



We are a learning community with the spirit to succeed

**Holywell Primary School**  
Tolpits Lane, Watford, Herts, WD18 6LL

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Headteacher: Mr Coert van Straaten

## Reception Curriculum Plan 2023 - 2024

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Termly Themes</b>	<b>Marvellous me</b>		<b>The World Around Us</b>		<b>Living Creatures</b>	
<b>Termly Topics</b>	Feelings and Emotions Families and Relations Celebrations and Differences Seasonal changes		Our Home Space and Solar System Planet Earth Countries and Cultures		Under the sea Dinosaurs Animals Big and Small Beautiful Blooms	
<b>UW Topics</b>	Our families Autumn Harvest Pumpkins and Potions	Winter Christmas Changing States	Exploring our senses Different homes Earth and Space	Spring and Living Things Countries and people Exploring maps	Oceans and seas Sea Creatures Land of the Dinosaurs	Summer Minibeasts and Bugs Flowers Animals
<b>Core Texts</b>	<ul style="list-style-type: none"> <li>• Colour Monster</li> <li>• Ruby's Worry</li> <li>• Ravi's Roar</li> <li>• Super Duper You</li> <li>• Soo Much!</li> <li>• Leaf Man</li> </ul>	<ul style="list-style-type: none"> <li>• Here we are – Take one book (whole school )</li> <li>• Stick Man</li> <li>• Peace at last</li> <li>• Kindness is my Superpower</li> <li>• Here Comes Jack Frost</li> <li>• Nativity Story</li> </ul>	<b>Traditional Tales:</b> <ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Three Little Pigs</li> <li>• Whatever Next!</li> </ul>	<ul style="list-style-type: none"> <li>• The World Around Me</li> <li>• Oi, get Off Our Train</li> <li>• The Tiny Seed</li> </ul>	<ul style="list-style-type: none"> <li>• The Rainbow Fish</li> <li>• Harry and the Bucket full of dinosaurs</li> <li>• The Wondrous Dinosaurium</li> </ul>	<ul style="list-style-type: none"> <li>• Take one book (whole school) - TBC</li> <li>• Giraffes Can't Dance</li> <li>• The Bad Tempered Lady Bird</li> <li>• The Great Pet Sale</li> </ul>
<b>Suggested Supporting</b>	<ul style="list-style-type: none"> <li>• The Squirrels who squabbled</li> <li>• Room on a broom</li> </ul>	<ul style="list-style-type: none"> <li>• Rama and Sita</li> <li>• Snowflakes</li> <li>• The Snowman</li> </ul>	<ul style="list-style-type: none"> <li>• Here we Are</li> <li>• The Darkest Dark</li> <li>• Home</li> </ul>	<ul style="list-style-type: none"> <li>• The Street beneath my Feet</li> <li>• Growing Frogs</li> </ul>	<ul style="list-style-type: none"> <li>• Tiddler</li> <li>• The Big Book of the Blue</li> </ul>	<ul style="list-style-type: none"> <li>• The Bee Book</li> <li>• Mad About Minibeasts</li> <li>• Jack and the Beanstalk</li> </ul>



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<b>Texts and Books</b>	<ul style="list-style-type: none"> <li>• Harvest Festival (non - fiction)</li> <li>• Autumn (non-fiction)</li> <li>• The Great Bog Book of Families</li> </ul>	<ul style="list-style-type: none"> <li>• Winter (non - fiction)</li> <li>• A Great Big Cuddle</li> </ul>	<ul style="list-style-type: none"> <li>• Aliens Love Underpants</li> <li>• I Hear a Pickle: and Smell, See, Touch and Taste it, Too!</li> </ul>	<ul style="list-style-type: none"> <li>• Spring (non - fiction)</li> <li>• The Very Hungry Caterpillar</li> <li>• The Ugly duckling</li> </ul>	<ul style="list-style-type: none"> <li>• The coral Kingdom</li> <li>• Mad about Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• Summer (non - fiction)</li> </ul>
<b>Enrichment Opportunities</b>	Wizard Theatre Panto Visit to the Cinema Trip to the Post Office		Butterfly Egg Hatching Experience Aldenham Country Park		Cassiobury Park	

