy Word reading Phonics (Little Wandle)	<p>Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 ck e u r Week 5 h b f l Is, l, the</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>Week 1 ff ll ss j Put pull full as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and</p>	<p>Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p>	<p>Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCVC CCVC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, - ed /id/ /ed/ -est out today</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes</p>	<p>Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p> <p>To read words with phase 3 long vowel sounds with</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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		<p>sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To read books matching their phonics ability</p>	<p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>(-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, - est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
<p>Literacy Reading / comprehension</p>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their</p>	<p>To answer questions about what they have read</p> <p>To know that information can be</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in</p>

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	them the correct way and turning pages	To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes			experiences of books	retrieved from books	stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Literacy Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p>	<p>To form lowercase and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>

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					To spell some taught tricky words correctly To begin to read their work back	To spell some taught tricky words correctly To read their work back and check it makes sense	
Maths	<p>Early mathematical experiences</p> <ul style="list-style-type: none"> -Classifying objects based on one attribute -Matching equal and unequal sets -Comparing objects and sets -Ordering objects and sets <p>Pattern and early number</p> <ul style="list-style-type: none"> -Recognise, describe, copy and extend colour and size patterns -Count and represent the numbers 1 to 3 -Estimate and check by counting 	<p>Numbers within 6</p> <ul style="list-style-type: none"> -Count up to six objects. -One more or one fewer -Order numbers 1 – 6 -Conservation of numbers within six <p>Addition and subtraction within 6</p> <ul style="list-style-type: none"> -Explore zero -Explore addition and subtraction <p>Measures</p> <ul style="list-style-type: none"> -Estimate, order compare, discuss and explore capacity, weight and lengths <p>Shape and sorting</p> <ul style="list-style-type: none"> -Describe, and sort 3-D shapes -Describe position accurately 	<p>Numbers within 10</p> <ul style="list-style-type: none"> -Count up to ten objects -Represent, order and explore numbers to ten -One more or fewer, one greater or less <p>Calendar and time</p> <ul style="list-style-type: none"> -Days of the week, seasons -Sequence daily events <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> -Explore addition as counting on and subtraction as taking away <p>Grouping and sharing</p>	<p>Number patterns within 15</p> <ul style="list-style-type: none"> -Count up to 15 objects and recognise different representations -Order and explore number patterns to 15 -One more or fewer <p>Doubling and halving</p> <ul style="list-style-type: none"> -Doubling and halving -Relationship between doubling and halving <p>Shape and pattern</p> <ul style="list-style-type: none"> -Describe and sort 2-D and 3-D shapes -Recognise, complete and create patterns 	<p>Securing addition and subtraction facts</p> <ul style="list-style-type: none"> -Commutativity - Explore addition and subtraction -Compare two amounts <p>Number patterns within 20</p> <ul style="list-style-type: none"> -Count up to 10 and beyond with objects -Represent, compare and explore numbers to 20 -One more or fewer <p>Number patterns beyond 20</p> <ul style="list-style-type: none"> -One more one less -Estimate and count -Grouping and sharing 	<p>Money</p> <ul style="list-style-type: none"> -Coin recognition and values -Combinations to total 20p -Change from 10p <p>Measures</p> <ul style="list-style-type: none"> -Describe capacities -Compare volumes -Compare weights - Estimate, compare and order lengths <p>Exploration of patterns in number</p> <ul style="list-style-type: none"> -Explore numbers and strategies - Recognise and 	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including</p>

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			<ul style="list-style-type: none"> -Counting and sharing in equal groups -Grouping into fives and tens -Relationship between grouping and sharing 			<ul style="list-style-type: none"> extend patterns -Apply number, shape and measures knowledge -Count forwards and backward 	evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Families from the past and families from the present to make comparisons.</p> <p>Summer – Autumn effects of natural changes Describing what they see hear and feel outside</p> <p>Hannukah Harvest</p>	<p>Familiar situations in the past – toys, transport, houses, clothes etc</p> <p>Places are special to members of the community (visitors – places of worship)</p> <p>Diwali Christmas</p> <p>Books – fictions, non fictions, rhymes, songs</p>	<p>Local area – maps</p> <p>Recognising some environments that are different to the one in which they live</p> <p>Meeting people in the community who help us.</p> <p>Chinese New Year</p> <p>Books – fictions, non fictions, rhymes, songs</p>	<p>Compare places in this country to life in other countries (hot/cold/cultures etc)</p> <p>Winter – Spring effects of natural changes Describe what they see, hear, feel outside</p> <p>Shrove Tuesday/Lent Easter Mothers Day</p> <p>Books – fictions, non fictions, rhymes, songs</p>	<p>Looking after our world – environmental issues</p> <p>Growing plants and animals</p> <p>Spring – Summer effects of natural changes. Describe what they see, hear and feel outside.</p> <p>Ramadan</p> <p>Books – fictions, non fictions, rhymes, songs</p>	<p>Exploring natural processes sound, light and forces.</p> <p>Eid</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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	Books – fictions, non fictions, rhymes, songs					Books – fictions, non fictions, rhymes, songs	been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps
Expressive Arts and Design Creating with materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (to be confirmed)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p>	

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	<p>To use non statutory measures (spoons, cups)</p> <p>To use different construction materials</p>			<p>To use non statutory measures (spoons, cups)</p> <p>To know the names of tools</p>	<p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p>	<p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	
<p>Expressive Arts and Design</p> <p>Being imaginative and expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes</p>	

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	To use costumes and resources to act out narratives	To use costumes and resources to act out narratives				and resources	
Music (Charanga)	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Consolidation	
Physical Development Fine Motor	To use a dominant hand To mark make using different shapes	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out	To hold scissors correctly and cut various materials	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.

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	<p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>posture – sitting on the floor</p> <p>Holding a pencil effectively</p> <p>To hold a fork and spoon correctly</p>	<p>along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin (hammers and pins)</p>	<p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>and control the size of letters</p>	<p>To paint using thinner paintbrushes</p>	<p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Physical development</p> <p>Gross Motor</p>	<p>To move safely in a space</p> <p>To stop safely To develop control when using equipment</p> <p>To follow a path and take turns</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination,</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>

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	To work cooperatively with a partner	To explore different ways to travel using equipment	<p>communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score To work cooperatively as a team</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>PSED</p> <p>Self Regulation</p>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for</p>

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	To follow one step instructions					three steps or more	what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
PSED Managing self	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and outdoor messy play (wet suits)	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSED Building relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

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		To have positive relationships with all Year R staff				To have strong friendships	Show sensitivity to their own and to others' needs.
Communication and Language <i>Listening, Attention and understanding</i>	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language <i>Speaking</i>	To talk in front of a small group To talk to class teacher and TAs To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class-standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of

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							past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religions: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	Theme: Easter Key Question: What is Easter? Religions: Christianity	Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	