



Reception Long Term Plan 2025-2026

Love one another.

2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	From Little Seeds Grow Mighty Trees	Crackling, Crunching, Crinkling	Feeling Frosty	Spring Has Sprung	Fresh as a Daisy	Rays of Sunshine
Communication and Language Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> - Know the different ways they can show they are listening and understanding when engaged in conversation. - Demonstrate understanding of what is being discussed by contributing to small-group conversations. - Adapt their own language of past and present tense based on the model of a teacher. - Work alongside a teacher to create and perform helicopter stories. - Talk to a teacher and peers about what has happened, what is happening and what will happen. - Communicate with the lunchtime staff to order their lunch using appropriate language. 	<ul style="list-style-type: none"> - Initially respond to adult led conversations and then continue to share their ideas. - Use a variety of question starters to develop understanding of a specific topic. - During play engage in conversation with peers, having a conversation about their play and other topics. - Imitate a teacher's model of using memorable vocabulary. 	<ul style="list-style-type: none"> - When engaged in a conversation, demonstrate they are listening using different strategies. - Spontaneously offer comments to whole class conversations. - Use a variety of verbs in all three tenses when talking about their play and experiences out of school. - Develop a love for creating and performing helicopter stories which imbed new vocabulary. - Speak in extended sentences, with the use of conjunctions. - Confidently greet and express their wants and needs with an adult around school, using appropriate language. 	<ul style="list-style-type: none"> - Engage in and instigate conversations of interest to them, during play. - Ask questions to develop their understanding of topics which interest them. - Engage in a back-and-forth conversation led by a teacher during play. - Recall and talk about memorable vocabulary. 	<ul style="list-style-type: none"> - Use eye contact, head movement and appropriate responses to show they are listening and understanding. - Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding. - Talk in the past tense about what they have enjoyed doing in school and at home, using newly introduced language. - Create and perform helicopter stories which use and embed new vocabulary. - Speak in extended sentences, with the use of conjunctions, when talking about what has happened, what is happening and what will happen. 	<ul style="list-style-type: none"> - Respond to adults and their peers to either add to the conversation or provide an answer to a posed question. - Ask questions about a range of topics (stories, the natural world, different cultures, their immediate environment etc.) in order to clarify their understanding. - Engage in a meaningful back and forth conversation during play with a peer or teacher where both parties contribute. - Consistently use new and memorable vocabulary, acquired from a range of texts, through imaginative play. - Communicate with adults around school in a variety of contexts using appropriate language.
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	<ul style="list-style-type: none"> - Observe teacher models on regulating a range of big emotions and talk about which might work for them. - Independently consider how play-related goals can be achieved and begin to talk about this with peers. - Study and imitate turn-taking and sharing strategies which are modelled by teachers. - Explore their learning environment and talk about which play opportunities they find most enjoyable. - Work with peers when working towards play goals. - With support and reminders from teachers, change self to be ready for PE and forest school. - Play with a variety of peers depending on the chosen Learning Through Play opportunity. - Use talk and play to build relationships with teachers and their peers. - Be introduced to the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with peers when they are feeling a range of emotions. - Talk to teachers and peers about how they demonstrate a 'never give up' attitude. - With teacher guidance, complete instructions with multiple steps. - Know and have a say in creating a set of class rules which must be agreed upon and followed by all. - Know the rules which make up the highway code and which elements apply to pedestrians. - Talk about and take part in activities which keep us healthy including exercise, diet, washing and dental care. - Study – and begin to imitate - teacher models for resolving conflicts with their peers. - Recognise and build relationships with members of the school's Senior Leadership Team. 	