

We are a learning community with the spirit to succeed

Holywell Primary School

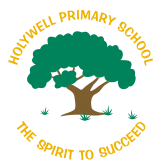
Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 Fax: 01923 440408 email: admin@holwell.herts.sch.uk

Headteacher: Mr Coert van Straaten

Nursery Curriculum Plan 2023 - 2024

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Themes	Marvellous me!		Amazing Adventures		Curious Creations	
Termly Topics	Feelings and Emotions Families and Relations Celebrations and Differences Seasonal changes		Our Home Space and Solar System Planet Earth Countries and Cultures		Planting and Weather Under the sea Animals Big and Small	
UW Topics	Marvellous Me How do I feel? Our Senses My Body Home Sweet Home	Celebrations Friendships My Family Celebrate Good times	Wonderful World Countries Earth and Moon Travel	Mythical Magic Fairy Tales Aliens and Monsters	Exciting Environments Gardens and Growing Weather Woodland	Amazing Animals Ocean Life On the Farm Creepy Crawlies
Core Texts	<ul style="list-style-type: none"> The Ugly Duckling Polar Bear, Polar Bear what do you hear? The Human Body Have You Filled A Bucket Today? 	<ul style="list-style-type: none"> Take one Book – Here we are. Elmer How do you Make A Rainbow? The Snowman 	<ul style="list-style-type: none"> Lost And Found Welcome The Blue Balloon 	<ul style="list-style-type: none"> The Suitcase Goldilocks and the three bears 	<ul style="list-style-type: none"> Jasper’s bean stalk Little Cloud The Gruffalo 	<ul style="list-style-type: none"> Commotion in the Ocean Farmer Duck The Bug Collector
Suggested Supporting Texts and Books	<ul style="list-style-type: none"> Brown Bear, Brown Bear What do you See? Home Oliver’s Vegetables 	<ul style="list-style-type: none"> Beegu A Superhero Like You Rama and Sita 	<ul style="list-style-type: none"> Love Our Earth The Great Explorer We Sang Across the Sea 	<ul style="list-style-type: none"> Supertato The Singing Mermaid The Pirates Next Door 	<ul style="list-style-type: none"> Tree Storm Rosie’s Hat The Weather Girls The Little Gardener 	<ul style="list-style-type: none"> Poo At The Zoo Mad About Dinosaurs The Very Hungry Caterpillar Dear Zoo



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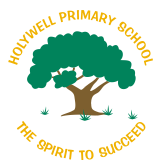
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	<ul style="list-style-type: none"> Which Food Will You Choose? 		<ul style="list-style-type: none"> Up and Down 	<ul style="list-style-type: none"> We're Going On An Egg Hunt 		
Enrichment Opportunities	Trip to the Post Office Wizard Theatre Panto		Ark Farm visit		Butterfly Egg Hatching Experience	

Communication and Language

As children in Nursery are able to join mid-term, they will be assessed on their *Communication and Language* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Listening and Attention	Children will have daily, developmentally appropriate opportunities to practise their listening skills, within adult-led activities and group times. Attention skills will be modelled and promoted through clear instructions and good quality questioning. We have daily activities to develop attention and concentration skills. We share stories that help develop listening skills and discussions.		
Knowledge and Skills	<ul style="list-style-type: none"> To be able to listen to short familiar stories, with the help of pictures. To start to recall some key facts from a familiar story. To be able to understand simple questions. To be able to follow simple one-part instructions. To be able to concentrate for short periods of time on an activity of their own choosing. 	<ul style="list-style-type: none"> To be able to listen to several stories for a longer period, remembering some simple key facts. To start to sequence a familiar story, recalling the start, middle and ending, using pictures or props to support. To be able to understand simple 'what', 'who', 'when' questions. To be able to follow and understand two-part instructions. 	<ul style="list-style-type: none"> To enjoy listening to longer stories and remembers what happens. To be able to recall the correct sequence of a variety of stories. To be able to understand a range of questions, including some 'why' and 'how' questions. To be able to understand extended instructions, following them correctly. To be able to concentrate for extended periods of time, remaining engaged.



