Holtsmere End Infant and Nursery School Planning overview 2026-2027 Year Group: Nursery

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**My world**	**Let's celebrate**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water water**
Books/Texts	The First Day of School The Tour at School Owl babies There's only one you It's ok to be different My Five Senses	Oliver's Vegetables Room on the Broom The Night Before Diwali The nativity story The Great Christmas Tree Race	Whatever Next? Oi Get Off Our Train Duck in the Truck Sailor Bear The Chinese New Year Story (Luna story) LittleLink – New Arrival	Jasper's Beanstalk Life Cycle of a Frog The Very Hungry Caterpillar Mad about Minibeasts See how they grow – frog LittleLink – Ben helps out	We're going on a bear hunt The Three Little Pigs Peace at last The Enormous Turnip Dear Zoo LittleLink – Found in the woods	The Rainbow Fish Shark in the park Commotion in the Ocean The Whale that Sings in the Deep LittleLink – Ben's treasure hunt
Key questions	Who am I? Who is in my family? What makes me unique?	What do you celebrate? How do you celebrate? Who do you celebrate with? Where do you celebrate?	How do we travel? (Air, land, water) How do we get to the moon? Who helps us in school?	What animals live on our planet? What is our planet called? What do plants need to survive? What is a life cycle?	What is your favourite story? Where are the characters in the story? What is your favourite part of the story? Let's retell a story…	Which creatures live in the sea? Where do we find water? Who are pirates?
Vocabulary	Mum, dad, brother, sister, family, me, today, home, house, flat,	Celebrate, festival, Diwali, Christmas, Harvest, Jesus, Christmas Carols.	Land, sea, air, water, road, car, lorry, train, rickets, planets, stars, sun, astronauts.	Farm, zoo, pond, hot, cold, polar, country, Hemel Hempstead, Earth, world, live	Setting, beginning, middle, end, characters, once upon a time, first, next	Water, pond, pirate, drip, river, tap, sea, puddle, boats, wet/dry, octopus, shark, whale, fish,
Personal, Social and Emotional Development	Settling in to school, making friends, school routines; learning and playing together. **Jigsaw**: Being me in my world: belonging, managing feelings, being kind, gentle and responsible.	Personal skills & attributes; personal preferences and choices Sharing & cooperative play Understanding how actions affect others Co-operating and taking turns. **Jigsaw**: Celebrating difference: Being different makes us special, different families, homes. Being a kind friend.	Compromising and solving conflicts; understanding how actions affect others. **Jigsaw**: Dreams and goals: Persevering to overcome challenges, setting goals and how we feel when we achieve a goal	Being confident to try new activities, co-operating and taking turns. **Jigsaw**: Healthy Me: Need for exercise, rest, healthy foods, hygiene and stranger danger.	Working as a group, knowing boundaries of behaviour. **Jigsaw**: Relationships: Families, making friends and solving friendship problems, Understanding impact of unkind words and how to be a good friend	Caring for living things, showing sensitivity to others. **Jigsaw**: Changing Me: Parts of the body, how we grow, feelings about moving to Reception and sharing memories of Nursery.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**My world**	**Let's celebrate**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water water**
Physical Development	**Gross motor:** Cooperation games i.e. parachute games. Different ways of moving. A variety pf gross motor activities. **Fine motor:** Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil beyond whole hand grasp. Funky finger packs Beginning to get snack, change shoes, put on coat and go to the toilet with support.	**Gross motor:** Moving safely in space with regard for others Climbing – playground equipment, crates Cooperation games i.e. parachute games. Different ways of moving. Crates play- climbing. **Fine motor:** Develop mark-making skills, draw circles, lines, patterns Beginning to explore different tools, objects, construction and malleable materials. Show preference for dominant hand Manage snack, change shoes & put on coat, with minimal help Manage toileting independently (dry during Nursery session)	**Gross motor:** Obstacle activities- children moving over, under, through and around equipment **Fine motor:** Develop muscle tone to put pencil pressure on paper Develop mark-making skills, draws circles, lines and patterns. Funky finger packs	**Gross motor:** Negotiates indoor/outdoor space successfully **Fine motor:** Handle tools, objects, construction and malleable materials with increasing control Adopts a comfortable & effective pencil grip Uses scissors & one-handed tools effectively Begin to form some letters/marks for name Funky finger packs Understands aspects of health/good foods, exercise.	**Gross motor:** Ball skills **Fine motor:** Develop pencil grip and letter formation continually	**Gross motor:** Sports Day Celebration picnic **Fine motor:** Form letters correctly
Communication and Language	Listen with increasing attention. Makes needs known Answer simple questions. Beginning to use simple Makaton signs.	Listens to others one to one or in small groups, when conversation interests them. Follow directions and instructions. Beginning to answer simple question and explain reasons for their thinking. Beginning to describe what they observe with their science experiment. Using Makaton for Nursery Rhymes.	Listen to and uses new vocabulary, maintains attention for longer periods of time. Maintains concentration for longer periods of time. Responds to ideas and conversations. Beginning to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Describe what they observe during science experiments. Using Makaton for stories. related words.	Listen and respond to ideas in conversations. Use sentences for speaking. Begin to use 'because' when giving simple explanations. Begin to predict what they think will happen in stories and science experiments. Learning Makaton for topic related words.	Listen attentively, give attention and respond appropriately. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Begin to predict what they think will happen in stories and science experiments. Learning Makaton for topic.	Follow instructions, answer 'How' and 'Why' questions. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Learning Makaton for different animals.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**My world**	**Let's celebrate**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water water**