<ul style="list-style-type: none"> - Approach teachers when they are feeling a big emotion and talk about regulating these feelings. - Set themselves a goal and talk to peers and teachers about how they intend to achieve it. - Use different strategies to ensure toys and equipment are shared fairly. - Follow their own interests, playing with a varied group of peers. - Ask teachers for support when working towards a goal which they are having difficulty with. - Dress and undress for PE and forest school, knowing the correct order actions should be done. - Develop relationships with a variety of peers. - Vary talk and behaviour based on whether they are speaking to a peer or a teacher. - Recognise and build relationships with the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with their peers about strategies they use when feeling big emotions. - Talk with teachers about how they can improve their work and play-related learning activities. - Follow instructions with multiple steps where reminders may be required. - Know rules which apply to the whole school and understand how these can be followed. - Understand how the highway code keeps them safe. - Identify examples of healthy and unhealthy food choices. - With teacher support, resolve peer conflicts through strategies which have been modelled. - Recognise and build relationships with teachers from other classes around school. 	<ul style="list-style-type: none"> - Identify when they are feeling big emotions and know how to regulate these feelings independently. - When playing, choose and talk about goals and adapt their approach if initially unsuccessfully. - Know when they need to wait patiently – to talk to a teacher, to play with a toy, to go outside etc. - Choose a play opportunity which interests them regardless of their friendships group's choices. - Call upon a range of sources of support when working towards a goal, including books. - Independently dress and undress for PE and forest school in a timely manner. - Play and have individual relationships with a variety of peers. - Have positive relationships with both teachers and peers and understand how these differ. 	<ul style="list-style-type: none"> - Recognise when a peer is feeling a big emotion and know how to support them in regulating emotions. - Consistently demonstrate resilience when working towards goals which they have set themselves. - Follow instructions with several steps and remain disciplined to ensure they are followed accurately. - Know the consequences for not following rules and understand why consequences exist. - Follow the highway code around school and cross a zebra crossing safely. - Talk about the importance of a healthy diet, including caring for their teeth. - Independently resolve conflicts with peers through modelled strategies. - Adopt positive behaviours towards all members of the school community. - Know the purpose of the school's pastoral team.
Physical Development Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> - Experiment using alternating feet to push when riding a scooter to see which works better. - With support from an adult, move across a low balance beam, using the non-supported hand for balance. - Hold a rope in both hands and throw it overhead to retrieve a cone. - Explore different ways of leaping and use them in dance routines. - Follow lines and patterns, with increasing accuracy, when holding a pencil. - Practise obstacle courses to familiarise self with 'under', 'over', 'around' and 'through'. - Safely use a knife to cut food whilst holding it in place. <p>Introduction to PE: Unit 2</p>	<ul style="list-style-type: none"> - Begin to play games, previously taught and led by an adult, independently and follow the known rules. - Catch a bean bag using one hand, throwing it up and catching independently. - Begin to move rhythmically and dance in response to changes in the music. - Use thick paint brushes, using the whole arm to paint a large surface. - Follow lines, including gentle curves, when using scissors independently. - Thread laces through increasingly smaller holes. - Apply glue to smaller materials by rubbing on the top of a glue stick. - Practise scrubbing technique, experimenting with pace and pressure to avoid pain and damage to teeth. <p>Dance: Unit 2</p>	<ul style="list-style-type: none"> - When riding a balance bike, make simple turns and changes of direction by leaning body left and right. - When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this. - Step onto a low balance beam, with support, and then balance in position independently. - Skip using a rope held themselves, jumping with both feet. - Experiment with different balances and use them in dance routines. - Write and draw in different directions, including curves and angles, to promote dynamism. - Use a fork to hold food in place whilst the knife cuts. <p>Gymnastics: Unit 2</p>	<ul style="list-style-type: none"> - Use the handle to make simple turns when riding a scooter with both feet off the ground. - Play games, indoors and outdoors, and make suggestions for