

Communication and Language

- Understands simple sentences (e.g. *Throw the ball*).
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.
- Uses language to share feelings, experiences and thoughts.
- Single channelled attention; can shift to a different task if attention fully obtained.

Personal, Social and Emotional Development

- Separates from carers and explore new situations.
- Builds relationships with special people and seeks comfort or distracts themselves with objects when upset.
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.
- Knows their name, their preferences and interests.
- Able to think about their feelings and starts to manage their emotions.

Physical Development

- Moves in response to music, or rhythms played on instruments such as shakers.
- Begins to walk, run and climb on different levels, choosing different ways of moving.
- Climbs up and down while holding on.
- Can drink from a cup without spilling.
- Develops some independence in self-care and routines e.g. handwashing or teeth cleaning.
- Develops control of the bowel and bladder urges and communicates their need for the toilet.

Literacy

- Has some favourite stories, rhymes, songs, poems or jingles.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. *Humpty Dumpty sat on a ...*
- Repeats and uses actions, words or phrases from familiar stories.
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
- Distinguishes between the different marks they make.

Nursery Half Term Overview Autumn 1

Topic: All About Me /Monsters

Mathematics

- Beginning to compare and recognise changes in numbers of things, using words like *more*, *lots* or *'same'*.
- Begins to say numbers in order, some of which are in the right order (ordinality).
- Moves their bodies and toys around objects and explores fitting into spaces.
- Begins to remember their way around familiar environments.
- Responds to some spatial and positional language.
- Explores how things look from different viewpoints including things that are near or far away.

Understanding the world

- Has a sense of own family and pets and in play imitates everyday actions.
- Notices features in their environment.
- Enjoys playing with small world reconstructions, e.g. visiting farms.
- Talks about things they have observed such as plants, animals, natural objects.
- Acquires basic skills in turning on digital equipment or operating mechanical toys.

As we are looking at ourselves in our 'All About Me' topic, we would be grateful if you bring a family photograph into school to talk about.

Expressive Arts and Design

- Joins in singing songs and creates sounds by rubbing, shaking, tapping showing and interest in the way instruments sound.
- Experiments with ways to enclose spaces, create shapes, actions, sounds, objects.
- Uses everyday materials to explore, understand their world, ideas and interests.
- Begins to make believe by pretending using sounds, movements, words, objects
- Begins to describe sounds/music imaginatively.

Useful information

Ways to help your child

Encourage your child to be as independent as possible this includes:

- Putting on and taking off jumpers or cardigans.
- Putting on and taking off their coats.
- Toileting/hand washing and drying.
- Putting a straw in cartons of juice/milk.
- Tidying away their toys.

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions

Shared Reading

We actively encourage parents/carers to read to their child regularly. As you read, your child can look at the pictures and start to point out familiar features e.g. a big dog.

To help with this, every Tuesday your child will have the opportunity to choose a library book from the classroom box. They will need to have a blue book bag in school so they can transport the books safely to and from school.

Along with the library book, they will have a log book that we encourage you to write in e.g. Bob loved this story as he has a teddy that looks similar or they showed no interest.

At Cathcart Street Primary we strive to develop a love of reading from an early age and this can often help with the bedtime routine; bath, PJ's then bedtime story with their Mummy/Daddy or Grandparent.

Diary Dates & Learn Together sessions

25th September

- Learn together session

Polite Reminder

Please can all clothes, including coats and bags be clearly labelled with your child's name.

Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>