



Dunstall Hill Primary School – Long Term Planning 2023 – 2024 – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Transport Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Books	<p>Referenced in UtW Plan: Dan and Diesel by Charlotte Hudson Hari's Box by Juliet Bell Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang</p> <p>Additional Suggestions: Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival a Great Big Cuddle (poetry) by Michael Rosen the Gingerbread Man Goldilocks and the Three Bears the Tiger Child (Indian Traditional Story)</p> <p>Talk for writing / Literacy: The three billy goats gruff</p>	<p>Referenced in UtW Plan: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and nonfiction books about transport around the world. Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bently Shackleton's Journey by William Grill Additional</p> <p>Suggestions: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone the Christmas Story The Story of Diwali How the Leopard got his spots (Aesop's Fable)</p>	<p>Referenced in UtW Plan: Caroline's Comets by Emily Arnold McCulley Look Up by Nathan Bryon Astro Girl by Ken Wilson Max How the Stars came to be by Poonam Mistry the Hunting of the Great Bear (Native American Traditional Story) Additional Suggestions: Cinderella Jack and the Beanstalk Rosie's Walk The Elephants and the Mice (Indian Folk Tale)</p>	<p>Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk the Enormous Turnip Baba Yaga (Traditional) Additional Suggestions: The Elves and the Shoemaker Rapunzel Noah's Ark the Easter Story the North Wind and the Sun (Aesop's Fable)</p>	<p>Referenced in UtW Plan: Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson the Queen's Hat by Steve Anthony Usborne- Peep inside a castle Additional Suggestions: Jack & the Beanstalk the Ugly Duckling the Princess and the Pea Anansi the Spider (Ghanaian Folk Tale)</p>	<p>Referenced in UtW Plan: Usborne- St George and the Dragon Usborne – Greek Myths for Young Children Additional Suggestions: Little Red Riding Hood The Hare and the Tortoise Alice in Wonderland Robin Hood The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth) Nonsense Poetry e.g., Spike Milligan, Edward Lear.</p>
Visits/Visitors	Local Fire Station talk		Story time at the library	West Park Walk (Local Gardens)	Warwick Castle	
Parental Engagement	Phonics (Set 1) Workshop		Maths Workshop (Number)	World Book Day Celebration	Phonics (Set 2) Workshop	Sports Day
Key Dates	<ul style="list-style-type: none">- International Literacy Day 8th Sep- Roald Dahl Day 13th Sep- International Day of Democracy 15th- National Fitness Day 20th Sep- European Day of Languages 26th Sep- Black History Month / The Big Draw (Oct)- Harvest Festival- World Space Week 4-10th Oct- World Mental Health Day 10th Oct- Recycle Week 16-22nd Oct	<ul style="list-style-type: none">- Bonfire Night 5th Nov- Remembrance Day 11th Nov- Diwali 13th Nov- Maths Week England 13-17th Nov- Anti Bullying Week 13-17th Nov- Road Safety Week 19-25th Nov- Christmas Jumper Day 7th Dec- Christmas 25th Dec	<ul style="list-style-type: none">- Martin Luther King Day 15th Jan- World Religion Day 16th Jan- National Handwriting Day 23rd Jan- Burns Night 25th Jan- National Storytelling Week 29-5th Feb- Number Day 2nd Feb- Children's Mental Health Week 5-11th Feb- Safer Internet Day 7th Feb- Chinese New Year 10th Feb- Pancake Day 13th Feb	<ul style="list-style-type: none">- Women's History Month (March)- World Book Day 2nd Mar- British Science Week 8-17th March- Mothering Sunday 10th Mar- Ramadan 10th Mar – 8th Apr- Comic Relief: Red Nose Day 17th Mar- World Poetry Day 21st Mar- World Water Day 22nd Mar- World Mathematics Day 23rd Mar- Easter 31st Mar	<ul style="list-style-type: none">- World Autism Awareness 2nd Apr- Eid al-Fitr 9-10th Apr- Earth Day 22nd Apr- St George's Day 23rd Apr- Shakespeare Day 23rd Apr- Deaf Awareness Week 7-13th May- VE Day / Buddha's birthday 8th May- Mental Health Awareness 15-21st May- Walk to School Week 20-25th May	<ul style="list-style-type: none">- Vesak 22nd May- Father's Day 16th Jun- Eid al-Adha 16-17th Jun- Refugee Week 17-23rd Jun- National Sports Week 20-24th Jun- World Music Day 21st Jun- South Asian Heritage Month (Jul/Aug)
Communication and Language	<p>My family My school</p> <p>Listen to others one on one or in small groups, e.g., talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g., in songs, poems, familiar stories, call and response games. Understand use of</p>	<p>Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g., in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g., when tidying the classroom children can say where things belong.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g., how do people change as they grow? Use increasingly complex sentences to link thoughts e.g., using 'and,' 'because.' E.g., this plant did not grow well because... This plant grew well because... Use newly</p>	<p>Describe a pretend object in play. based situations, e.g., when role playing a coronation, a child might. use props for their orb and sceptre. Question to understand why things happen e.g., who, what, when how e.g., when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g., when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g., ordering events from</p>