new rules. - Receive an underarm throw of a ball or bean bag and catch using one or two hands. - Dance to music and make changes to routines and movements. - Paint using a fine brush using a tripod grip for detail. - Manipulate paper, as well as scissors, when cutting more dramatic curves and changes of direction. - Practise lace-tying on a board using two differently coloured ends. - Apply PVA glue using a spatula in specific places. - Independently apply toothpaste to a toothbrush. <p>Fundamentals: Unit 2</p>	<ul style="list-style-type: none"> - When riding a balance bike, follow a set path using alternating feet to acceleration and deceleration. - Throw a wider variety of objects further distances and at given targets. - Skip using a rope they hold themselves, attempting to hop on alternating feet. - Use leaps and balances in their dance routines. - Hold a pencil using a dynamic tripod grip, using fingers for control when writing and drawing. - Do and undo small buttons on clothing. - Hold and use a knife and fork independently when eating, including cutting. - Independently hold and use a toothbrush to brush teeth effectively. <p>Ball Skills: Unit 2</p>	<ul style="list-style-type: none"> - Ride a scooter, using one foot to push and then resting both feet on the scooter. Use the handle to turn and follow a set path. - Create and set the rules for games to be played indoors and outdoors, sharing these with peers. - Catch smaller objects from greater distances. - Walk along a low, narrow balance beam, using arms for control. - Represent thoughts and feelings through dances and movements. - Use scissors to cut complex shapes, such as figures. - Tie shoelaces independently - Choose from and use a selection of adhesives which are fit for purpose. - Manipulate the grip on a paintbrush for effect. <p>Games: Unit 2</p>
Literacy Comprehension Word Reading Writing	<ul style="list-style-type: none"> - Use props, provided by the teacher, to support retells of familiar stories. - Make predictions based on clues provided by the teacher. - Recognise key words around the classroom (toilet, sink, window, table, chair etc.). - Sing the alphabet song and know that each of these letter names has a corresponding sound. - Practise sounding out and blending CVC words as part of phonics lessons. - Understand that taught sounds will have a corresponding grapheme of one or more letters. - Use writing during play when explicit opportunities are provided (lists, orders, instructions etc.). <p>Phase 1 Listening Skills and Phase 2</p>	<ul style="list-style-type: none"> - Use their own vocabulary when retelling or developing helicopter stories. - Remember some of the values of the school and talk about them. - Identify when a pair of words rhyme and then add a third word which also rhymes. - Know that tricky words cannot be sounded out phonetically. - Know what digraphs and trigraphs are and begin to learn a selection and the letter names involved. - Blend sounds to read 4- and 5-letter words. - Know the correct letter formation for each letter of the alphabet based on pen pals. - When writing multiple words, use a finger space between them. With a manipulative for support if needed. <p>Phase 2</p>	<ul style="list-style-type: none"> - When retelling stories, refer directly to vocabulary drawn from the original text. - Make predictions based on what has been read so far, including the front cover and blurb.2 - Recognise the names of their teachers and other significant adults in school. - Know each sound for all 26 letters of the alphabet. - Sound out and attempt to blend key and newly-introduced vocabulary around the classroom. - For taught sounds, including digraphs and trigraphs, know the corresponding graphemes. - Use writing spontaneously during their play, for example, labelling a model they have created. - End sentences with a full stop. <p>Phase 2 consolidation and Phase 3</p>	<ul style="list-style-type: none"> - Use direct quotations from known stories when developing a helicopter story. - Know the meaning of the words which make up school values. - Predict the final word in a sentence knowing that it will complete a rhyming pair. - Use phonics knowledge to identify the 'tricky' part of words. - Knows to search for and spot digraphs and trigraphs within words before sounding out and blending. - Blend sounds, including digraphs and trigraphs, to read words. - Write each letter of the alphabet, mostly using the correct formation. - Know that sentences, as well as names start with a capital letter. <p>Phase 3 consolidation and Phase 4</p>	<ul style="list-style-type: none"> - Use props and vocabulary drawn from the text when retelling a wide range of stories. - Make predictions based on their understanding of the text and the world around them. - Recognise the written names of their peers, family members and the words which make up the school values. - Know the letter names and each corresponding sound