### Communication and Language

This Prime area is split into two further areas: *speaking and listening, attention and understanding*. Communication and Language is embedded in our practice and provision continuously through both adult led learning and child-initiated learning. The children have daily opportunities to discuss ideas with their peers, in a small group or as a whole class. Their learning and thinking are extended through good quality questioning, and they are encouraged to ask questions or explain their thinking. 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 and talking or responding to questions in full sentences, where appropriate. Children are frequently read with children and engage in stories, non-fiction, rhymes and poems which provides opportunities to use and embed new words in a range of contexts.

<b>Speaking</b>	To begin to respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.	To respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.	To begin to understand how to listen carefully with or without visual prompts and why listening is important in a range of situations.	To continue to use the skills learnt to listen carefully with or without visual prompts and understand why listening is important in a range of situations.	To begin to explain the skills needed to listen carefully and why it is important to listen in a range of situations.	To explain the skills needed to listen carefully and why it is important to listen in a range of situations.
<b>Listening, attention and understanding</b>						
<b>Knowledge and Skill Progression</b>					To begin to recall vocabulary learnt linked to previous books and	To recall vocabulary learnt linked to previous books and themes and build on these using well-formed



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	<p>To begin to learn new vocabulary linked to books and themes and use throughout the day.</p> <p>To begin to describe events connecting one idea with another.</p> <p>To begin to use talk to help to work out simple problems to organise thinking and use this to begin to explain how things work and why.</p> <p>To begin to listen to and learn songs and rhyme and how they sound.</p> <p>To begin to engage in story times and in non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p>	<p>To learn new vocabulary linked to books and themes and use more confidently throughout the day.</p> <p>To describe events more confidently connecting one idea to another beginning to use connectives.</p> <p>To use talk more confidently to help to work out simple problems to organise thinking and use this to begin to begin to explain how things work and why.</p> <p>To listen more carefully to and learn songs and rhyme how they sound.</p> <p>To engage in story times and in non-fiction books for a longer</p>	<p>To begin to use new vocabulary learnt linked to books and themes more confidently throughout the day and begin to ask questions to find out more.</p> <p>To talk about events in detail confidently connecting one idea to another using connectives more confidently.</p> <p>To use talk confidently to help to work out problems to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs and rhyme with increased</p>	<p>To use new vocabulary learnt linked to books and themes more confidently throughout the day and begin to ask questions to find out more.</p> <p>To talk about events in detail confidently connecting one idea to another using a wider range of connectives more confidently.</p> <p>To use talk confidently to help to work out problems to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs and rhymes paying attention to how they sound.</p>	<p>themes and build on these using well-formed sentences and by asking questions.</p> <p>To talk about and describe events in detail connecting ideas using a wider range of connectives and begin or continue to use sequencing words such as before and next.</p> <p>Talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to and learn a wide range of songs and rhyme paying attention to how they sound and begin to talk about what they hear.</p>	<p>sentences and by asking a range of questions.</p> <p>To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as before and next.</p> <p>To confidently talk about problems and thinking to explain and why things work.</p> <p>To listen carefully to and learn a wide range songs and rhyme paying attention to how they sound and to talk about what they hear.</p> <p>To engage intently in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard</p>
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	To begin to hear some simple social phrases for example 'Good morning'. Saying 'please' and 'thank you' following prompts.	amount of time, join in with repeated actions and phrases.  To hear and begin to learn some simple social phrases for example 'good morning'. Saying - please and thank you without being reminded.	attention to how they sound.  To engage in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell parts of stories begin to recall information they have just heard.  To hear and learn some more complex social phrases for example 'Good morning. How are you?' Saying please and thank you.	To engage more intently in story times and in non-fiction books, joining in with repeated actions and phrases. To retell parts of stories and recall information they have just heard.  To hear and learn some more complex social phrases and begin to use them. For example, 'Good morning, it is lovely to see you'	To engage more intently in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard and begin to use comprehension skills to talk about them further.  To hear, learn and use social phrases in different contexts. For example, Good afternoon. How was lunchtime?'	and use comprehension skills to talk about them further.  To hear, learn and use social phrases in different contexts. 'Goodbye. I will see you tomorrow, enjoy your evening.' Thank you, it is your turn next.'
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### Intent

