

Important dates for Nursery this Half Term:

Maths and Science Week – 2 November – 6 November

'New to Nursery' Parent Consultations will take place 3 and 4 November
EYFS Christmas Show – Friday 4 December

End of Term: 18th December

Spring Term begins Tuesday 5 January

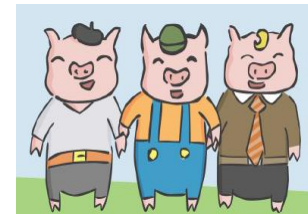
A note from your teacher

Ways you can help your child:

- Read with your child every day. Ask them questions about the text/ story.
- Support your child to become more independent - *being able to put on and take off their coat and beginning to wipe their own nose.*
- Count with your child every day. Count aloud to 10 and beyond. Ask your child to count out a given number of objects. Look at numbers in the environment and ask your child to name the number and to represent the amount using their fingers.
- Support your child in writing their name. Model how to form letters correctly and always start with a capital letter followed by lower case letters for the rest of their name.
- Ask your child to identify shapes around them. Encourage them to draw or paint shapes and use them to create a picture.
- Talk to your child about the topic of the term. Discuss what they have learnt at school.
- Make learning FUN and memorable!



Traditional Fairy Tales



Autumn 2 2026

Nursery:

This is a summary of our topic 'Traditional Fairy Tales' for this half term and an outline of what your child will be learning:

COMMUNICATION AND LANGUAGE

- Respond to simple instructions - making models, playing number games etc.
- Build up a wider range of vocabulary that reflects the breadth of their experiences re Seasons and the weather as well as traditional story language.
- Use talk to organise themselves and their play - role-play Giant's Castle, small world play related to traditional fairy stories.
- Understand why and what questions e.g. Why did Goldilocks go into the house? What do you think the bears will feel when they see their porridge is gone?
- Sing a large repertoire of songs including 5 little men in a flying saucer.
- Know many rhymes, be able to talk about familiar books, and be able to retell a long story e.g. The Gingerbread Man.

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 as well as looking at different types of books - fiction and non-fiction.
- Develop their phonological awareness, so that they can: - spot rhymes - count or clap syllables in their names. Sing a range of rhymes related to Traditional Fairy Tales including 'When Goldilocks went to the house of the Bears'.
- Engage in extended conversations about stories, learning new vocabulary related to the topic of Traditional Fairy Tales.
- Use some of their print and letter knowledge in their early writing. For example: writing a postcard as a group.
- Write some letters accurately from their name.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

- Play with one or more other children, extending and elaborating play ideas -especially during small world and in role-play areas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can go on the bike and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- 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.

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.

THE WORLD

- Use all their senses in hands-on exploration of natural materials. For example, collecting and handling Autumnal objects from a walk to the woods to find 'Signs of Autumn'.
- Explore collections of materials with similar and/or different properties and describe them...
- Talk about what they see, using a wide vocabulary related to seasonal change and the weather.
- Begin to make sense of their own life-story and family's history. For example, when they have made a snowman or been to the beach etc.
- Explore how things work including BeeBots (programmable toys).
- Continue developing positive attitudes about the differences between people.



MATHEMATICS

Say one number for each item in order: 1,2,3,4,5.

- Recite numbers past 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.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- 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'.
- Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- 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.

EXPRESSIVE ARTS AND DESIGN

Take part in simple pretend play... role-play Giant's Castle and small world reflecting different traditional Fairy Tales. For example Little Red Riding Hood.

- Begin to develop complex stories using small world equipment like woodland animals, characters from traditional Fairy Tales 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. For example, Autumnal collages.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Explore colour and colour mixing to create pictures to represent a story.
- Listen with increased attention to sounds, phonic games and songs.
- Respond to what they have heard, expressing their thoughts and feelings about different traditional Fairy Tales.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas.