Holtsmere End Infant and Nursery School Planning overview 2026/27 Year Group: Reception

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**Our World**	**Our Celebrations**	**On the Move**	**Our Planet**	**Tell Me a Story**	**Water Water**
Books/Texts	 The Family Book The Little Red Hen	 Funnybones The Best Diwali Ever Kippers Birthday The First Christmas	 How to Catch a Star The Train ride Mr Gumpy's Outing	 Tiny Seed Handa's Surprise Too Much Talk	 Hansel and Gretel The Three Billy Goats The Gingerbread Man The Gruffalo	 Pig in the pond Pirates wear Underpants Clean up!
Key Questions	Who am I? Who is in my family? Who is in my school? Who are my friends?	How do we celebrate? Who do we celebrate with? Where do you celebrate? Why and how do we celebrate Bonfire Night?	What is in space? How do we travel? What are the different modes of transport? Who can help us in the community?	Where do we live? What is land? What do plants need to grow? What lives on our planet?	What us your favourite story? What is your favourite part? Where are stories set? Lets tell a story.	Which creatures live in the sea? Where does water come from? Where can we find water? What do pirates do?
Vocabulary	Yesterday, last week, past, week born, before, old, year, address, house, flat, bungalow, home, street road, map, school, town	Celebrate, festival Diwali, Christmas, Hanukah, nativity, believe, Christian, Hindu, Harvest	Helicopter, submarine, Ocean, globe, tram, forwards, backwards, left, right, gravity, planet names, star, astronaut	Land, sea, globe, UK, map, compare, place, world, past, same, similar, long ago, growth, soil, hot, recycle	Once upon a time. Setting, characters, fairy tale, Villain, beginning, middle, end, however, then, after, next.	Sea, ocean, lake, river, pond, waterfall, pirate, seaside, shell, scales, fish, fin, shore, bay, gills, water, drip, wet.
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, being unique; personal preferences and choices **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 Year 1 and sharing memories of reception.
Physical Development	**Gross motor:** Cooperation games i.e. parachute games. Different ways of moving to be explored with children. **Fine motor:** Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp	**Gross motor:** Ball skills- throwing and catching. Crates play- climbing. **Fine motor:** Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Dresses with minimal help Observe the effects of activity on their body	**Gross motor:** Ball skills- aiming, dribbling, pushing, patting, or kicking. **Fine motor:** Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Understands aspects of health/good foods, exercise	**Gross motor:** Balance- children moving with confidence through dance related activities Negotiates space successfully **Fine motor:** Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	**Gross motor:** Obstacle activities- children moving over, under, through and around equipment **Fine motor:** Develop pencil grip and letter formation continually	**Gross motor:** Races to consider for Sports Day- running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay **Fine motor:** Form letters correctly
Communication and Language	Listen with increasing attention All about Me – talk in front of peers	Follow directions and simple instructions, use talk to connect ideas - stories	Listen to and use new vocabulary, maintain attention for longer times	Listen and respond to ideas in conversations	Listen attentively, give attention and respond appropriately.	Follow instructions, answer 'How' and 'Why' questions.
Literacy	Little Wandle phonics Phase 2 **Reading:** Listen to stories, describe main parts	Little Wandle phonics Phase 2 **Reading:** Look at books independently; begin to link sounds and letters. Guided reading- knowing how	Little Wandle phonics Phase 3 **Reading:** Begin to segment sounds and blend.	Little Wandle phonics Phase 3 **Reading:** Begin to read words and simple sentences.	Little Wandle phonics Phase 4 **Reading:** Read and understand simple sentences Guided reading-simple	Little Wandle phonics Phase 4 **Reading:** Use phonics to decode and knows some irregular words Guided Reading-

