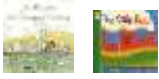




Holtsmere End Infant and Nursery School Planning overview 2026/27

Year Group: Reception

Subject Topic	Aut 1 <u>Our World</u>	Aut 2 <u>Our Celebrations</u>	Spr 1 <u>On the Move</u>	Spr 2 <u>Our Planet</u>	Sum 1 <u>Tell Me a Story</u>	Sum 2 <u>Water Water</u>
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	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	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: 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 addition 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 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



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