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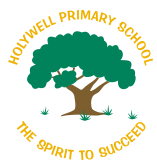
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		<ul style="list-style-type: none"> To be able to concentrate for longer periods of time. 	
Speaking	<p>In Nursery we give children opportunities to experience a language rich environment, to help develop their confidence and skills in expressing themselves, allowing them to speak and listen in a range of situations. Speech is embedded in our practice and provision continuously through adult-led and child-initiated learning. The children have daily opportunities to discuss topics with other children and adults in the setting as well as a whole class. Within each theme and topic, adults will introduce new vocabulary and key words for children to learn and practise using. We promote an inclusive and respectful environment, where children feel able to express their ideas and share their thoughts with others. Adults will model language, new words and extend speech, while encouraging children to ask questions or explain their thinking.</p> <p>The children play with small world resources like the farm, dolls house, garage etc. where the children can use their imagination and introduce their own narratives into their pretend play. Role-play situations like the home corner, shop and mud kitchen facilitate the children's ability to act out real life situations with their friends and develop their communication and language skills. Reading areas and books are always available for the children to talk about familiar stories and retell these stories in their own words. Story props are used to promote speaking through familiar characters in the stories we read and act out. Different malleable and messy play activities are incorporated into well planned activities that encourage the children to investigate and explore different concepts.</p>		
Knowledge and skills	<ul style="list-style-type: none"> To be able to use simple sentences, sometimes with irregular tenses and word endings. To be able to use some correct pronunciation. To talk to familiar people, they know well. Use limited and familiar vocabulary when speaking. To be able to sing some familiar songs. To be able to talk to others, sometimes moving from one topic to the next. To begin to use talk in their play. 	<ul style="list-style-type: none"> To be able to use longer sentences of four or six words, using some conjunctions. To develop their pronunciation but may not pronounce some sounds. To be able to talk to an adult or a friend and continue it for several turns. To be able to use a wider range of vocabulary and learn some new words. 	<ul style="list-style-type: none"> To be able to use their communication skills to talk for longer periods, using mostly correct common tenses and plurals. To develop their pronunciation, mostly using the correct sounds. To have a conversation with a range of people, including some they are less familiar with. To be able to use a wide range of vocabulary, including new words and phrases.



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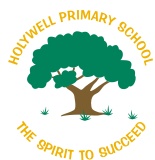
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		<ul style="list-style-type: none"> • To be able to sing familiar songs and several new ones. • To start a conversation, speaking about a topic for longer periods. • To use talk to organise themselves and their play. 	<ul style="list-style-type: none"> • To be able to sing a wide range of rhymes and songs, suggesting new ones. • To have several conversations with others, talking about a range of topics. • To be able to use extended vocabulary and talk during their play with others , sharing ideas and thoughts.
<p style="text-align: center;">Intent</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ○ Enjoy listening to longer stories and can remember much of what happens. ○ Pay attention to more than one thing at a time, which can be difficult. ○ Use a wider range of vocabulary. ○ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ○ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ○ Sing a large repertoire of songs. ○ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ○ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. ○ Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh ○ multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ ○ Use longer sentences of four to six words. ○ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ○ Start a conversation with an adult or a friend and continue it for many turns. ○ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 			



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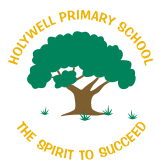
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Personal, Social and Emotional Development

As children in Nursery are able to join mid-term, they will be assessed on their *Personal, Social and Emotional Development* and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Self regulation	<p>During their time in Nursery, we support children to develop a positive sense of themselves and others. They are helped to form positive relationships and develop respect for others, developing their social skills. Children learn how to manage their feelings and understand how to follow school routines. They are encouraged to have confidence in their own abilities and respect other people's needs.</p> <p>We provide a variety of independent opportunities for children to choose activities and resources for themselves. We plan small and large group activities for children to express their ideas and opinions.</p>		
Knowledge and skills	<ul style="list-style-type: none"> To be aware of some school rules, starting to follow these with reminders. Begin to learn the daily routines, with reminders or visuals. To start to recognise some of the behavioural expectations in Nursery, needing occasional reminders. 	<ul style="list-style-type: none"> To be able to listen to, and follow a number of rules set. Know the daily routines, only sometimes needing reminders. To be aware of the behavioural expectations in Nursery. 	<ul style="list-style-type: none"> To listen to rules set and follows them independently, understanding why they are in place. Know daily routines well and anticipates transition times. To be able to independently follow the rules in Nursery, understanding they are there to keep us safe.
Managing self	<ul style="list-style-type: none"> We encourage children to become independent with their health and self-care, making healthy lifestyle choices. They are provided with a healthy snack each day and encouraged to drink regular water. The children are supported to manage their toileting needs with as much independence as possible and taught the importance of washing their hands. Children have daily access to physical and outdoor play, where they take part in activities to show them being active keeps us healthy. 		
Knowledge and skills	<ul style="list-style-type: none"> To begin to show familiar emotions, sometimes needing support to express themselves. To be able to select and use familiar resources, with some support if needed. To begin to use gentle hands, sometimes needing reminders. 	<ul style="list-style-type: none"> To grow in confidence to express how they feel. To be able to select a range of resources independently, according to what they want to play with. To be able to use gentle hands and understand that it is good to be kind to people 	<ul style="list-style-type: none"> To be able to talk about their emotions and how they feel, using a range of vocabulary. To independently select a wide range of resources (inside and outside) to further their learning and extend their ideas or needs. To be able to act considerately towards others and understand how other people may feel. To understand as a child they have their own rights.



