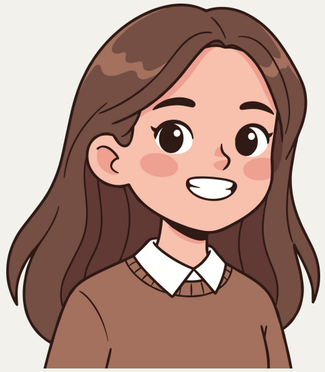
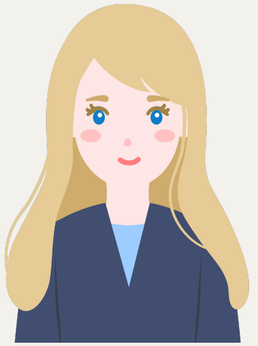
Meet The Teacher

Nursery

2026









Mrs Kirby, Miss Bowers, Miss Davies & Mrs Honey

St Mary's C of E Primary School Nursery Timetable – Autumn Term 1

Timings	Monday HK	Tuesday HK	Wednesday HK	Thursday SB	Friday SB
8.45	Toileting, Hand Washing, Self-Registration, Name writing, Child Initiated Learning				
9.20	Circle Time-Welcome, Phonics 				
9.30	Child Initiated Learning Indoor & Outdoor Intervention Groups (TBC) Snack (small groups) Friday-Library books				
11.15	Tidy Up				
11.30 **11.35**	Circle Time - Maths Daily Story Goodbye Song & Prayer Toilet & Wash Hands or Coats & Book Bags				
11.45	Lunch Club or Home Time				

Timetable is flexible and may change at any point during the day to ensure the needs of the children are met.

Tapestry – Has everyone accessed their Tapestry accounts?

Nursery Curriculum Letter Autumn 1 2026

At St Mary's we believe that a child learns best through child-initiated play and below are some of the key aspects of child development that we will be encouraging through play this half term. We have included themes for specific areas which may be important to the children and therefore may feature in their play. We will post photos of children's learning on Tapestry, we hope you enjoy seeing their latest achievements.

Communication & Language We will be listening to environmental and instrumental sounds through a variety of games, sound walks and songs.

We will enjoy learning a range of nursery rhymes and singing them together. Why not share some nursery rhymes at home?



Physical Development Your children look very smart in their uniforms and school shoes. We will start to practice changing our shoes and putting on our wellies. We will also learn a technique for putting on our coats. We go outside every day even in the rain so these will be very important skills. Please ensure that your child has a coat everyday!



PSED Our theme is 'Being Me in My World'. The children are learning lots of new routines and they are working hard to become more independent! We introduce our "golden rules" through puppets. The puppets represent gentleness, kindness, listening, trying hard and honesty. These skills will support your child to flourish in Nursery.



Understanding the World Autumn has well and truly begun so we will be exploring the environmental changes we can see when we are outside. We will make collections of natural items that help to represent Autumn such as leaves and conkers. This will also help us to discuss Harvest time and the importance of Harvest. We will represent this through songs as well. This year we will be singing: The big red combine harvester, The dingle dangle scarecrow and The Farmer plants the seeds.



Literacy We will be reading books all the time in nursery, it is so important that they hear adults reading and begin to sit and listen. We have lots of books about Harvest, Farming, Autumn and Nursery Rhymes to reinforce the learning taking place in other parts of the curriculum. We will also begin to encourage the children to recognise and read their names as part of registration and snack time.

Your children will choose a library book every Friday for you to read to them. We will change this every Friday if it is returned to us.

We will also read 'Walking through the Jungle' together, we will add actions and sounds to this story so that it is interactive.



Maths We have one Maths circle time per day and we will be teaching Maths to begin with through counting stories, songs and games. We will also focus on one Maths based Nursery rhyme per week in Autumn 1. We will then encourage counting through play and in our daily routines! We will also be looking out for leaves in the environment and then sorting them based on colour and size.