Children will be able to:

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



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### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

This Prime area is further split into three further areas: *self-regulation*, *Managing self* and *Building Relationships*. Children in reception are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, the children will learn how to look after their bodies, including healthy eating and manage their personal needs independently. Practitioners support interaction with children to help them to learn how to make positive friendships and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life. As well as PSED being embedded into the daily provision children in reception are taught adult led lessons and activities following the JIGSAW scheme.

Taught Using JIGSAW Scheme	Self Regulation My Feelings	Building Relationships: Special Relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: Happy head, happy heart
<b>Knowledge and Skill Progression</b> (Development Matters Statements in bold)	<p>To learn to express feelings and consider the feelings of others.</p> <p>To identify and moderate own feelings socially and emotionally</p> <p>To identify different feelings and emotions.</p>	<p>To see themselves as a valuable individual.</p> <p>To think about the perspectives of others.</p> <p>To talk about our families.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To show resilience and perseverance in the face of challenges.</p> <p>To understand why we have rules.</p>	<p>To learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions.</p> <p>To understand why it is important to listen carefully.</p>	<p>To learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p> <p>To understand that we all have different beliefs</p>	<p>To learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p> <p>To learn about the importance of exercise.</p> <p>To explore how exercise affects different parts of the body.</p>



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	<p>To explore different coping strategies to help regulate our emotions.</p> <p>To identify our own feelings.</p> <p>To consider the reasons behind our emotions.</p> <p>To explore the different adjectives that can be used to describe feelings.</p> <p>To explore different facial expressions and what they mean.</p> <p>To identify different feelings and how to moderate behaviour socially and emotionally.</p>	<p>To understand that all families are valuable and special.</p> <p>To talk about people that hold a special place in children's lives.</p> <p>To think about what it means to be a valued person.</p> <p>To understand why it is important to share and cooperate with others.</p> <p>To develop strategies to help when trying to share with others.</p> <p>To see themselves as a valuable individual.</p> <p>To understand that it is ok to like different things.</p> <p>To share their interests with the group.</p>	<p>To understand the importance of persistence in the face of challenges.</p> <p>To develop confidence in their own ability to solve problems.</p> <p>To work together as a group to overcome challenges.</p> <p>To communicate effectively with others.</p> <p>To learn and practise 'grounding' coping strategies.</p> <p>To develop further understanding of the importance of perseverance in the face of challenge.</p> <p>To learn new skills, showing resilience and perseverance in the face of challenge.</p>	<p>To listen attentively to a story.</p> <p>To talk about and retell parts of a story they have deep familiarity with.</p> <p>To understand why it is important to tell the truth and think about the feelings of others.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To persevere when things are difficult.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To give simple instructions.</p>	<p>and celebrate special times in different ways.</p> <p>To think about the perspectives of others in the class.</p> <p>To understand why sharing is important.</p> <p>To think about the perspectives of others in the class.</p> <p>To understand the characteristics that make a good friend.</p> <p>To think about why it might be difficult for others to be a good friend all of the time.</p> <p>To consider why it is important to support each other by being kind.</p>	<p>To learn how yoga can help our bodies to stretch, relax and stay healthy.</p> <p>To explore guided meditation and relaxation.</p> <p>To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.</p> <p>To know and discuss the factors that support their overall health and well-being.</p> <p>To understand what it means to be a safe pedestrian.</p> <p>To understand what it means to eat healthily.</p> <p>To understand the importance of healthy food choices.</p> <p>To explore what it means to have a balanced diet.</p>
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		To explore diversity through thinking about similarities and differences.		To listen and respond to phrases and instructions that involve several ideas or actions.	To learn how to help, listen to and support others when working in a team.  To celebrate the special friendships within the class.	
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### Intent

**Children will be able to:**

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



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### Physical Development

#### Fine Motor Skills

Children have daily active learning sessions when they arrive which are mainly aimed at developing fine motor skills, coordination, and early writing development. Activities and equipment throughout the setting 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. Weekly skills lessons are planned to specifically teach and develop these skills. During lunch times, the children use cutlery to eat with and are supported with using these independently.

#### Knowledge and Skills Progression

Begin to develop the foundations of a handwriting style which is fast, accurate and efficient

Begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Continue to develop the foundations of a handwriting style which is fast, accurate and efficient

Continue to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Develop and apply the foundations of a handwriting style which is fast, accurate and efficient

Use their core muscle strength effectively to achieve a good posture when sitting at a table or sitting on the floor

Use small motor skills learnt to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

#### Gross Motor Skills

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.





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<p><b>Knowledge and Skills Progression</b></p>	<p>To begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>To begin to combine different movements with ease and fluency.</p> <p>To begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>To begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To continue to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>To continue to combine different movements with ease and fluency.</p> <p>To begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To continue to develop overall body-strength, balance, co-ordination and agility.</p> <p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To continue to further develop the skills needed to manage the school day successfully:</p>	<p>To continue to develop a more fluent style of moving, with developing control and grace.</p> <p>To use overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>To combine different movements with ease and fluency.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To demonstrate overall body-strength, balance, co-ordination and agility.</p> <p>To demonstrate and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To demonstrate the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>
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	To begin to develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes	- lining up and queuing - mealtimes	
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### Physical Education

In addition to the opportunities in the provision, children take part in one adult directed PE lesson per week and the school follow the Get Set for PE scheme.

Get Set for PE Theme	Introduction to PE	Fundamentals	Dance	Games	Gymnastics	Ball Skills
<b>Knowledge and Skills Progression</b>	To develop and demonstrate balance.  To begin to make independent choices.  To learn how to negotiate space safely with consideration for myself and others.  To follow instructions involving several ideas or actions.  To play cooperatively and take turns with others.	To copy basic body actions and rhythms.  To choose and use travelling actions, shapes and balances.  To travel in different pathways using the space safely with consideration for themselves and others.  To begin to use dynamics with expression and guidance.  To begin to count to music.	To develop confidence to try new challenges and perform in front of others.  To learn how to combine movements fluently, selecting actions in response to the task.  To negotiate space safely with consideration for myself and others.  To follow instructions involving several ideas or actions.	To negotiate space safely with consideration for myself and others.  To follow instructions involving several ideas or actions.  To play cooperatively, take turns and encourage others.  To play games honestly with consideration of the rules.  To show an understanding of my	To be confident to try new challenges.  To combine movements, selecting actions in response to the task and apparatus.  To confidently and safely use a range of large and small apparatus.  To negotiate space safely with consideration for myself and others.	To make independent choices.  To negotiate space safely with consideration for myself and others.  To persevere when trying new challenges.  To play ball games with consideration of the rules.  To play cooperatively and take turns with others.



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	<p>To use movement skills with developing balance and coordination.</p>		<p>To show respect towards others when providing feedback</p> <p>.</p> <p>To use movement skills with developing strength, balance and coordination showing increasing control and grace.</p>	<p>feelings and can regulate my behaviour.</p> <p>To use ball skills with developing competence and accuracy.</p> <p>To use movement skills with developing balance and coordination.</p>	<p>To follow instructions involving several ideas or actions.</p> <p>To use movement skills with developing strength, balance and coordination showing increasing control and grace.</p> <p>To work cooperatively with others and take turns.</p>	<p>To use ball skills with developing competence and accuracy including throwing catching dribbling hitting a target.</p>
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### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. Children in reception have the opportunity to develop these skills as adults and continuously talking with children about the world around them and the books (stories and non-fiction) they read with them. They also have numerous opportunities to enjoy rhymes, poems and songs together. In the Spring term children also take part in daily support reading sessions (DSR) where they are given the skills to develop both fluency and comprehension.