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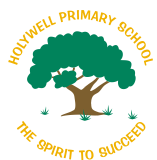
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	<ul style="list-style-type: none"> To start to recognise they are able to learn and play. To gain more control with using the toilet, sometimes needing help. Washes hands after using the toilet, with occasional reminders. To talk to familiar friends and adults. To start to understand that they need to be active to be healthy. To begin to listen to some rules set, needing reminders. 	<ul style="list-style-type: none"> To start to understand they have rights, and this means we should all be allowed to learn and play. To show awareness of healthy food choices and that some foods are healthier than others. To mostly use the toilet independently and understands they need to wash their hands after. To build confidence to talk to an increasing number of adults and peers. To become more active to help themselves be healthy. To show an awareness of the importance of oral health. To be able to listen to, and follow rules set. To know most of the school values and what they mean in practice. 	<ul style="list-style-type: none"> To make independent healthy choices when selecting food and understands the effect it has on our bodies. To be able to take care of all toileting needs independently, including washing hands. To talk to a wide range of adults and unfamiliar people, knowing not to talk to strangers. To be able to choose an active lifestyle, understanding the impact on their body. Understand the impact of brushing their teeth has on their oral health and the foods that can be unhealthy. To be able to follow a range of schools in a variety of different circumstances. To understand all of the school values and can independently show examples of each one.
Building relationships	Children in Nursery are taught early skills in building positive relationships. They take part in regular group activities, working together to solve problems and use their listening and communication skills. Adults model to children how to share resources and they are supported in working out conflicts with others. Every child has an allocated Keyworker, to build those familiar bonds with adults and to support them throughout their development, helping them to feel safe and secure.		
Knowledge and skills	<ul style="list-style-type: none"> To play with familiar adults or friends. To start to form attachments to familiar adults and friends. To begin to play with others rather than independently. 	<ul style="list-style-type: none"> To start to become more outgoing with unfamiliar people, starting to play with new people. To form positive attachments to adults and 	<ul style="list-style-type: none"> To be confident to play with a wide range of different people, including those they may not know. To form attachments to different adults and builds



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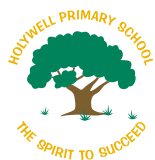
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	<ul style="list-style-type: none"> To start to realise other people have different ideas and may need support to manage this. To show an awareness of how others may be feeling. To start to express how they feel to others. To start to share resources with a familiar adult or friend. To start to play with peers who are engaged in similar activities. 	<p>peers.</p> <ul style="list-style-type: none"> To play often with other people, starting to make friends. To begin to find solutions to conflicts with others. To understand other people may feel differently and start to change behaviour. To become more confident to express their feelings towards others, asserting their ideas. To start to learn how to share resources with others and sometimes play in a group. To initiate play with peers and keep play going by giving ideas. 	<p>strong friendships with peers.</p> <ul style="list-style-type: none"> Prefers to play with others, understanding how to make friends if they feel lonely. To be able to manage differences with other people, often independently finding a solution, understanding they feel differently. To show care and consideration to other people's feelings. To be able to confident to be assertive in a respectful way. To share resources readily with others and is able to play in a group. To play often with peers, being considerate with how others feel and suggests new ideas to keep play going.
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Intent

Children will be able to:

- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.
- Show more confidence in new social situations.



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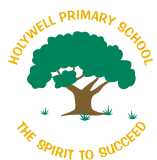
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- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.

Physical Development

As children in Nursery are able to join mid-term, they will be assessed on their *Physical Development* and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Fine motor	Children have daily busy finger sessions which are aimed at developing fine motor skills, coordination, and early writing development. Activities and equipment provide mark making, drawing, and writing opportunities in a variety of different ways. The children have access to resources such as pencils, scissors, tongs, pipettes, play dough and paintbrushes, to support fine motor skills. Children are supported in Nursery to become independent with dressing and undressing. Before going outside, they are encouraged to put on their own coats and other outdoor wear like hats and gloves trying zips, buttons and press studs.		
Knowledge and Skills	<ul style="list-style-type: none"> • To be able to use some familiar one-handed tools and equipment, sometimes needing help. • To be able to use some mark making resources, sometimes swapping between hands or needing larger tools to grip. • To start to help with putting on some items of clothes/shoes. • To start to snip stationary paper, with squeeze scissors. • Take part in some fine motor activities, e.g. threading, using tongs, pipettes etc. • To mark make using a preferred grip, drawing simple marks, lines and circles. 	<ul style="list-style-type: none"> • To be able to use several one-handed tools and equipment, with increasing control. • To be able to use a range of mark making resources, with increasing control and preference of a dominant hand. • To be able to put on some simple items of clothes/shoes. • To start to snip paper independently. • To take part in several fine motor activities with increasing control. • To be able to mark make using a comfortable grip when using pencils and start to make marks representing letters/numbers. 	<ul style="list-style-type: none"> • To select and use a range of one-handed tools and equipment, with good control. • To be able to use a wide range of mark making resources, with good control and using dominant hand. • To be able to confidently put on several items of clothes/shoes. • To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. • To take part in a variety of fine motor activities with good control. • To be able to hold a pencil correctly using the tripod grip and forming letters/numbers mostly independently.