Literacy	Phase 1/2 **Reading:** Listen to stories and different sounds. Rhyme and alliteration Looking at books in small groups using pictures to follow story. Beginning to recognise the first letter of name/names on water bottles & cloakroom pegs. **Story time:** Fiction and non-fiction relating to topic Awareness of text in different places & formats (signs, books, labels, IWB) **Writing:** Give meaning to marks Use language for a range of purposes **Use baseline, ongoing assessments and planning to inform differentiation**	Phase 1/2 **Reading:** Listen with increasing attention Make simple observations about stories (character, setting) Look at books independently and with care. Knows how to hold books the correct way and which direction to tell a story. **Story time:** Fiction and non-fiction relating to topic **Writing:** Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Begin to differentiate between marks for different purposes (emergent writing) Adopt a secure pencil grasp **Use ongoing assessments and planning to inform differentiation**	Phase 1/2 **Reading:** Identify phonics taught & find these in names and other words in classroom environment Continue to work on syllables, hearing initial sounds and rhyming words Begin to blend sounds (CVC) Beginning to describes main story settings, events and principal characters. Suggests how the story might end. **Story time:** Fiction and non-fiction relating to topic **Writing:** Extend spoken vocabulary related to experiences & topic Attempt to write own name Independent mark-making **Use ongoing assessments and planning to inform differentiation**	Phase 1/2 **Reading:** Identify phonics taught & find these in names and other words in classroom environment Continue to work on syllables, hearing initial phonemes and rhyming words Begin to blend sounds (CVC) **Story time:** Fiction and non-fiction relating to topic **Writing:** Can name and sound letters of the alphabet Write own name **Use ongoing assessments and planning to inform differentiation**	Phase 1/2 **Reading:** Use phonics to hear initial and final phonemes within words **Story Time:** Fiction and Non Fiction related to topic **Writing:** Write simple labels for models Write name using some recognisable letters Attempt some words using phonic knowledge (initial sounds) **Use ongoing assessments and planning to inform differentiation**	Phase 1/2 **Reading:** Use phonics to decode some words **Story Time:** Fiction and Non Fiction related to topic **Writing:** Writes different forms for example captions, labels and lists. Attempt to write for different purposes Use talk to organise thinking and feelings for writing Spell words correctly or by using phonics **Use ongoing assessments and planning to inform differentiation**
Mathematics	**Number:** Count actions or sounds Touch/move objects to reinforce 1:1 correspondence Represent numbers to 5, using fingers Count reliably up to five objects, including those that cannot be moved **Shape space and measures:** Use everyday language related to size **Use baseline, ongoing assessments and planning to inform differentiation**	**Number:** Count different arrangements of objects Recites numbers to 10 Counting up and down to 10 in songs and rhymes Begin to match numeral & quantity using finger, numerals and simple equipment **Shape space and measures:** Recognise 2D shapes Use everyday language related to size, order objects by size Create and complete simple patterns, begin to explain reasoning for choices Use everyday language related to capacity Use everyday language related to position **Use ongoing assessments and**	**Number:** Recognise numerals 1-5/1-10 Count 1:1 by touching/moving objects Make links between numbers/arrays on dice/Numicon and numerals 'What does 5 look like?' Count reliably a group of up to five objects **Shape Space and Measures:** Recognise 2D patterns & use in arrangements Days of the week Sequence simple patterns **Use ongoing assessments and planning to inform differentiation**	**Number:** Develop language of problem solving – how did you find the answer? Make links between numbers/arrays on dice/Numicon and numerals **Shape Space and Measures:** Link numerals and groups of objects, look at different arrays & pictorial representations of groups (dice, numicon, cards) Complete simple patterns Compare & order length & Height Days of the week **Use ongoing assessments and planning to inform differentiation**	**Number:** Addition- find the total by combining two sets Subtraction- remove objects from a small group and count how many are left Identify mathematical problems based on own interests and fascinations **Shape space and Measures:** 2D shapes Measure plant growth using cubes Using tapes and blocks to measure in class Use everyday language related to position Explore time - sequence events of the day Use language of size, capacity, comparing & ordering **Use ongoing assessments and**	**Number:** Add and subtract two single-digit numbers and count on or back to find the answer Compare sets of up to 20 objects, using language such as 'more' and 'fewer' Solving problems of doubling, halving and sharing **Shape space and Measures:** Recap 2D shapes Use everyday language related to time **Use ongoing assessments and planning to inform differentiation**