Children develop skilled word reading through the teaching of phonics. This involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children in Reception have daily opportunities to write both in the provision and through adult led literacy activities.

### Comprehension

#### Knowledge and Skills Progression

To begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

To begin to re-read books or parts of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To begin to answer questions about what they have read.

To begin to anticipate/predict – where appropriate – key events in stories.

To continue to develop, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

To continue to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To continue to answer questions about what they have read.

To continue to anticipate/predict – where appropriate – key events in stories.

To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play.

To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To confidently answer questions about what they have read.

To confidently anticipate/predict – where appropriate – key events in stories.

To confidently make basic inferences using picture clues.



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## Reception Curriculum Plan 2023 - 2024

	<p>To begin to use picture clues to make basic inferences.</p> <p>To begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to ask questions about what they have read with support.</p> <p>To begin to talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To begin to ask questions when things do not make sense.</p> <p>To begin to decide whether they like or dislike a story and why.</p>	<p>To continue to use picture clues to make basic inferences.</p> <p>To continue to demonstrate understanding of what has been read to them by retelling stories and narratives in more detail using their own words and recently introduced vocabulary.</p> <p>To continue to ask questions about what they have read sometimes using prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To continue to ask questions when things do not make sense.</p> <p>To decide whether they like or dislike a story and to begin to explain why.</p>	<p>To demonstrate understanding of what has been read to them by retelling stories and narratives in detail using their own words and recently introduced vocabulary.</p> <p>To ask appropriate questions about what they have read with minimal prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences using the vocabulary 'same' and 'different'.</p> <p>To confidently ask questions when things do not make sense.</p> <p>To confidently explain whether they like or dislike a story and why.</p>
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### Intent

**Children will be able to:**

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



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- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

### Phonics (Word Reading)

Phonics is taught following the Read Write Inc. Scheme.

Knowledge and Skills Progression	Read single-letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Red Storybooks Read 4 double consonants	Read Green Storybooks	Read Green or Purple Storybooks Read first 6 Set 2 sounds
Knowledge and Skills Progression	To begin to read individual letters by saying the sounds for them.  To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  To begin to read some letter groups that each represent one sound and say sounds for them.	To read an increasing number of individual letters by saying the sounds for them.  To blend an increasing number of sounds into words, so that they can read short words made up of known letter-sound correspondences.  To read an increasing amount of letter groups that each represent one sound and say sounds for them.	To read individual letters by saying the sounds for them.  To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  To read letter groups that each represent one sound and say sounds for them.  To read common exception (tricky) words matched to the RWI phonic programme.			



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	<p>To begin to read a few common exception (tricky) words matched to the RWI Club phonic programme.</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read an increasing number of common exception (tricky) words matched to the RWI phonic programme.</p> <p>To read an increasing number of simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books with sometimes with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books more independently to build up confidence in word reading, their fluency and their understanding and enjoyment</p>
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### Intent

**Children will be able to:**

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

<p><b>Knowledge and Skills Progression</b></p>	<p>To begin to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To begin to copywrite own name/s.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To write own name/s sometimes with support.</p>
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	<p>To learn letter formations (air writing and writing letters using various mediums)</p> <p>To begin to form some lower-case and capital letters correctly.</p> <p>To begin to spell some CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to write some learnt tricky words.</p> <p>To begin to write short captions and/or sentences with words with known letter-sound correspondences.</p> <p>To begin to re-read words they have written with support to check that it makes sense.</p>	<p>To write own name/s sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and capital letters correctly.</p> <p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>	<p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming letters correctly.</p> <p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in phrases and/or sentences.</p> <p>To continue to write short sentences and/or phrases more independently with words with known letter-sounds correspondences.</p> <p>To practise re-reading what they have written.</p>
<p><b>Intent</b></p>			
<p><b>Children will be able to:</b> <u>Writing</u></p>			