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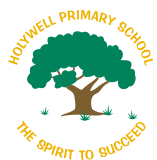
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<p>Gross motor</p>	<p>The children in Nursery are encouraged to be active and develop their co-ordination, control, and movement. The children have access to daily outdoor child-initiated learning times, where they use a variety of equipment and resources to build on their gross motor skills. The space provides opportunities for the children to run, hop, skip, jump, and move in a variety of ways. The large construction resources allow children to build on lifting and carrying, while using their creations to practise balancing and climbing. The trim trail further enhances children's skills in climbing, balancing, pulling themselves up and working on spatial awareness. The available sports equipment such as bats, balls, balancing stilts, skipping ropes and hoops, is ideal for children to practise throwing, kicking, catching, and rolling. This also allows opportunities for teamwork and working with a partner. A variety of wheeled toys are available for children to explore on a daily basis including bikes to promote core muscle development. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.</p>		
<p>Knowledge and skills</p>	<ul style="list-style-type: none"> To be able to use some gross motor movements, walking up/down steps, running, kicking a ball. To begin to balance, sometimes with help or something to hold. To be able to use some active ways of moving, crawling, jumping etc. To be able to sometimes use large-muscle movements. To start to take part in small groups during physical activities. To start to choose their own resources during their play, needing help with large and heavy items. To be able to copy simple sequences of musical movements. To run within a large space, becoming aware of others and objects. To start to climb and balance on apparatus, with some support. 	<ul style="list-style-type: none"> To be able to use several gross motor movements, walking up/down steps, running, kicking a ball, using the trikes, throwing, balancing, climbing. To be able to balance for short periods. To be able to use several ways of moving, crawling, jumping, hopping etc. To be able to use large-muscle movements, with increasing control. To be able to take part with others during physical activities, using some spatial awareness and control. To choose several resources during their play, occasionally working with others to manage large items. To be able to increasingly remember some sequences of musical movements. To be able to run and start to negotiate space and larger objects. 	<ul style="list-style-type: none"> To be able to use a wide range of movements, with increasing control and strength. To be able to balance and stand on one leg. To choose their own way of moving, using a wide variety of ways. To be able to use lots of large-muscle movements, when needed with good control. To take part in large groups during physical activities, using good spatial awareness and control. To choose a range of resources during their play, including large and heavy items. To be able to carry out a range of musical sequences to music, making up their own movements. To be able to run skilfully and be able to negotiate different spaces and several objects. To be able to climb and balance on apparatus, independently and safely.



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- To be able to climb and balance on apparatus, with increasing control and confidence.

Intent

Children will be able to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy

As children in Nursery are able to join mid-term, they will be assessed on their *Literacy* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Word reading phase 1

Phase 1 phonics will be taught in Nursery according to the 7 aspects:



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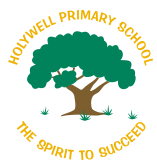
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<p>Phonics</p>	<ol style="list-style-type: none"> 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and Segmenting <p>Each aspect will be embedded in their continuous learning, along with daily phonic lessons. We follow the Read Write Inc scheme of work and prepare children to start learning Set 1 in Reception.</p> <p>Literacy development in Nursery teaches those important early listening and speaking skills that children need in order to build a solid foundation for their further learning in reading and writing. At the core of this is the systematic teaching of phonics, which takes place each day. Lots of activities, group work and games are used to keep phonics engaging. A core text is explored each week to promote literacy learning. We model reading skills with daily stories, where children then practise these skills in small groups. More opportunities for sharing books, poems, rhymes and other written materials are allocated throughout the week. Library books are taken home every week, so that children can practise new skills with their parents and carers at home.</p>		
<p>Knowledge and Skills For children who start mid-term or developmentally need to cover previous units, this will be taught to meet their individual needs.</p>	<ul style="list-style-type: none"> • To recognise some familiar environmental sounds. • To notice the difference of some instruments and start to experiment by making their own sounds. • To copy some body sounds such as clapping, tapping and clicking their fingers etc • To start to join in with some familiar songs and rhymes, copying some words. • To start to recognise the initial sound of some familiar words i.e. their name. • To begin to recognise that different letters make different sounds. • To begin to recognise that different words have a number of different sounds. 	<ul style="list-style-type: none"> • To recognise and name some different environmental sounds. • To identify and copy different instrument sounds and explain how they sound. • To recognise and copy several body sounds such as clapping, tapping and clicking their fingers etc 	<ul style="list-style-type: none"> • To recognise and name several different environmental sounds, noticing the differences. • To identify and copy a variety of different instrument sounds and suggest their own ways of changing sounds. • To recognise and copy several body sounds, suggesting their own way of making sounds. • To join in with a variety of songs and rhymes, recognising rhyme in words and suggesting rhyming words.



