

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 will be an opportunity to borrow a story book to read with your child every Wednesday morning at drop off from the nursery library on wheels!

Physical Development

Letters to Grendel/restaurant menus/story maps/3 wishes/recipes for chocolate crispies - uses a tripod pencil grip/Creates line and circles.

Woodwork area - practices some appropriate safety measures without direct supervision.

Fruit tasting - willing to try a range of different textures and tastes and expresses a preference.

Diwali puppets and Diva lights - manipulates a range of tools and equipment.

Ongoing: Scribble club - draws lines and circles using gross motor movements, develops pencil control.

Mathematics

Linking elephants - Compares two small groups of up to 5 objects. Points or touches each object, saying one number name for each object using the stable order of 1,2,3,4,5

Our favourite fruit - Beginning to compare and recognises changes in numbers of things using language such as 'lots' and 'more.'

Let's find a fruit bat - responds to language of position and direction.

How many tomatoes? - separates a group of 3-4 objects recognising the total stays the same.

Numicon - Shows an understanding that numbers are composed of smaller groups,

Understanding the World

Diwali - learns they have similarities and differences that connect them to and distinguish them from others

What do we know about fruit bats/rotting fruit experiment: Talks about why things happen and how things work. Develops an understanding of growth, decay, and changes over time. **Where have you been/where are you from?** - recognises and describes special times or events for family or friends.

Caves - notices detailed features of their environment

Chocolate experiment - looks closely at similarities, differences, patterns, and change.

Profile Book sessions - talks about past events in their own lives.

Personal, Social and Emotional Development

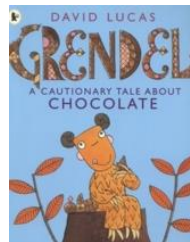
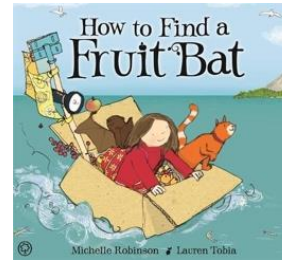
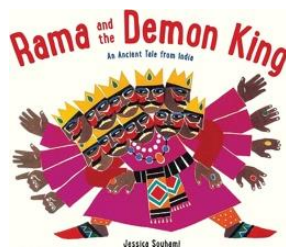
Separates from main carer with support (new children). Confident to speak to others about own needs, wants, interests and opinions. Aware of boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression. P4C - commit and justify - linked to stories. Increasingly able to talk about and manage their own feelings. Talks about how others may be feeling and responds according to their understanding of the other persons needs and wants.

Nursery Autumn 2 2025

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

Food

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



Special Events

This half term we will be celebrating Diwali and Christmas. Dates for Christmas celebrations will be shared later in the term.

**Nativity Play, Christmas Party
Christmas Lunch, Movie Night**

Communication and Language

Restaurant role play - Understands the use of objects. Builds up vocabulary that reflects the breadth of their experiences.

Describing/tasting fruit - listens to one another in small group situations. Beginning to understand how and why questions. Begins to use more complex sentences to link thoughts Questions why things happen and gives explanations.

Trek through the jungle - joins in with repeated refrains. Uses talk to pretend objects stand for something else.

What makes you special/unique? What do you love? - Talks more extensively about things that are particularly important to them.

What do you think lives in the cave? - Use talk to explain what is happening and anticipate what might happen next.

Literacy

Story maps/3 wishes/restaurant role play/Letter to Grendel - Includes mark making and early writing in their play. Imitates adult writing by making continuous lines of shapes and symbols using a combination of lines, circles and curves or letter like shapes. Begins to make letter like shapes to represent the initial sound in their name.

Phonics - tuning into sounds. Shows an awareness of rhyme.

Ongoing: Nursery class library -Sign in each morning with parental support.

Expressive Arts and Design

Diva lights - manipulates materials to achieve a planned effect. Uses tools for a purpose.

Drawing bats - develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation, and experiences.

Caves - engages in imaginative role play based on own ideas. Uses available resources to create props to support role play.

Nativity practices - begins to build a collection of songs and dances.

Ongoing: Song of the week - begin to build a collection of songs.