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- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception children are given the skills to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through manipulatives resources such as tens frames for organising counting. Children in Reception will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include a range of opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We believe it is important for children to develop a positive attitude and interest in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Herts For Learning Scheme	Autumn	Spring	Summer
	<p>Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values</p> <p>Counting reliably, using number names in order and one to one correspondence</p>	<p>Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets</p> <p>Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts</p>	<p>Combining parts to make a whole and using the part, whole model to develop an understanding of addition</p> <p>Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies</p>



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	<p>Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them</p> <p>Noticing, describing and extending patterns, including thinking about what part is the repeating unit</p> <p>Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification</p>	<p>Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols</p> <p>Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10</p> <p>Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds</p>	<p>understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number</p> <p>Exploring doubling and halving, including solving problems involving doubling and halving</p> <p>Understanding that numbers are either odd or even, looking at their ‘composition’ and whether they share fairly into two groups</p> <p>Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p>
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### Intent

**Children will be able to:**

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



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## Reception Curriculum Plan 2023 - 2024

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: *Past and Present*, *People Culture and Communities* and *The Natural World*. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

<b>Suggested Topics Covered</b>	<b>Our Families</b> Autumn Pumpkins and Potions	<b>Winter</b> Christmas Changing States	<b>Exploring our senses</b> Different homes Earth and space	Spring and Living Things Countries and people Exploring maps	<b>Oceans and Seas</b> Sea creatures Land of the Dinosaurs	<b>Summer</b> Mini-beasts and bugs Flowers Animals
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### Past and Present

<b>Knowledge and Skills Progression</b>	To know about my own life-story.  To know how I have changed.  To look at the similarities and	To know about figures from the past and to look at the way they lived and begin to compare this to the present day.	To explore photos and artefacts from the past.  To observe the similarities and differences between homes of the past and present.	To know about people from the past drawing on experiences read about in books.  To compare and contrast characters from stories,	To know that things lived a long time ago before people were on the planet.  Look at and organise events using basic chronology.	To know that some animals from the past are extinct and to begin to understand why.  To notice the similarities and differences between Summer holidays and activities now and in the past.
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	differences in family photos from the past and the present.	To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books  To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To understand that people from the past have had an effect on the present day.	including figures from the past.  To use knowledge of travel to imagine their own journey.  To use images and stories from the past to explore the lives of others.	To discuss the similarities and differences between things in the past and those alive today.  To know that fossils are the remains of plants and animals that lived long ago.	
<b>People, Culture and Communities</b>						
<b>Knowledge and Skills Progression</b>	To talk about members of their immediate family and community.  To know everyone is special for different reasons.  To know that we are unique because we all have different	To explain religious festivals and celebrations and to identify some similarities and differences.  To recognise that people have different beliefs and celebrate special times in different ways.	Show an awareness of the similarities and differences between people around the world (Homes and Houses)  To explore and describe ways to look after their immediate environment and why it is important.  To know that earth is the planet we live on and that	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.  Name and talk about human-made and natural features in the local environment, including shops, houses, streets and	To begin to notice and talk about the different places around the world, including oceans and seas.  To identify different places on a globe/map.  To know that an atlas is a book of maps.	To describe how the weather, plants and animals of one place are different to another using simple geographical terms.