Religious Education Rector Jonathan will visit us every week. He always reads to us. We will be visiting the church to prepare us for Harvest Festival. Look out for more information on this event.

Expressive Arts We love mark making in nursery, we will be encouraging mark making using a variety of tools such as pencils, crayons, brushes/paint, foam. We will model how to hold tools as part of our physical development and we will even begin teaching the children to write their name. We will be sending their work home so please send in a book bag every day.



Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

3 & 4-year-olds: how you can help me with my learning?

Communication & Language

- Have conversations with me about things that I am interested in. Encourage me to keep talking by nodding, smiling and making comments.
- Introduce new words when we are playing, eating or when we are out and about. Explain what new words mean to me.
- Talk to me about things that have already happened and what might happen soon.
- Play listening games with me such as 'Simon Says'.

Personal, Social & Emotional Development

- Give me tasks to carry out, e.g. washing my plate after snack.
- Model how you manage your own feelings, e.g. *"I'm feeling a bit angry so I am going to take a deep breath."* Help me to understand why I am feeling sad or frustrated.
- Make a 'calm down jar.'



Physical Development

- Help me with dressing but let me do the last steps, e.g. pulling up my zip after you have started it off.
- Give me lots of opportunities to be active and practise running, jumping, balancing, climbing and swinging.
- Encourage me to walk, scoot or bike to my nursery or childminder.



3 & 4-year-olds: how you can help me with my learning?

Mathematics

- Point out the number of things rather than just the names, e.g. "We have **two** apples!"
- Give me lots of opportunities to count for a real reason and always emphasise the last number – *"There are **3** cookies."*
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we're at the park, use words like 'up', 'under', and 'between' to talk about what we see.
- Make playdough with me.

Understanding the World

- Help me make collections of interesting natural materials, e.g. pebbles, shells.
- Let me explore ice, once it has melted a bit (so I don't get frostbite)
- Plant seeds and bulbs with me.
- Take me to different places such as the library.

Literacy

- Talk about stories with me, what is happening in the pictures? Give me time to think and share my ideas.
- Play around with words. Make up fun rhyming sentences with me.
- Let me help you write birthday cards and shopping lists.



Expressive Arts & Design

- Make home-made paintbrushes using clothes pegs and items from around the house and outdoors.
- Join in pretend play with me.
- Give me a cardboard box and some fabric to build a den with.



3 & 4-year-olds: Communication and Language

- I like listening to longer stories and I can remember a lot of what happens.
- If I am really busy in my play, I can find it difficult to switch my attention and listen to what you say to me. It helps me if you use my name and say: “Please stop and listen.”
- I can use lots of different words. I like to learn new words.
- It helps me if you explain what new words mean.
- I can understand questions and instructions that are more complicated and have two parts, like: “Please get your coat and wait at the door.”
- When you ask me questions about why something happened, I understand, e.g. “Why do you think the caterpillar got so big?”



- I can use long sentences of four to six words.
- I can use words and actions to explain my thoughts and ideas. I can give my point of view and disagree.
- I like having long conversations with you and my friends.
- When I am playing I talk to pretend: “Let’s go on a bus... you sit there... I’ll be the driver.”





3 & 4-year-olds: Communication and Language

- I know lots of songs and enjoy singing them.
- I can tell you a long story and talk about my favourite books. I know lots of nursery rhymes.
- I am still learning how to use word endings. I might still make mistakes such as ‘runned’ for ‘ran’. Instead of correcting me, please reply and use the right ending, e.g. “Yes, I saw how fast you ran!”
- I am still learning to pronounce some words. These are sounds that I might still find tricky, e.g. j, th, ch, and sh.

3 & 4-year-olds: Personal, Social and Emotional Development

- I am learning about why rules are important and can follow rules most of the time.
- I can remember the rules and I don't need an adult to remind me.
- I am learning about how to assert myself in appropriate ways.
- I talk to my friends to solve problems that might happen when we are playing.
- I can use different words to explain how I am feeling.
- I am developing an understanding of how other people might be feeling.
- I can use my fine motor skills to do up buttons, zips and to pour myself a drink.