for all letters of the alphabet. - Apply phonics skills when reading labels and signs around the school. - Sound out words and identify corresponding graphemes for each sound to write decodable words. - Consistently use writing as part of their Learning Through Play, particularly during role play. - Write sentences with capital letters, finger spaces and full stops. <p>Phase 4</p>	<ul style="list-style-type: none"> - Combine their own words and those from known texts when retelling or creating a helicopter story. - Understand school values and discuss how they can embody them. - Recognise words which rhyme and continue rhyming strings. - Read all taught common exception words and have an understanding as to what makes them 'tricky'. - Use blending skills to read a group of words and decode this as a sentence. - Write each letter of the alphabet with the correct formation. - Write a postcard to their future self which talks about their time in Reception Class. <p>Phase 4 consolidation</p>



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<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p>	<ul style="list-style-type: none"> - Recognise whether there are 1, 2 or 3 objects in a group. - Write the numbers 1-10 using the correct digit formation. - Experiment with adding more and taking away manipulatives from amounts up to 20. - Count beyond 10 and back to 0 without the use of manipulatives. - Name squares, triangles and circles on sight and use them in their play. - Continue repeating patterns which have been created by teachers and their peers. - Know that equal numbers can be shared into 2 equal groups and odd numbers have an 'odd one'. - Estimate quantities without the use of known facts. <p>Subitising, Counting, Ordinality and Cardinality, Composition and Comparison.</p>	<ul style="list-style-type: none"> - Continue to use manipulatives to identify number bonds for 1-5 and begin to memorise these. - Match numerals, words and quantities for the numbers 1-10. - Add and take away from manipulatives to find 'one more' and 'one less' than numbers up to 20. - Know that the final number used when counting objects indicates the total quantity of those objects. - Know that a double is when a number is added to itself. - Share numbers up to 20 into 2 equal groups as a class or during play. - Use 'est' words when talking about lengths, weights and capacities. <p>Comparison, Composition, Counting, Ordinality and Cardinality</p>	<ul style="list-style-type: none"> - Subitise numbers up to 5 speedily where amounts are represented pictorially or through manipulatives. - Write and number from 1-20 using the correct digit formation. - Create numbers using manipulatives and then take some away to make a new number. - Count to 20 from 0 and back to 0 from teen numbers. - Talk about the shapes they can see in their learning environment. - Create repeating patterns with three variables, using colours, shapes and manipulatives. - Find odd and even numbers through equal sharing and recalling prior modelling. - Base estimations on known facts ("Here are 10 marbles, how many do you estimate are here?") <p>Subitising, Counting, Ordinality and Cardinality and Composition.</p>	<ul style="list-style-type: none"> - Mentally recall all number bonds for 1-5 without the use of manipulatives. - Match numerals, words and quantities for any number up to 20. - Use a number line to recognise 'one more' and 'one less' for numbers up to 20. - Use ordinal numbers during play and when discussing dates and race results. - Count two groups of objects and state the total of each. - Use manipulatives to identify double facts for numbers 1-5. - Share numbers up to 20 into varying numbers of groups and apply this in their play. - Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fullest. <p>Counting, Ordinality and Cardinality, Comparison and Composition.</p>	<ul style="list-style-type: none"> - Use ten frames and Hungarian frames to count numbers between 5 and 10 speedily. - Match numerals to words for numbers from 1-20 and recall correct formation. - Use manipulatives to solve subtraction problems by taking away amounts from numbers up to 20. - Count beyond 20 from any number and back to 0 from any number up to 20. - Recognise rectangles, circles and triangles and use these shapes in their play. - Create repeating patterns – beyond AB – using shapes and other manipulatives. - Know the odd and even numbers up to 10 from memory. - Make sensible estimations when studying groups of objects and then compare these to actual amounts. <p>Counting, Ordinality and Cardinality, Subitising, Composition and Comparison.