	Guided reading- focus on behaviours Books with no words and with words Rhyme and alliteration **Story time:** Fiction and non-fiction relating to topic **Writing:** Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes **Use baseline, ongoing assessments and planning to inform differentiation**	stories are structured Books with words and sentences HFW to be sent home Familiar words **Story time:** Fiction and non-fiction relating to topic **Writing:** Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences Begin to use letters to rep. meaning **Use ongoing assessments and planning to inform differentiation**	Guided reading- sentence structure- capital letters, full stops and finger spaces Books with sentences and stories HFW to be sent home **Story time:** Fiction and non-fiction relating to topic **Writing:** Extend spoken vocabulary Recognise some familiar words Begin to form letters correctly Use writing as a means of communicating to audience Write own name and labels/captions **Use ongoing assessments and planning to inform differentiation**	Guided reading- simple comprehension skills, questions Books with sentences and stories HFW to be sent home **Story Time:** Fiction and Non Fiction related to topic **Writing:** Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write simple words and attempt more complex words Begin to write short sentences **Use ongoing assessments and planning to inform differentiation**	comprehension skills, questions Books with sentences and stories HFW to be sent home **Story Time:** Fiction and Non Fiction related to topic **Writing:** Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Write own name Write simple sentences **Use ongoing assessments and planning to inform differentiation**	fluency, expression, simple comprehension skills, questions Books with stories HFW to be sent home Polysyllabic 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	**Subitising** Recognising different number representations Recognising numbers to 5 and linking names to values Recognising the amount when counting **Counting** Counting reliably using 1:1 correspondence Using number names in order **Measures** Comparing objects by length, thickness, height, mass using appropriate language Create a class height chart Data handling about ourselves	**Patterns** Notice, describe and extend patterns **Classification** Sort objects using given criteria and use their own ideas **Counting** Counting sets of objects accurately and comparing different sets. Christmas maths	**Counting to compare** Comparing sets of objects and using the language more, less and equal **Shape** Naming and describing 2D and 3D shapes **Spatial thinking** Developing language in relation to position and direction	**Magnitude** Ordering, estimating and knowing the position of numbers in relation to other numbers **Regrouping the whole** Recognising parts in the whole Number bonds to 5 Understanding that numbers are made up of other numbers	**Regrouping parts to find the total** Using the part whole model to understand addditon **Finding the whole and missing parts** Finding what is missing- the whole and then missing parts Problem solving **Ten and some more** Finding 1 more and 1 less than a number Values to 20	**Ten and some more** Finding 1 more and 1 less than a number Values to 20 **Doubling and halving** Solving problems involving doubling and halving **Odd and even** Sharing numbers into 2 equal groups Understanding which numbers are odd and even **Counting beyond 20** Exploring the value of tens and ones in numbers
Understanding the World	**People and communities:** Me and my school **The world:** Autumn Harvest **Technology:** Everyday technology- Stranger danger Road safety Investigating reflective surfaces – how to be seen in the dark. Day and night animals.	**People and communities:** Diwali Remembrance day World Wars Bonfire Night – Guy Fawkes **The world:** Halloween Christmas Winter Stories from other cultures **Technology:** Everyday technology- Mouse control/ keyboard skills Exploring change and decay (seasonal)	**People and communities:** New Year Chinese New Year Different occupations and ways of life Police from the past **The world:** Winter Space topic theme **Technology:** Everyday technology- and laptops (use independently with confidence)	**People and communities:** Pancake Day Easter Mother's Day **The world:** Stories from other cultures- topic theme Spring Planting and Growing Living/not living Caring for living things. Recording observations of animals and plants Plants **Technology:** Everyday technology- keyboard skills- typing our names and words	**People and communities:** St George's Day Father's Day **The world:** Spring Seaside- topic theme **Technology:** Everyday technology- keyboard skills- Pirates and sharks Oceans – sea creatures Life cycle of sea turtle. Floating and sinking Fantasy homes (pirate ship, castle, fairy tree etc) Investigate how sand changes when mixed with water. Explore world maps and globes	**People and communities:** Transition to Y1- getting to know Reception staff **The world:** Growing topic theme **Technology:** Photos and videos laptops Naming Animals and their young Chicks and Ducks Farm animals Caring for living things Journey of wool from sheep to jumper Looking at other common animals that don't live on the farm
Expressive Arts	Me portraits paint and ICT	Character collages	Colour mixing – secondary	Paintings/collage	Colour mixing - tones	

