

## Important dates for Nursery this Half Term:

World Languages Day – Wednesday 24 September

(Half Term: Monday 27 October to Friday 31 October)

Open Evening – Monday 20 October

End of Term: Friday 19 December

PLEASE MAKE SURE YOUR CHILD IS ON TIME FOR NURSERY

### A note from your teacher

Ways you can help your child:

- Read with your child everyday. Ask them questions about the text/ story ...characters they like, favourite page etc.
- Count with your child everyday. Count aloud to 10. Ask your child to count out a given number of objects. Make your child aware of numbers in the environment and ask them to name the number.
- Ask your child to identify shapes around them and talk to them about what they look like.
- Support your child to recognise their name.
- Make your child aware of the print rich world we live in and that print can be used in many different ways e.g. receipts, tickets, menus etc.
- Talk to your child about the topic of the term. Discuss what they have learnt at school.

Focus book this half term is The Enormous Turnip.

## Sheredes Primary School

# Me and My World



Autumn 1 2025

## Nursery:

Here is a summary of our topic for this half term, 'Me and My World'. Your child will be learning to:

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 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.
- Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

### COMMUNICATION AND LANGUAGE

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

### LITERACY

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- 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 or writing 'm' for mummy.

### PHYSICAL DEVELOPMENT

- 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.
- 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.



### UNDERSTANDING OF THE WORLD

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.

### EXPRESSIVE ARTS AND DESIGN

- 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.
- Explore different materials freely to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas.

### MATHEMATICS

- 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.
- 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.
- 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'.
- 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.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.