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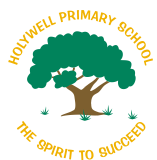
Tolpits Lane, Watford, Herts, WD18 6LL

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Headteacher: Mr Coert van Straaten

Nursery Curriculum Plan 2023 - 2024

		<ul style="list-style-type: none"> To join in with several songs and rhymes, suggesting new ones. To recognise several different initial sounds in words, starting to point out familiar graphemes. To begin to learn the sounds for some familiar letters. To start to count or clap the syllables in a word. 	<ul style="list-style-type: none"> To recognise a variety of different initial sounds, linking these to the correct grapheme.
	<ul style="list-style-type: none"> To recognise different letters are different shapes. 	<ul style="list-style-type: none"> To notice some familiar letters, such as the first letter of their name. 	<ul style="list-style-type: none"> To know some sounds for different letters of the alphabet. To recognise the number of syllables in a word. To begin to read individual letters by saying the sounds for them.
Comprehension	Children will take part in regular literacy lessons, exploring a core text each week. lessons will include a variety of activities to develop comprehension including: <ul style="list-style-type: none"> Listening to the story Discussing the characters, scenes, plot and key events Sequencing and recall Using the images to help tell the story How to hold and turn the pages of a book Understanding keywords and exploring new vocabulary Role play and drama 		



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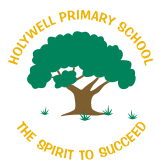
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	<ul style="list-style-type: none"> • Creating alternative endings 		
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • To enjoy sharing books with a familiar adult or friend. • To be able to pay attention when listening to stories and respond to the pictures or the words. • To explore books, turning the pages sometimes several at once or the wrong way. • To recognise books, have letters and words, pointing them out. • To begin to recall key events from familiar stories. 	<ul style="list-style-type: none"> • To look at books independently, seeking out favourite stories. • To engage and ask/answer questions about books. • To be able to carefully hold books the right way, turning the pages one by one in the right direction. • To start to recognise some familiar letters in books, realising they have meaning. • To start to develop play ideas around favourite stories. • To develop talk about books, recalling some key 	<ul style="list-style-type: none"> • To recognise and choose a range of books, remembering the title for some. • To enjoy listening to a variety of books, asking questions about the book, making comments and sharing their own ideas. • To be able to handle books correctly, identifying the title, first and last page. • To understand words are read left to right and are used to read the story. • To re-enact stories using props, recalling details, and adding own ideas. • To be able to engage in extended conversations about stories, learning new vocabulary.



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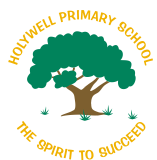
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		details and repeating words and phrases.	
Writing	To develop early writing skills, children need to be able to talk about their experiences, thoughts and ideas before they are able to write about it. Writing opportunities in Nursery will be developed in a variety of ways. We provide fine and gross motor activities that strengthen both the hand, arm and shoulder muscles to prepare children for writing. Physical skills need to develop, before children can have good control with mark making resources. The children have access to a wide variety of resources like chalks, paints, crayons, pens etc. We approach writing creatively and provide new ways of making writing interesting and fun. When children are developmentally ready, direct teaching of non-cursive letter formations will be introduced. We aim to provide meaningful opportunities to practise writing and facilitate purposeful mark making opportunities, that encourage children to understand the value of writing.		
Knowledge and skills	<ul style="list-style-type: none"> To be able to make marks on their picture to stand for their name. To be able to add some marks to their drawings which they give meaning to for example "That says Mummy". To be able to use some mark making resources to write/draw/paint etc. 	<ul style="list-style-type: none"> To be able to write some or all of their first name. To begin to write initial sounds as captions for drawings. To be able to use mark making resources with increasing control and grip. 	<ul style="list-style-type: none"> To be able to write their first name independently. To be able to use a variety of mark making resources with good control.
<p style="text-align: center;">Intent</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spots and suggest rhyme, count and clap syllables, recognise words with the same initial sounds, such as mother and money. 			