- I am keen to be independent. Especially around dressing and feeding myself.
- I am beginning to eat independently, and I am learning to use a knife and fork.
- I am becoming more and more independent in getting dressed and undressed. I can put my coat on and do up my zip.
- I am becoming more and more independent in looking after myself. I can brush my teeth and wash and dry my hands thoroughly.
- I understand about how important it is to brush my teeth. I can make healthy choices about food drink and exercise.

- I am becoming more and more independent and enjoy being given resources and activities that I can use by myself.
- I like to be given responsibility and to help with jobs like fetching the fruit for everyone or washing up my plate after snack.
- I am becoming more confident interacting with new people.
- I am confident to go out on short walks and trips.
- I like to play with other children and I can build on the ideas in our play.
- When playing with my friends, I can find ways to solve conflicts, e.g. I know that we can't all be Spider-Man in the game, and I can suggest other ideas.



3 & 4-year-olds: Physical Development

- I am learning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can think carefully about which movement I need to make, for example whether to crawl, walk or run across a plank, depending on its length and width.
- I can choose the right tools for what I need to do.
- I can work with my friends to move and carry large objects such as big wooden blocks.
- I can use one handed tools such as scissors.
- When holding pens and pencils I have a comfortable grip and good control.
- I am showing whether I am left or right-handed.



3 & 4-year-olds: Physical Development

- I am continuing to develop a range of physical skills - balancing, riding and ball skills.
- I can walk up steps and stairs and climbing equipment using alternate feet.
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- I can wave flags and streamers using large muscle movements and paint and make marks on a big scale.
- I like to join in with group and team activities. Sometimes I like to make these up with my friends.