</p>	<ul style="list-style-type: none"> - Recall some number bonds for the numbers 6-10, including subtraction facts. - Match numerals and words to quantities beyond 20 by counting to that amount. - Instantly recall 'one more' and 'one less' than any number up to 20. - Use both cardinal and ordinal numbers when counting and ordering. - Use the language 'greater than' and 'less than' when comparing quantities. - Recall double facts for numbers 1-5 from memory. - Share objects up to 20 into equal groups and decide what should be done with any left over. - Compare lengths, weights and capacities using 'er' words as well as 'est'. <p>Review and Assess</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> - Knows the date of their birthday and this does not change. - Study images from the past and present to identify changes to the natural world over time. - Knows when, how and why different religious festivals are celebrated during the year. - Knows the names of and recognises members of the school's pastoral team. 	<ul style="list-style-type: none"> - When talking about the past and future, uses 'yesterday' and 'tomorrow' mostly accurately. - Identifies changes over time to objects in the world around them (ice, plants, food etc.). - Talk with teachers about personal events which they consider to be significant 	<ul style="list-style-type: none"> - Understands that time passes in sequential order and there are repeating patterns in our lives. - Look at the natural world in our immediate environment and talk about changes over time. - Talk about events and celebrations, including religious, which they observe and how. - Knows the names of and recognises members of the school's safeguarding team. 	<ul style="list-style-type: none"> - Uses the names of days and months when talking about the past or significant events. - Understand that some changes cannot be reversed as time passes. - Add specific details when recounting experiences to peers and teachers. 	<ul style="list-style-type: none"> - Knows the repeating patterns of days and months. - Recognise how the world has changed over periods of time. - Describes multiple events and celebrations, including religious, which take place during the year. - Know the name of the current Monarch and Prime Minister. 	<ul style="list-style-type: none"> - Uses 'last...' and 'next...' in relation to week's months and years to talk about the past and future. - Recognise how the passage of time has changed them and the people around them. - Talk confidently, and in increasing detail, about the past and present events in their own life. - Know and talk about how they have changed during their time in Reception.
<p>Religious Education</p>	<p>Being special: Where do we belong?</p> <ul style="list-style-type: none"> -Retell religious stories, making connections with personal experiences. -Share and record occasions when things have happened in their lives that made them feel special. -Recall simply what happens at a traditional Christmas infant baptism and dedication. -Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Why is Christmas special to Christians?</p> <ul style="list-style-type: none"> -Talk about people who are special to them. -Say what makes their family and friends special to them. -Recall simply what happens at a traditional Christian festival (Christmas) -Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. -Retell religious stories, making connections with personal experiences. 	<p>Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> -Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. -Retell stories, talking about what they say about the world, God, human beings. -Think about the wonders of the natural world, expressing ideas and feelings. -Say how and when Christians like to thank their Creator. -Talk about what people do to mess up the world and what they do to look after it. 	<p>Why is Easter special to Christians?</p> <ul style="list-style-type: none"> -Recognise and retell stories connected with celebration of Easter. -Talk about ideas of new life in nature. -Recognise some symbols Christians use during Holy week e.g. palm leaves, cross, eggs etc and make connections with signs of new life in nature. -Talk about some ways Christians remember these stories at Easter. 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> -Talk about somewhere that is special to themselves, saying why. -Recognise that some religious people have places which have special meaning for them. -Talk about the things that are special and valued in a place of worship -Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. -Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. -Express a personal response to the natural world. 	<p>What times/stories are special and why?</p> <ul style="list-style-type: none"> -Talk about some religious stories -Recognise some religious words e.g. about God -Identify some of their own feelings in the stories they hear. -Identify a sacred text e.g. Bible, Torah -Talk about some of the things these stories teach believers (for example, what Jesus teachers about being friends with the friendless in the story of Zacchaeus: what Jesus' story about the ten lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right) etc.
