



Dunstall Hill Primary School – Long Term Planning 2022 – 2023

For Reception

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topics | All About Ourselves | Out of darkness | In the garden | Fairy dust & Fire | Shiver me timbers | Is it a bird? Is it a plane? |
| Books that Link | Owl Babies Funny bones Peace at last Brown bear, brown bear what can you see | Starry Night/Diwali/Firework Night The Owl who was afraid of the dark? Night Monkey Day Monkey One Snowy Night Christmas Story | The Very hungry caterpillar We're Going on a Bear Hunt The Very Busy Spider The Bad Tempered Ladybird | Thumbelina The Princess and the Pea George and the Dragon The Dragon Machine You can't eat a princess Non-Fiction: Castles | Flinn and the pirate dinosaurs The little pirate Pirates love underpants | Super Daisy Superworm Supertato Superduck |
| Visits/visitor/residential (date and place/person) | RWI parent workshops | Stunning Starts Diwali stay and play parent workshop Fabulous Finish Stay and play parent Christmas decorations workshops | Stunning Starts Asda local work Fabulous Finish Teddys Bears Picnic (planting and growing) | Stunning Starts Library local walk Fabulous Finish Knights visit into school | Stunning Starts Telford Town Park Fabulous Finish Shiver me Timbers Pirate party | Stunning Starts Farm visit – What animals can we see? Fabulous finish – Animal man |
| Parents invited in (Class assembly/workshop) | RWI parent workshops Story time stay and play on Friday afternoons with parents. | Diwali Parents Workshop Christmas decorations stay and play Nativity | Parents workshop Stay and play Maths Parent workshops Stay and play Numi com Rekenreks | Parents workshop – Bug ball Stay and play | Parents workshop Stay and play | Parents workshop Stay and play |

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| | | | Stories to use for maths | | | |
| Key Dates | Eid al-Asha/Diwali/Rosh Hashlana International Literacy Day Roald Dahl Day European Day of Languages Black History Month (Oct) Bonfire Night Remembrance Day Anti Bullying Week Road Safety Week St Andrew's Day Christmas/Hanukah | Martin Luther King Day World Religion Day Burn's Night National Storytelling Week Chinese New Year Pancake Day St David's Day Ash Wednesday/Lent World Book Day British Science Week World Autism Awareness Easter St George's Day Shakespeare Day World poetry Day St Patrick's Day Mothering Sunday | | Children's Book Week Deaf Awareness Week National Day of Prayer VE Day Vesak/Buddha Day Florence Nightingale's Birthday Walk to School Week Ramadan Father's day Refugee Week Eid al-Fir Wimbledon Tour de France | | |
| Subjects Voice 21 link to subjects and early communication skills | <p>Physical</p> <ul style="list-style-type: none"> ● To speak audibly so they can be heard and understood (Autumn term teach. Model and support throughout the year during high quality interactions.) ● To use gestures to support meaning in play (Autumn term teach. Model and support throughout the year during high quality interactions.) <p>Linguistic</p> <ul style="list-style-type: none"> ● To use talk in play to practice new vocabulary (Autumn term teach. Model and support throughout the year) ● To join phrases with words such as 'if', 'because' 'so' 'could' 'but' (Spring term teach. Model and support throughout the year during high quality interactions) <p>Cognitive</p> <ul style="list-style-type: none"> ● To use 'because' to develop their ideas (Spring term model during high quality interactions. Teach in the summer term) ● To make relevant contributions and asks questions (Spring term model during high quality interactions. Teach in the summer term) ● To describe events that have happened to them in detail. (Describing events teach in the autumn term. Progress over the year to extend the level of detail.) | | | | | |

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| | Social and emotional <ul style="list-style-type: none"> ● To look at someone who is speaking to them (Autumn term and extend and model during high quality interactions over the year.) ● To take turns to speak when working in a group (Autumn term and extend and model during high quality interactions over the year.) | | | | | |
| Personal Social Emotional Development | Class rules, routines, making relationships, new beginnings, sharing. Talk about self, home and community. Describe self in positive terms and abilities. | Turn Taking, Sharing, Making Choices, Resolving conflicts, | | | Turn Taking, Sharing, Making Choices, Resolving conflicts, Play games with rules, | |
| Understanding the world | Me and my family, where I live, bodies, senses, similarities and differences, Doctors and dentist. Tech: Self portraits, 3d homes, Where we come from. Autumn | Cultures, Celebrations, Seasons and changes. Nativity Christmas Story. Tech: Retell Xmas story – green screen. | Past and present events. | Growth, decay, changes, differences Environments, Spring | Habitats/environments, Summer | People who help us, Doctors, nurses, police officers, firemen/women, teachers. Pets who help us. |
| Physical Development | Balance/ Fundamental Movement Skills 2 | Gymnastics 1 | Gymnastics 2 | Dance | Invasion Game Skills 1 | Target Games 1 (Sports Day Practise – Athletics 1) |
| Expressive arts & Design | Self portraits, construction modelling, home corner, Bodies/skeletons, emotions | Diya lamps, Rangoli patterns (colour mixing), Fireworks, Christmas | Castles, dragons (junk modelling). | Habitats for minibeasts/bug hotels | Pirate Flags, ships, treasure maps, collages of islands | Superhero capes, vehicles, masks, |

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| <p>SMSC/BV/School of Sanctuary Links</p> | <p>Worry Box, Circle time, class rules,</p> | <p>Recognise, respect and celebrate different cultures and traditions.</p> | <p>Distinguish between right or wrong Abiding by Law- People who help us eg Police</p> | <p>Taking responsibility for own actions such as looking after property</p> | <p>Refugee Week</p> | <p>Giving opinions and viewpoints – relate to democracy</p> |
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