	objects and tools in the classroom e.g., children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g., first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order, e.g., describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Use vocabulary, including phrases, from recently read stories in conversations e.g., children can talk about George Stevenson’s Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more	out more information e.g., when sharing a non-fiction text children can say ‘I wonder why...’ Share opinions, explaining preferences e.g. My favourite planet is... because...	acquired vocabulary to name and describe, and in conversations e.g., children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas	the stories about Greek Gods that they have shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives, and vocabulary acquired from all areas of the curriculum. Adults will model this consistently
Mathematics	NCTEM Ten town Shape Space and Measure opportunities Shape and colour	NCTEM Ten town Properties of shapes, tessellation, and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc. Compartmenting quantities: e.g., pouring water or sand from one container to another and seeing which holds the most.	NCTEM Ten town	NCTEM Ten town Positional language: games where children move objects around and describe their position.	NCTEM Ten town	NCTEM Measure: how do we measure things in our classroom? Use non-standard measure such as how many hands long is this table? Exploring using rulers and measuring tapes to measure our feet, each other’s legs etc
Personal Social & Emotional Development (PSED)	Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset	Teamwork and sharing; working together and waiting to take turns How can I help my friends?	Including everyone; diversity within our school and the wider community	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things, myself and helping others. Independence. What can I do if I am worried?	Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school?
Understanding of the world (History elements)	My environment People around me and people who help us. My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars, Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now, our sun, the planets in our solar system. The Moon landings; Neil Armstrong the International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g., local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g., a local historical building Queen Elizabeth II’s coronation in Westminster Abbey / Charles coronation.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas, and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop’s Fables the Legend of St
Understanding of the world People and communities (Geography)	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community: this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities,	Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice,	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom,	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story

	people with shared interests e.g., hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.	Felucca in Egypt, Dog Sled in Norway.		Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	flags from countries the children have connections to.	
Understanding of the world (The natural world - Science)	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem, and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun, sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
Physical development	Gross motor skills Spatial awareness and multi-step instruction games Running, jumping, using tricycles and scooters outside with increasing control. Fine motor skills Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Gross motor skills Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor. Fine motor skills Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Gross motor skills Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing. Fine motor skills Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting	Gross motor skills Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles. Fine motor skills Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Gross motor skills Team games including relay races, using racquets and balls, throwing, and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope. Fine motor skills mall tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals Drawing, painting, and modelling dough animals, pencil control	Gross motor Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching. Fine motor Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design (EAD) Creating with materials	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets	Animals in art. A study of Rousseau's “Tiger in a Tropical Storm.” Painting real fish with ink and wax resist.	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of “Miro-like” people. Fashion: experimenting with fabric to design a suitable piece of sports wear
Being imaginative and expressive	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel	Playing with Sounds: Singing Games including call and response	Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice	Instrumental activities: Composition: using percussion instruments Composer: G.F. Hande

PE	Introduction to PE Unit 2	Fundamental Skills Unit 2	Dance Unit 1	Gymnastics Unit 2	Ball Skills Unit 2 Balancability – RKK	Invasion Games Unit 2 Balancability – RDP
RE / Festivals	Rosh Hashanah Harvest Festival Eid ul Adha	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year Pancake day	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr
SMSC/BV/ School of Sanctuary Links	Voting / Black History Month	Remembrance Day / Anti bullying week	Women's History Month			Refugee Week
Voice 21	Social and emotional ● To look at someone who is speaking to them. ● To take turns to speak when working in a group.	Physical ● To speak audibly so they can be heard and understood ● To use gestures to support meaning in play	Linguistic ● To use talk in play to practice new vocabulary	Cognitive ● To describe events that have happened to them in detail Linguistic ● To use talk in play to practice new vocabulary	Cognitive ● To make relevant contributions and asks questions ● To join phrases with words such as 'if,' 'because' 'so' 'could' 'but'	Cognitive ● To use 'because' to develop their ideas
Opportunities for outdoor learning	See weekly provision outdoor learning opportunities.	See weekly provision outdoor learning opportunities.	See weekly provision outdoor learning opportunities.	See weekly provision outdoor learning opportunities.	See weekly provision outdoor learning opportunities.	See weekly provision outdoor learning opportunities.
Opportunities for in the moment planning	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.	Opportunities in the continuous provision for pupils indoors and outdoors child led interests. These will be followed by staff in the environment through quality interactions and provision.