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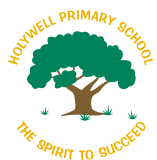
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- Understand the five key principles of print:
Print has meaning, print has different purposes, print is read from left to right , top to bottom, names of different parts of the book, page sequencing,
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Maths

As children in Nursery are able to join mid-term, they will be assessed on their *Maths* skills and suitable starting point.

Number			
Knowledge and skills	<ul style="list-style-type: none"> • To be able to talk about the things they see using the correct words • To be able to Touch, feel, smell, listen to the environment around them to explore • To be able to name some colours they know and match them to the objects they are playing with • To be able to talk about the patterns they copy and make • To be able to enjoy singing songs they know • To be able to talk about themselves and the things they do at home 	<ul style="list-style-type: none"> • To recite numbers in the correct order to 5. • To begin to match numeral and quantity, • To be able to realise not only objects, but anything can be counted, including steps, claps or jumps. • To be able to subitise some small amounts (0-2). • To recognise some numbers between 0-10. • To be able to represent amounts using symbols and marks – e.g., tallies, drawing spots. 	<ul style="list-style-type: none"> • To recite numbers in order to 10 or higher. • To match correct numeral and quantity (at least to 5). • To count confidently without the need for objects. • To continue to subitise small numbers (0-3). • To recognise numbers between 0-10. • To be able to represent numbers with marks and some correct numerals. • To be able to select the correct numeral to represent 0-5. • To make comparisons between quantities which have more/fewer, starting to recognise the difference.



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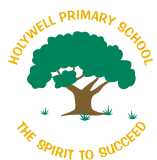
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		<ul style="list-style-type: none"> To begin to select the correct numeral to represent 1-5. To be able to identify a group that has more or fewer. To understand the last number counted is how many in a group. To be able to practise ordering numerals in order. To be able to group and share small quantities, and begin to understand the concept of sharing. To begin to count beyond 5 saying one number name for each item. To begin to find the total of items in 2 groups by counting all of them. 	<ul style="list-style-type: none"> To understand the last number counted is the cardinal number (can use this to start counting another group). To be able to order numbers 0-10, discussing their position. To practise grouping and sharing quantities (0-5) in different ways, realising the total is the same. To be able to recite numbers backwards from 5. To be able to add two small groups together, saying the total.
Shape, Space and Measure			
<i>Knowledge and Skills</i>	<ul style="list-style-type: none"> To start to explore and name simple 2D shapes. To recognise some properties of 2D shapes. i.e., a circle is round. To start to make marks to represent different 2D shapes. To begin to follow and use simple positional language (not always correctly). 	<ul style="list-style-type: none"> To be able to name simple 2D shapes. To recognise the properties of 2D shapes. i.e., a circle shape has 1 side, a square has 4 sides. 	<ul style="list-style-type: none"> To be able to name several 2D shapes and some 3D. To be able to talk about the properties of different shapes. i.e., number or sides, corners, flat or solid. To be able to draw a variety of shapes correctly.



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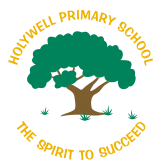
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	<ul style="list-style-type: none"> • To begin to recognise different objects can have different properties i.e., size, shape. • To begin to recognise some objects are big and some are small. • To begin to recognise some objects are long/tall and some are short. • To begin to explore and recognise some objects are heavy and some are light. • To start to experiment with containers by filling and emptying. • To start to use different shapes for different tasks i.e. a circle for a wheel. • To begin to talk about a familiar route such as walking to school. • To start to recognise familiar patterns i.e. spots. 	<ul style="list-style-type: none"> • To begin to draw some 2D shapes i.e. circle, square, triangle. • To begin to follow some instructions using positional language and use positional language. • To start to compare and sort objects using appropriate vocabulary according to space, size, shape. • To identify objects according to size, starting to order them correctly. • To identify objects according to their length/height, starting to order them correctly. • To identify objects according to their weight, starting to order them correctly. • To start to use language relating to capacity and compare different quantities of containers. • To be able to use a variety of shapes for different tasks according to their properties. 	<ul style="list-style-type: none"> • To develop an understanding of positional language. • To compare and explain the difference between different objects using language relating to the size, shape, and properties. • To be able to categorise and order objects correctly according to their size, by comparing and using associated language. • To be able to categorise and order objects correctly according to their length/height, by measuring and using associated language. • To be able to categorise and order objects correctly according to their weight, by weighing and using associated language. • To begin to develop an understanding of capacity, using associated language - full, empty, half full. • To be able to combine different shapes to create new ones. • To be able to use positional language to describe longer routes. • To be able to describe, compare and copy a number of different patterns i.e. spots, stripes, zigzag's.
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		<ul style="list-style-type: none"> To be able to describe a simple route to someone else. To identify some different patterns i.e. spots, stripes. 	
<p style="text-align: center;">Intent</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 			