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	<p>special things that we do.</p> <p>Show an awareness of the similarities and differences between people in different communities.</p>	<p>To understand that some places are special to members of their community.</p> <p>To understand the functions of a library and why it is important.</p>	<p>it is part of the solar system.</p> <p>To know that people have travelled to space.</p>	<p>parks.</p> <p>To talk about people they are familiar with within their community.</p> <p>To draw information from a simple map.</p> <p>To create and describe a simple map.</p>		
<b>The Natural World</b>						
<b>Knowledge and Skills Progression</b>	<p>To ask questions about the natural environment.</p> <p>To talk about what they have found from photographs.</p> <p>Talk about objects they have collected as part of an Autumn walk making simple observations of the natural world.</p>	<p>Understand why some animals hibernate.</p> <p>Explore changing states of matter like freezing and melting water and understand how this happens.</p> <p>To make observational changes that happen in Winter.</p>	<p>To begin to understand that some environments are different to where I live (Earth and Space) (Homes around the world)</p> <p>To use senses to describe and compare objects.</p> <p>To describe materials and talk about their similarities and differences.</p>	<p>To observe and record the changes that happen in spring.</p> <p>To begin to understand and explain the life cycle process.</p> <p>To create a drawing explaining a life cycle and talk about the stages.</p> <p>To recognise that some environments are different from where they live.</p>	<p>To explore the sea and ocean and understand that it is a habitat.</p> <p>To understand and express through drawing the similarities and differences between the Summer and the other seasons.</p> <p>Understand how to look after habitats and how some things can be harmful (Sustainability)</p>	<p>Explore the world of minibeasts making observations and drawings.</p> <p>To understand what is same and different about minibeast habitats.</p> <p>To know and describe some similarities and differences between different flowers.</p> <p>To make observations of flowers, draw and describe these.</p>



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	<p>To know and recognise some of the changes that happen in Autumn.</p> <p>To use their senses to describe the natural world on a Autumn walk.</p>			<p>To plant a seed and learn what it needs to grow into a plant.</p> <p>To name and describe some plants and animals and recognise some of these whilst outside.</p> <p>To know how to care for growing plants.</p>		
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### Intent

**Children will be able to:**

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling..

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.



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- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Religious Education

In addition to the curriculum for people place and communities, the children in Reception are also taught adult directed RE lessons. We follow the Jigsaw Scheme. The lessons and activities in this programme cover several areas of the curriculum including Communication and Language, PSED and Understanding of the World. These have been added to the specific area of learning rather than duplicating here.

JIGSAW scheme	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
<b>Religions covered</b>	Christianity, Judaism	Christianity <i>Christian Concept: Incarnation</i>	Hinduism	Christianity	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism
<b>Learning Objective of the Unit</b>	To learn what makes people special.	To learn about Christmas.	To learn how people celebrate.	To learn about Easter.	To understand that we can learn from stories.	To understand what makes places special.
<b>Knowledge and Skills</b>	<p><u>Understanding of the World</u>            To talk about members of their immediate family and community.            To name and describe people who are familiar to them            To comment on images of familiar situations in the past.            To compare and contrast characters from stories, including figures from the past.            To understand that some places are special to members of their community.            To recognise that people have different beliefs and celebrate special times in different ways.            To understand the effect of changing seasons on the natural world around them.</p> <p><u>Communication and Language</u>            To understand how to listen carefully and why listening is important.</p>					



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	<p>To learn new vocabulary To ask questions to find out more and to check they understand what has been said to them To describe events in some detail. To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. To engage in story times. To listen to and talk about stories to build familiarity and understanding. To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><u>Personal, Social and Emotional Development</u> To build constructive and respectful relationships. To express their feelings and consider the feelings of others. To identify and moderate their own feelings socially and emotionally To think about the perspectives of others.</p>
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### Expressive Arts and Design

This area is further split into two further areas: *being imaginative and expressive and creating with materials*. As well as providing opportunities for expressive arts and design through our environment we also teach music (Charanga Scheme) and art separately during adult directed lessons. The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children in reception have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### Music

Charanga Topics	Me!	Celebration Music	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Knowledge and Skills Progression</b>	To understand how to listen carefully and talk about what I hear.	To know that there are special songs we can sing to celebrate events.	To know that the beat is the steady pulse of a song	1. Listen and Respond	Big Bear Funk - A transition Unit preparing for Years 1-6 This 6-week	Reflect, Rewind and Replay - A consolidation of the year’s work, prepare for a





