

Nursery Autumn Term 1 - Welcome to Starfish Nursery! 😊

Although this is a very exciting time, we also know that starting nursery can be a daunting experience – not just for the children, but for the adults too!

Please be assured that your children, and their wellbeing, is our priority. We will do all we can to ensure the happiest possible start to nursery.

This document gives you an overview of our planning for the first term and is designed to give you an insight into your child's learning, the books covered and any support you can offer at home.



Our class is called 'Starfish'.
Meet the Starfish nursery team...

Mrs Cameron
(Teacher: Monday, Tuesday, Wednesday)

Mrs Butcher
(Teacher: Thursday, Friday)

Mrs Pearson
(Teaching Assistant)

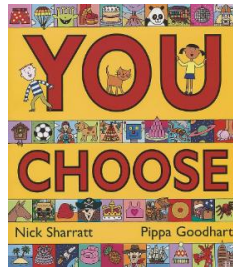
Mrs Kathpalia
(Teaching Assistant)

Autumn 1 Topic:
'Marvellous Me'

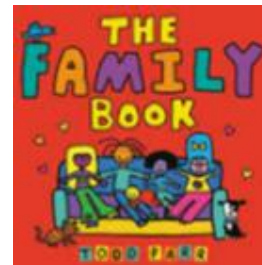
This topic gives us a chance to get to know the children and find out what makes each of them special and unique.

The focus texts this half term are:

You Choose



The Family Book



Useful things to know...

Our nursery day:

If your child is in for the full day, their hours are:
8.45am – 2.45pm.

If your child is in for just the morning session, their hours are:
8.45am – 11.45am.

If your child is in for just the afternoon session, their hours are:
12.15pm – 3.15pm.

Naming items

Please ensure you put names on all of the items your child brings into nursery each day, such as, jumpers, bags, hats, bottles etc. This really helps us to keep track of children's belongings and avoids anyone losing anything!

Things to do at home...

Please spend time at home talking to your child about nursery and encourage them to learn the grown-ups names. This will really help them to become familiar with the routines and the adults that they will see each day.

Starfish Nursery

Autumn Term

We have seven areas of learning, as indicated here.
Each box outlines what we hope the children will be able to do/demonstrate by the end of Autumn 2 (Christmas).

Personal, Social and Emotional Development

Settle to an activity for a short period (5 minutes)

Identify 'happy' and 'sad' symbols and name them/point to them correctly.

Identify one difference between them and another child or adult.

Follow some of the daily routines of school (e.g. stopping on a signal, lining up for outside, washing hands for lunch, finding peg).

Understand the terms 'yours' and 'mine'

Literacy

Reading

Differentiate between well-known environment sounds (e.g. doorbell, car, dog, tap running).

Talk about what they see in books.

Begin to show an awareness of rhyming words by joining in with rhymes in familiar stories songs and rhymes, eg when the teacher recounts a familiar rhyme, omitting the final rhyming word, they complete the rhyme.

Writing

Intentionally make marks

Explore different mark making equipment

Use different direction when mark making not necessarily giving a purpose.

Understanding the World

Can talk about their life e.g. talk about family and home life.

To understand that there are differences between people

To name/identify from pictures one celebration or special event from their own experience.

Name basic body parts: head, arms, legs, hand, foot, eyes, ears, mouth, nose (Tier 1 Vocabulary linked to CL).

To name one healthy food or food group.

To name one thing relating to Christmas time.

Take an interest in technology in the classroom and home.

Communication and Language

Sit and listen for the duration of a short story.

Show an increasing confidence when speaking to familiar people.

Demonstrate the ability to use a variety of Tier 1 vocabulary words in the correct context.

Follow taught daily routines.

Follow an instruction with support of some kind.

Express a preference.

Choose a task to engage in.

Join in with familiar songs.

Physical Development

Fine Motor:

Use holding fingers (pincer grip) to select a small item from a group of objects

Use holding fingers (pincer grip) to move objects from one hand to another

Attempt to use a small range of tools and equipment demonstrating some control and hand strength, eg spring assist scissors, large tweezers, paintbrushes, mark-making implements.

Gross Motor:

Imitates bilateral movements e.g. moves both arms up together.

Engages in climbing and other gross motor activities outside (or other appropriate place on gym equipment in hall).

Stand upright with their feet together.

Make a four point kneel position.

Begin to show increasing control over their body when moving from one position to another.

Mathematics

Begin to categorise and compare objects according to properties

Sort familiar objects into two groups.

Compare small quantities using language or gestures for: 'more than', 'fewer than'

Make comparisons between objects relating to size.

Recognise and extend ABAB patterns

Expressive Arts and Design

Explore a range of art and mark making equipment (moving in any direction).
Select and hold mark-making equipment to make marks intentionally, not necessarily with a specific purpose.

Use glue to stick two items together e.g. collage items on paper