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Understanding the World

As children in Nursery are able to join mid-term, they will be assessed on their *Understanding the World* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Past and Present		The Gunpowder Plot/Guy Fawkes Nativity		Migration		History of dinosaurs
Knowledge and Skills	<ul style="list-style-type: none"> To begin to make sense of their own life story and family history. To start to recognise that everybody grows as they get older. To start to understand simple events in time. To start to understand that some things have already happened, and some things have not yet happened. To start to recognise simple changes over time. 		<ul style="list-style-type: none"> To be able to talk about and describe their own life and family history, starting to ask questions about other people's family. To recognise that they were a baby and they have now grown to a child. To be able to sequence different events in order. To be able to talk about past events and events that are going to happen in the future. To be able to talk about changes they have experienced and noticed. 		<ul style="list-style-type: none"> To comment and ask questions about the past and other people's lives. To understand everyone grows older and we are all different ages. To be able to create a simple timeline of events talking about the order they happened, starting to understand past events are the reason why we do things now. To be able to talk about a variety of events, understanding they happen at different times. To understand how things change over time and the impact it can have on us. 	
People and Communities	Different homes Harvest Festival	Families Diversity and people Diwali (Festival of light) Hanukkah Remembrance Day Christmas	Countries Chinese New Year	St Patrick's Day Easter	Ramadan May Day	
Knowledge and Skills	<ul style="list-style-type: none"> To know that people celebrate different festivals/events. To know that we are all different and start to understand the differences between people. 		<ul style="list-style-type: none"> To be able to talk about some different cultural celebrations and events. 		<ul style="list-style-type: none"> To be able to talk about a variety of different cultural celebrations and events, describing what they notice. 	

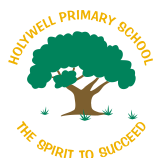
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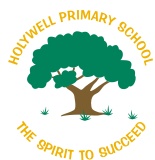
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	<ul style="list-style-type: none"> To know some job roles of familiar people in their life i.e. family and friends. To be able to say who is in their family and who they live with in their home. To know some familiar aspects of where they live such as the country or town. 		<ul style="list-style-type: none"> To continue developing positive attitudes about the difference between people, explaining some of those differences. To be able to talk about job roles of familiar people in their life i.e. family and friends. To be able to talk about aspects of their familiar world such as the place where they live, starting to recognise other people live with different families. To know that there are different countries in the world and talk about some of those differences. 		<ul style="list-style-type: none"> To have a positive attitude about the differences between people, explaining different cultures and celebrations. To be able to talk about and asks questions about a variety of different job roles, understanding people have different occupations. To know where they live and understand everyone has a different home and family. Comment and ask questions about the world around them and the differences. To name and talk about several different countries in the world and the differences they have experienced or learnt about. 	
The Natural World	Seasonal Changes -Autumn Exploring our senses Our bodies	Environment changes	Seasonal Changes -Winter Earth and moon Countries	Seasonal Changes -Spring	Plants and flowers Weather Environments	Seasonal Changes - Summer Marine Life Habitats Animals/Insects
Knowledge and Skills	<ul style="list-style-type: none"> To start to talk about what they may see/hear/smell/taste/feel. To begin to realise objects may feel differently. To begin to notice changes within their environment. To begin to notice different man-made features in their familiar environment. To begin to talk about different familiar animals and the foods they may eat or where they may live. 		<ul style="list-style-type: none"> To be able to talk about what they see/hear/smell/taste/feel, using a wide vocabulary. To notice and compare a range of different materials grouping similar objects together. To be able to identify and talk about some of the changes they see within their environment. To notice and name different man-made features in the immediate environment. 		<ul style="list-style-type: none"> To be able to use their different senses independently to just describe and talk about their own experiences. To understand that objects are made from different materials and have a different purpose. To compare and describe a variety of changes they see within their environment, giving reasons why. 	



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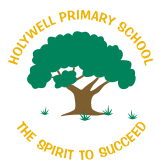
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	<ul style="list-style-type: none"> To be able to describe the weather for each day i.e. sunny, cold etc. To notice that animals and plants are alive and need care. 	<ul style="list-style-type: none"> To know that different animals will eat different types of food and live in different habitats. To start to talk about the changes to the natural environment and the effect it has on plant life and the weather. To be able to identify some seasons and how it can change the weather. To show care and concern for creatures and plants, identifying some of the things they need to grow i.e. water, food. 	<ul style="list-style-type: none"> To compare and ask questions about the different features within the environment. To be able to talk about a wide range of animals and their natural habitats describing some key features such as carnivore/herbivore. To recognise and anticipate some of the changes that happen overtime and the effects it has on our natural environment. To be able to talk about the seasons and weather, and how this may affect our environment. To care for creatures and plants understanding they start from an egg/baby/seed and grow overtime.
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Intent

Children will be able to:

- o Talk about what they see, using a wide vocabulary.
- o Explore how things work.
- o Show interest in different occupations.
- o Continue developing positive attitudes about the differences between people.
- o Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- o Use all their senses in hands-on exploration of natural materials.
- o Explore collections of materials with similar and/or different properties.
- o Talk about what they see, using a wide vocabulary.
- o Plant seeds and care for growing plants.
- o Understand the key features of the life cycle of a plant and an animal.
- o Begin to understand the need to respect and care for the natural environment and all living things.
- o Explore and talk about different forces they can feel.
- o Talk about the differences between materials and changes they notice.
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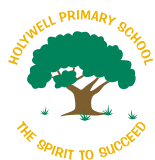
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Expressive Arts and Design

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Creating with Materials	Self-portraits Emotion drawings Home models Autumn leaves	Family pictures Firework splatter art Diwali patterns 3D Poppies Christmas crafts	Chinese dragon Winter collages Heart art Planet printing	Spring flowers Easter eggs Gingerbread houses	Weather mobile Sunflower paintings Landscape collage 3D Hedgehogs	Butterfly prints Sea creatures Shell collage Animal patterns
Knowledge and Skills	<ul style="list-style-type: none"> To be able to use pre-made paints and are able to name some colours. To be able to print with large tools. To be able to makes marks, draws circles and lines. To explore joining resources i.e. glue sticks, tape To explore glue to stick materials. To explore and mould playdough/clay, using familiar tools (rolling pins, mould cutters). 		<ul style="list-style-type: none"> To be able to use and choose own paints and name colours. To be able to print with small blocks, small sponges, fruit, shapes and other resources To be able to draw faces with features and draws enclosed spaces, giving meaning. To be able to add materials together to develop models (tissue paper, glitter). To builds to create enclosed spaces To be able to manipulate playdough/clay (rolls, cuts, squashes, pinches), beginning to use several tools. 		<ul style="list-style-type: none"> To choose own paints for a specific purpose and beginning to mix paints to create new colours/shades To be able to use a range of printing equipment to print different shapes and colours. To be able to draw simple line drawings, adding more detail. To be able to use recycling materials to builds simple models. To be able to use glue sticks and glue spatulas independently for purpose. To be able to use construction resources to create a range of models and 3D structures. To be able to manipulate and use playdough/clay to create own models, using a variety of tools. 	
Being Imaginative and Expressive	Musical feelings Home corner role play	Diwali role play with props Christmas Nativity	Polar regions drama workshop Space role play	Favourite character impressions Fairy dance	George and the Dragon role play	Animal actions Farm/zoo role play



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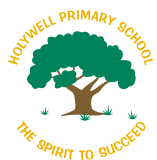
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			Dragon dance		May pole dance	
Knowledge and Skills	<ul style="list-style-type: none"> To begin to move to music. To be able to use familiar resources to act out familiar experiences. To begin to express own creative ideas. 		<ul style="list-style-type: none"> To join in and copy basic actions. To participate in small world/role play related to familiar stories and current topics. To be able to use a variety of different resources to express ideas and thoughts. To share creative ideas, saying their preferred method. 		<ul style="list-style-type: none"> To perform and learn short routines, beginning to make up own moves. To be able to use own experiences to develop storylines and role play ideas. To find and make available props to express role play ideas. To be able to use a variety of different methods to express their own imagination. 	
Music	Explore how our ears can hear sounds and music. How does different music make us feel?	Exploring instruments and how they are used. Exploring diverse instruments from different cultures.	Music from around the world.	Magical music.	Making our own nature instruments.	Creating animals sounds.
Knowledge and Skills	<ul style="list-style-type: none"> To listen to some familiar songs and music, knowing some words. To explore different instruments. To be able to copy basic beats. 		<ul style="list-style-type: none"> To remember and choose their favourite songs and music, joining in with several songs. To be able to use some instruments to express sounds. To join in with simple repeated beats, following the melody. 		<ul style="list-style-type: none"> To show an interest and sings a wide variety of songs and music. Beginning to make up their own rhyme/songs. To explore and use different instruments and is beginning to name them. To be able use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly. 	
Intent						
Children will be able to: <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 						



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- Join different materials and explore different textures
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.