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	<p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p>	<p>To understand that my voice or an instrument can match an action in a song.</p> <p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different sounds can be long or short.</p> <p>To recognise music that is 'fast' or 'slow</p>	<p>To know that tempo is the speed of the music.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>2. Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>3. Singing - nursery rhymes and action songs - building to singing and playing</p> <p>4. Share and Perform</p>	<p>Unit comprises:</p> <ol style="list-style-type: none"> <li>1. Listen and Appraise</li> <li>2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</li> <li>3. Perform and Share</li> </ol>	<p>performance and look at the history of music.</p>
<p style="text-align: center;"><b>Intent</b></p> <p><b>Children will be able to:</b>  <u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>						
<p><b>Art and Design</b></p>						
<p><b>Focus Artists</b></p>	<p><b>Giuseppe Arcimboldo</b></p>	<p><b>Gustav Klimt</b></p>	<p><b>Georgia O'Keeffe</b></p>			



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Topics	Drawing- Marvellous Marks	Painting and mixed media: <b>Paint my world</b>	Sculpture and 3D: Creation station
<b>Knowledge and Skills Progression</b>	<p>To begin to talk about their ideas and explore different ways to record them.</p> <p>To experiment with mark making in an exploratory way.</p> <p>To use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>To work on a range of materials of different textures (eg. playground, bark).</p> <p>To begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> <p>To begin to enjoy looking at and talking about art.</p> <p>To being the talk about their artwork, stating what they feel they did well.</p>	<p>To explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>To explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>To use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>To use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p>To enjoy looking at and talking about art.</p> <p>To talk about their artwork, stating what they feel they did well.</p>	<p>To explore and play with clay and playdough to make child-led creations.</p> <p>To push, pull and twist a range of modelling materials to affect the shape.</p> <p>To create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p> <p>To enjoy looking at and talking about art</p> <p>To talk more confidently about their artwork, stating what they feel they did well.</p>
<b>Computing</b>			



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## Reception Curriculum Plan 2023 - 2024

Children in Reception will have the opportunity to take part in adult led computing lessons which follow the Purple Mash Scheme. The scheme includes five units, from exploring hardware to following and giving instructions – it provides children in Reception with the knowledge and skills needed before moving on to the coding, programming and more complex computing found in Year 1.

Units	Keyboard Skills Drawing skills	Robots Sounds	Technology Around Us Safety and Privacy
<b>Knowledge and Skills Progression</b>	<p><u>Keyboard Skills</u></p> <p>Make matching quizzes in which children match hand drawn letters to keyboard images. Children add first name to paint projects with a space in between.</p> <p><u>Drawing skills</u></p> <p>Paint Projects in Mini Mash; on the washing line or in the Drawing and Painting area.</p> <p>Use of the painting tools including 2Paint a Picture and Paint Projects.</p>	<p><u>Robots</u></p> <p>While moving a toy vehicle, describe the route using words such as turn, forwards and backwards.</p> <p><u>Sounds</u></p> <p>Encourage children to explore the pipes on the wall in the outdoor area of Mini Mash. In the Music area; experiment with the tools 2Beat and 2Explore</p>	<p><u>Technology Around Us</u></p> <p>Toy microwave, oven, hob, timer, music players, tv, cameras, clocks, magnifying mirror, scales, DIY tools, phones.</p> <p>Toy shopping till, calculator, phone, barcode reader, QR codes, toy vehicles, spacecraft, doctors set. Use Mashcams to talk about technology used in different job roles.</p> <p><u>Safety and Privacy</u></p> <p>Use of personal trays within Mini Mash for saving work and discussion relating to these trays and physical tray rules in the classroom.</p>



We are a learning community with the spirit to succeed

**Holywell Primary School**

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			<p>Extend PSHE discussion about privacy to use of technology. For example, if discussion talking to strangers, what would you tell them? Would you tell someone you don't know on the computer anything. What should you keep private? Use 2Quiz to create sorting activities based upon class discussion. Can children sort things into private and not private?</p>
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