

This term the children will be learning to:

Begin to separate from their parents – *please support this by listening to the advice of your child's Key Person. Ensure that you are speaking about school in a positive manner (especially if your child is finding it challenging to say goodbye to you). Please watch the 'we have been learning about.....' powerpoint with your child each **Friday at 3.20** so that you can talk to them about what they have been learning about.*

Learn to share and take turns – *Please support this through ensuring that you play alongside your child ensuring that you are modelling sharing and taking turns. **Resist the urge to always give them what they want, turn taking is an important life skill!***

Use the toilet independently – *If your child is not securely toilet trained, please speak to your Key Person. Support the toilet training process by ensuring you keep your child out of nappies/pull ups when at home! Putting them back into nappies or pull ups will confuse them, it is always better to be consistent. Please make sure that there is always at least one change of clothes in the coloured bag on your child's peg.*

Begin to draw lines and circles with control – *These are prewriting skills which will support name writing. Please support this by ensuring that your child has access to mark making materials such as pens and pencils at home and spends a lot of time in the park climbing!*

Recognise their own name - *Please make sure that you support your child to sign in at the beginning of each session. If they do not recognise their name, then give them a choice of two or three with different initial letters.*

Begin to be aware of rhyme – *Please support this through reading LOTS of rhyming stories. Point out rhyme in conversations, nursery rhymes and songs.*

Recite the number sequence to 10 – *Please support your child by counting in everyday situations such as counting as they walk up and down stairs.*

Beginning to count using 1-1 correspondence – *Support your child by asking them to find the correct number of forks/spoons at mealtimes. Play games such as snakes and ladders and use the maths games at school.*

Begin to show an awareness of shapes – *Please talk to your child about shapes in the environment e.g the tyre is a circle, your door is a rectangle.*

There is a lending library in the cloakroom area with a range of picture books available for the children to bring home and then swap.

Physical Development

Mark making activities - Using a comfortable grip with good control, beginning to choose a dominant hand.

Community blocks - Collaborating with others to manage large items such as moving planks.

Introducing the KS1 playground - Taking part in group activities such as running races. Can skip, hop, stand on one foot.

DT table - Using conventional scissors to cut along a line, or around an object.

Ongoing: Write Dance - draws lines and circles using gross motor movements.

Mathematics

Block play - Attempts to create arches and enclosures when building, using trial and improvement to select blocks.

Where is Sudden Hill? - Discuss routes and locations using words such as in front or behind.

What fits in the box? - Explores differences in sizes, length, weight, and capacity.

Skittles - points or touches each item saying 1 number name for each item, using the stable order of 1 2 3 4 5.

Counts to 5 objects recognising that the last number said represents the total counted so far. Links numerals with amounts to 5 and maybe beyond.

Bungies/fishing game - Uses some number names and number language within play, and may show fascination with large numbers.

Puzzles - Predicts, moves and rotates objects to fit the space or create the shape they would like.

Loose parts - Creates their own spatial patterns showing some organisation or regularity.

Understanding the World

Introduce wildlife garden/ Pond dipping - Shows care and concern for living things and the environment. Developing an understanding of growth, decay, and changes over time.

Where is Sudden Hill? - Draw information from a simple map - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

How does it work? - Talks about why things happen and how things work.

Personal, Social and Emotional Development

Settling into a new class - separates from main carer with support. Shows confidence in asking adults for help.

Making new friends and consolidating established friendship groups - takes steps to resolve conflicts with other children (finds a compromise).

"Expert Board" - Describing ourselves in positive terms and talking about abilities.

Learning how to use the new environment - selects and uses resources.

Outings, visitors, and events - aware of boundaries set and behavioural expectations.

Communication and Language

How will you cheer up your teddy bear? Uses language to share feelings

Mr Climbfiere poem - Extends vocabulary by using language they around them in their community and culture. Builds up vocabulary to reflect the breadth of their experience.

Talking Tables - Can talk about familiar books and can tell a long story. Uses talk in pretending things stand. Do you need friends? - Talks about things which interest them.

Home corner role play - introduce a storyline or narrative into their play.

Literacy

Talking tables - Sometimes gives meaning to their drawings and paintings Includes mark making and early writing in their play.

Birt's Diary/ Mr Climbfiere poem/ Letters to Isabel - Distinguishes between the marks they make.

What makes a good friend? - Enjoys drawing and writing on paper, on screen and on different textures

Shared reading - Recognising the names of different parts of the book, knowing print has meaning, knowing print can have different purposes, knowing print is read from left to right and top to bottom.

Ongoing: Nursery library once a week.

Expressive Arts and Design

DT table - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Various role play and small world play - Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Introduces a storyline or narrative into their play.

Drawing pictures of their friends - Develops an understanding of using lines to enclose a space

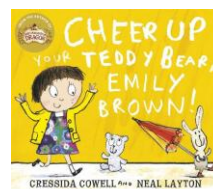
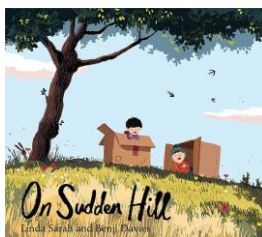
Ongoing: Song of the week - builds a repertoire of songs.

Nursery Autumn 1 2025

Here are some of the learning experiences we will use to explore our theme:

Ourselves

Core texts: PLEASE DO NOT READ THESE BOOKS AT HOME UNTIL WE HAVE COMPLETED THEM AT SCHOOL.



Special Events/Festivals

Black history month

Harvest festival

Individual school pictures