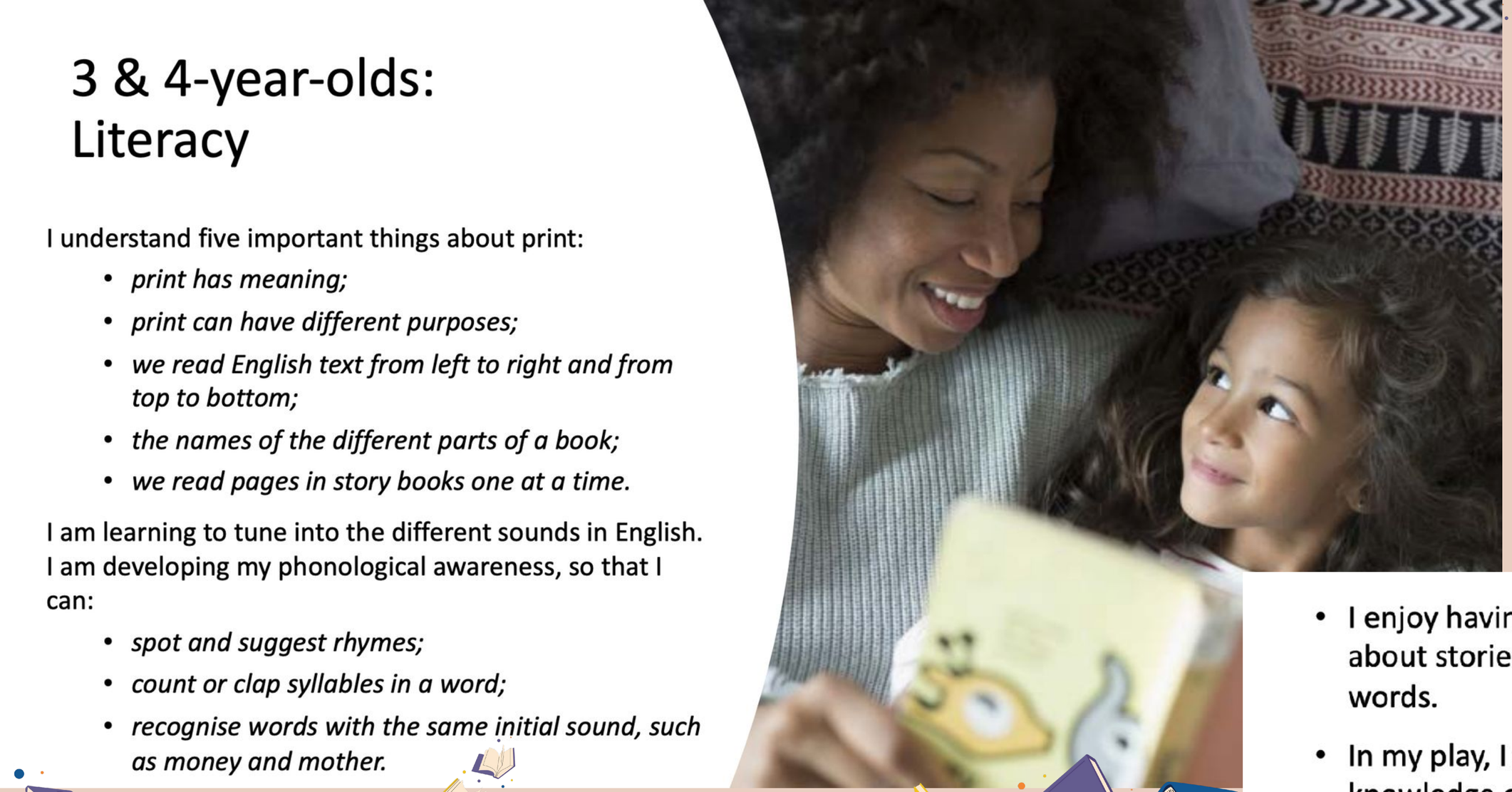
3 & 4-year-olds: Literacy

I understand five important things 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;*
- *we read pages in story books one at a time.*

I am learning to tune into the different sounds in English. I am developing my phonological awareness, so that I can:

- *spot and suggest rhymes;*
- *count or clap syllables in a word;*
- *recognise words with the same initial sound, such as money and mother.*

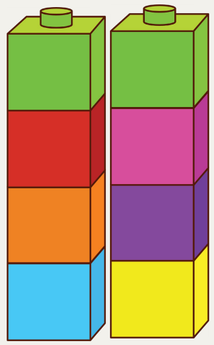


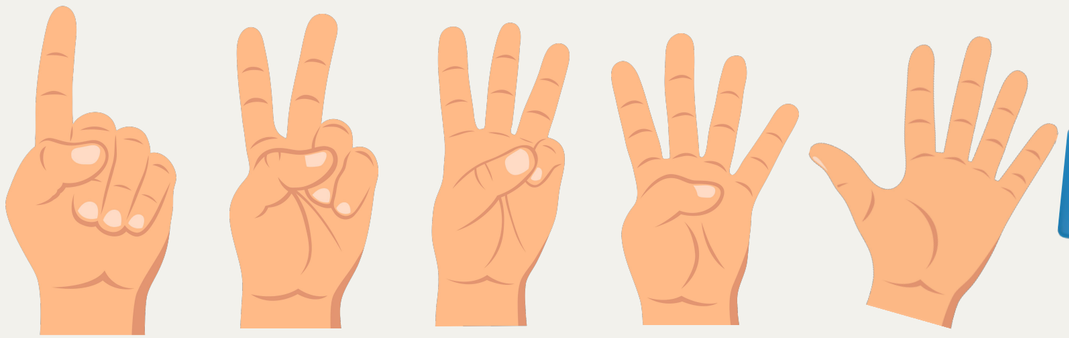
- I enjoy having long conversations about stories and learning new words.
- In my play, I am learning to use my knowledge of sounds and letters in my early writing.
- I can write some or all of my name.
- I can write some letters accurately.