and Design **Joining skills**	Finger paint autumn trees Using construction materials Picasso – portraits – natural portraits **Use glue to create basic level joining**	Diva lamps Rama and Sita – act out Changing words to Nursery rhymes Adding musical instruments to nursery rhymes Monet- Poppy field **Use masking tape and sticky tape to join**	colours Rockets – 3D collages Construction Dancing/mime to space music Mondrian or Pollock **Use of elastic bands, paperclips and stapler to join Use a hole punch,**	Matisse L'Escargot – snail collage Van Gogh – Sunflowers Life cycles Clay sculptures Mixing media – eg making different slimes and doughs with the children – following instructions **Use split pins and treasury tags to join. Folding and tearing**	Choosing and using a range of materials **Use wood/string and hole punch to thread and stitch**	Pirate masks Seurat – pointillism – seaside pics Role play pirates Sea shanties **Complex folding and tearing**
Trips/Visits/ Experiences	**ENGAGE –** Family Tea Party	**ENGAGE –** Visit from Rev. A or visit church? Arrange for the children to watch a pantomime based on a familiar fairy-tale. Or get a character/ story group to visit school? Make Chapattis	**ENGAGE-** Visit from an astronaut World Book Day **ENGAGE**- Arrange a trip around school to meet people who are there to help the children. Ask each person to introduce themselves and explain what they do to help children in school. Take a photo of each person for the children to refer to. Before walking around, ask the children to choose a partner or friend to hold hands with. People who help us visitor	**ENGAGE**- Take children to the school garden and explore the area. Children to ask questions about what they see, hear and feel. How do plants change at different times of year? Talk about the terms 'migration' and 'hibernation' and link to animals the children may have seen in their local woodland. Link this to food sources for these animals. Take photos of interesting things	**ENGAGE-** Dress Up day	**ENGAGE-** Dress up day. Animal Day Trip to Farm, learning about different animals, feeding and caring for. .
Parental Engagement	End of topic celebration/Stay and Play Parent meeting (settling in) Tapestry meeting Reading/ phonic meeting Newsletter for parents	End of topic celebration/Deco Day Parent meeting (appointments)	End of topic celebration/ Stay and Play	End of topic celebration/ Parent meeting (appointments)	End of topic celebration Stay and play Newsletter for parents	End of year report Sports day and Picnic
Assessment	Baseline – Learning journeys Tapestry Sonar Observations/Next Steps Transition sheet Intervention groups	End of term assessment Learning journeys Tapestry Sonar Observations/Next Steps Intervention groups APDR updates	Ongoing assessment Learning journeys Tapestry Observations/Next Steps Intervention groups APDR update	End of term assessment Learning Journeys Tapestry Sonar Observations/Next Steps Intervention groups APDR update	Ongoing assessment Learning journeys Tapestry Observations/Next Steps Intervention groups APDR update	End of term assessment Learning Journeys Tapestry Sonar Observations/Next Steps Intervention groups APDR update
Transition	All children in… Week 1: Home visits and visits with parents Week 2: Full time.			Reception staff get to know Nursery children in their setting in preparation for transition	Nursery visits cont.	Transition days into Y1 for Reception children?

Child Initiated Learning

In addition to the above adult led learning opportunities, children are given free access to a wide range of resources within our early years setting. Child-initiated learning refers to all activities that a child might engage in that are not explicitly guided by a teacher, support staff or any other adult. In these activities, adults have a role in planning and setting up the learning provision, providing resources and materials to enhance learning and support play. Adults interact with intention and have a clear purpose in mind but it is the child who leads and directs the activity. These opportunities support children's creative and imaginative learning and developmental skills. On average, children need 45 minutes to engage deeply in a child-led task, therefore we ensure our timetable includes at least 3 hours of CIL a day in reception.

Each week, teachers spend time finding out from the children what they'd like in their environment, or what might be missing, so they can choose resources they are curious about and which reflect their interests and local environment. The following types of resources are then provided to enhance the learning opportunities available:

Open-ended: resources that can be used in a variety of ways, limited only by the child's imagination *(e.g. recyclable materials, wooden blocks)*

Real: objects such as real spades in the digging area, or real kettles and oven gloves in the role play kitchen

Inspirational: resources that enhance a particular area of provision *(e.g. laminated road signs put with the toy cars)*

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