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**My world**	**Let's celebrate**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water water**
		planning to inform differentiation			**planning to inform differentiation**	
Understanding the World	**People and communities:** Me and my school My family Making relationships **The world:** Autumn Harvest Stories from other cultures **Technology:** Everyday technology Bee Bots Observation of changes in the world around them (falling leaves & Autumn fruits, colder weather) Staying safe – risk assessing physical activities (wearing aprons, using scissors, bikes & climbing equipment safely Sharing space in class & outdoors).	**People and communities:** Diwali Hanukkah Guy Fawkes/Bonfire night Remembrance Sunday **The world:** Christmas (Exploring how Christmas is celebrated within our homes and across the world) Winter Stories from other cultures **Technology:** Everyday technology- Mouse control/ keyboard skills Beebots, remote control cars and laptops Exploring change and decay (seasonal) Observation of changes in the world around them (falling leaves & Autumn fruits, colder weather)	**People and communities:** New Year Chinese New Year Valentines Day **The world:** Vehicles topic theme **Technology:** Everyday technology - Using a computer mouse & iPads. Beebots to give simple instructions (forwards/backwards, left/right)	**People and communities:** Pancake Day Mother's Day Easter **The world:** Stories and information texts about growth and new life Spring – Living and non-living, caring for living things Plants Growing topic theme Farm animals Wild Animals Minibeasts Naming Animals and their young Planting and Growing Living/not living Caring for living things. Recording observations of animals and plants Life cycles **Technology:** Positioning hand on mouse correctly to control cursor Operating Beebots & remote controlled cars – stop/go	**People and communities:** St George's Day **The world:** Woodland walk Baking relating to stories Discuss story settings and reinact **Technology:** Everyday technology- keyboard skills- finding letters from name Beebots and remote controlled toys – forwards/backwards, left/right	**People and communities:** Transition to R - Getting to know Reception staff Father's Day **The world:** Know there are different countries in the world. Tell difference between sea and land on the map **Technology:** Photos and videos Beebots and laptops Explore school environment looking for habitats; birds, insects, squirrels. etc
Expressive Arts and Design	Exploring the Nursery and available resources. Using music for Wake and Shake and relaxation. Self-portraits Accessing materials independently Exploring musical instruments.	Drawing circles and lines using different media Mehndi patterns Using music for Wake and Shake and relaxation. Exploring colour and colour mixing. Scissors and paintbrush control Songs and rhymes Christmas cards Exploring sounds of musical instruments and playing them to nursery rhyme songs.	Chinese New Year lanterns Colour mixing Listening to different types of music. Using music for Wake and Shake and relaxation. Engages in imaginative play	Painting flowers Using music for Wake and Shake and relaxation. Gaining more control with scissors and paintbrush. Painting butterflies Learning travelling songs	Using music for Wake and Shake and relaxation	Colour mixing - tones Choosing and using a range of materials Painting different animals Draw shapes while drawing pictures Show different emotions in drawings

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**My world**	**Let's celebrate**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water water**
Trips/Visits/ Experiences	**ENGAGE –** Learning who helps us in school and at home. **ENGAGE-** Arrange an Autumn walk around the school in small groups to explore the outdoor learning areas. Introduce Forest Schools	Introduce Forest Schools Wow – Sparkly Wednesday	**ENGAGE -** Look at a cars in playground. Conduct traffic survey (through gates). Wow – Rocket crash lands (whatever next)	**ENGAGE -** Plant seeds and flowers in jars and pots. Ask questions about what they see Wow - Caterpillars	Wow – Goldilocks in home corner	**ENGAGE** - Sports Day **Engage** – Summer seasonal change week – pool and ice pops Nursery Trip Wow – Underpants on line
Parental Engagement	Building early relationships – daily greeting at the door. Setting up Tapestry Parent consultations Newsletter for parents Funky finger packs	Christmas carols Newsletter for parents	Newsletter for parents	Parent consultations Newsletter for parents	Newsletter for parents	End of topic celebration/ class party End of year report/Tapestry CD Sports day and Picnic Welcome to Nursery parents meeting Newsletter for parents
Assessment	Baseline assessment Tapestry WellComm DM Statements/Gap analysis Observatations/Next Steps	End of term assessment Tapestry WellComm DM Statements/Gap analysis Observations/Next Steps	Ongoing assessment Tapestry WellComm DM Statements/Gap analysis Observations/Next Steps	End of term assessment Learning Journeys Tapestry DM Statements/Gap analysis Observations/Next Steps	Ongoing assessment Learning journeys Tapestry DM Statements/Gap analysis Observations/Next Steps	End of term assessment Learning Journeys Tapestry DM Statements/Gap analysis Observations/Next Steps
Transition	Wk 1: home visits, open morning. Wk 2: AMs - staggered groups of children with parents. PMs – home visits Thurs & Fri – half cohort Week 3 – Full time					Reception staff get to know Nursery children in their setting in preparation for transition.
	Characteristics of Effective Learning **Playing & Exploring:** Encourage children to 'have a go' and explore their new environment **Active learning:** Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging **Creating & Thinking Critically:** Encourage open ended thinking Model being a thinker, showing that you don't always know					