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> -Explore colour mixing through a variety of mediums eg. Powder paint, water colour, puddle painting. -Hold a paintbrush or chunky mark making tool with the child's chosen grip. -Begin to print with purpose. -Draws things that they observe eg. A flower. -Shape and model different sculptures, eg. Playdough, clay, junk modelling. -Sing a wide range of songs to themselves, often creating their own songs and words. -Move and dance to music in different ways, e.g. skipping, swaying, jumping, rolling into dance movements. -Use their imagination to turn the everyday into the extraordinary, e.g. turning a box into a farmyard. 	<ul style="list-style-type: none"> -Develop tripod grip by experiencing fine motor strengthening activities. -Hold a paintbrush with increasing control. -Experiment with different textures of stamps and materials to print on. -Prints a repeated pattern which could alternate in shape, size, or colour. -Draws objects and events from memory eg. Weekend news or a recount of an event. -Explore a different range of 3D work; clay, dough, boxes, wire, paper sculpture, mod roc. -Know a wide range of songs including nursery rhymes, rules and routine songs. -Perform in the Reception Christmas Production and sing as part of a chorus, to an audience. 	<ul style="list-style-type: none"> -Experiment how adding black and white can deepen and lighten a colour. -Printing objects to make a pattern or picture. -Draws bodies of an appropriate size for what they are drawing. -Can explain a drawing and use their knowledge of shape to influence the structure of the artwork. -Explore a wide range of mark making materials and tools. -Work as a group with the support of a teacher to create a 3D model or structure. -Sing in a group, matching pitch and following melody with their peers. -Choose instruments/sounds for their own imaginative purposes, e.g., a shaker to represent rain, a drum to represent a dinosaur. -Immerse themselves in creating different characters and personas when Learning Through Play. 	<ul style="list-style-type: none"> -Colour match to a specific colour and shade. -Hold a paintbrush (or chosen tool) using a tripod grip. -Create patterns or meaningful pictures when printing. -Draws with more precision and creates an image which is identifiable. -Choose a mark making tool with a purpose in mind and create the planned image. -Imagine and plan a 3D sculpture to make. -Sing by themselves, matching pitch and following melody. -Listen to a song and create their own dance movements. 	<ul style="list-style-type: none"> -Select/mix specific colours and medium to paint with. -Understands how colours can relate to feelings, temperature and setting. -Paints a picture with purpose and control. -Can improve their painting by editing colours at adding additional detail. -Print on top of previous work to explore different printing tools and colours. -Creates a pattern with smaller, more intricate stamps and materials. -Draws in response to their feelings. -Interpret music through a planned, sequenced dance routine as part of a group. -Use instruments to add interest when telling a story. -Create a short helicopter story and perform it to their peers. 	<ul style="list-style-type: none"> -Know the primary colours and the combinations required to produce desired secondary colours. -Hold a paintbrush or chosen mark making tool with a tripod grip and use with control and precision. -Print a meaningful pattern which contains a range of stamping tools and colours. -Independently select additional tools (stamps, rollers etc) to improve their painting. -Draws with detail (bodies with sausage limbs and additional features.) -Draws self-portraits, landscapes, and buildings/cityscapes. -Sculpt using a vast array of tools and materials. -Compose music, using a variety of instruments, which explore tempo, pitch, dynamics and timbre. -Critique the expressive work of others using appropriate vocabulary.



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Contextual Experiences and Additional Opportunities	Diwali Bonfire Night Making bread for Harvest Harvest Service Staff Story Sharing	Dentist Visit Christmas Nativity Performance Christmas Experience Post box visit	Storyteller Visit Wood Walks Library Visit Chinese New Year	Chick eggs Easter Service Class Assembly	Church Visit Celebrating Eid Beekeeper visitor	School trip – Queenswood – Surviving in the wild Link with different school
Key Texts and Rhymes	Our Class is a Family The Colour Monster The Leaf Thief Pick a Pet The Billy Goats Gruff Meet the Planets The Little Red Hen The Best Diwali Ever	Once Upon a Fairytale Something Else Clarabella's teeth The Leaf Hunt This is how we do it The Jolly Christmas Postman The Christmas Story	The Big Book of Birds Goldilocks and just one bear Squirrels who Squabbled Luna loves library day Ruby's Chinese New Year	Ravi's Roar Little Red I'm more than a sheep	Six Little Chicks The most exciting Eid Here we are Greta and the Giants The Odd Fish Betsy Buglove Saves the Bees Do you love bugs?	Tad Children around the world This is how we do it The Princess and the Pea Children of the world