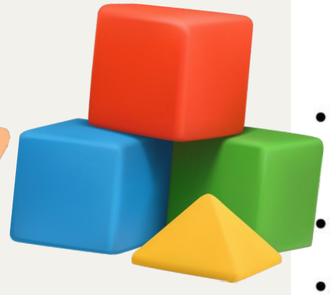
3 & 4-year-olds: Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually *(this is called 'subitising').*
- I can say numbers in order past five.
- I can say one number for each item in order: 1,2,3,4,5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total (*this is called the 'cardinal principle').*
- I can show 'finger numbers' up to 5.
- I can match the correct numeral (number symbol) to the right amount, up to 5, e.g. point to the number 3 when I count 3 snails.





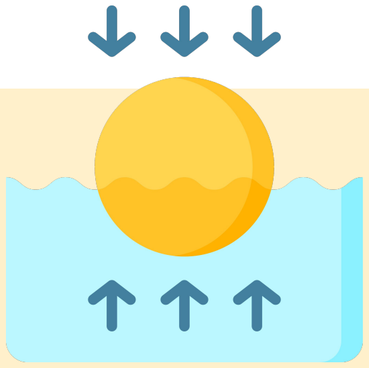




- I can make comparisons between objects relating to size, length, weight and capacity.
- I can choose the right shape when building, e.g. triangular prism for a roof.
- I can combine shapes to make new ones - an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g. stripes on clothes, designs on wallpaper. I use everyday language like 'pointy', 'spotty', 'blobs' etc.
- I can make and extend ABAB patterns – stick, leaf, stick, leaf.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as 'first', 'then' 'after' to describe a pattern of events.
- I like to experiment with making my own marks and symbols as well as numerals.
- I can use mathematical words to compare amounts 'more than', 'fewer than'.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like 'pointy'. I can use mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'.
- I can understand position through words alone, e.g. "The bag is under the table." – with no pointing.
- I can describe a familiar route.
- I can talk about routes and locations, using words like 'in front of' and 'behind'.

3 & 4-year-olds: Understanding the World

- I am learning that it is important to respect and care for the natural environment and all living things.
- I am learning about different forces I can feel, e.g. how the water pushes up when I try to push a plastic boat under it.
- I can talk about the differences between materials and changes I notice, e.g. when cooking.
- I am learning to develop positive attitudes about the differences between people.
- I know that there are different countries in the world. I can talk about differences I have experienced or seen in photos.









- I enjoy exploring natural materials using all of my senses.
- I explore and investigate collections of natural materials with similar and/or different properties.
- I can talk about what I explore and investigate using a wide range of words.
- I am learning about my own life-story and my family's history.
- I am interested in the different jobs people do.
- I am interested in exploring how things work.
- I enjoy planting seeds and caring for growing plants.
- I can understand the important parts of life cycles of both plants and animals, e.g. a bean, a caterpillar or a chick.

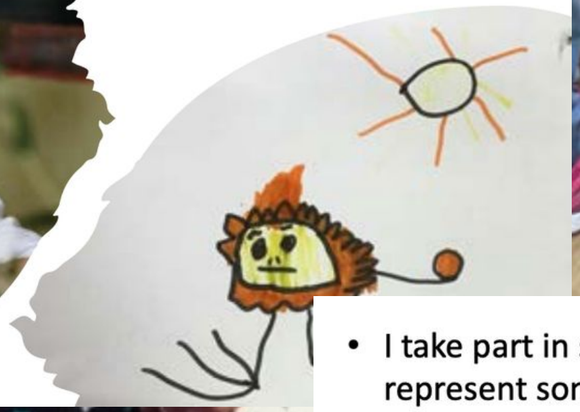


3 & 4-year-olds: Expressive Arts and Design









- I can create closed shapes with continuous lines.
- I am learning to use these shapes to represent objects.
- I can draw with increasing complexity and detail, such as representing a face with a circle including details.
- I can use drawings to show ideas like movement or loud noises.
- I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
- I enjoy exploring colour and colour mixing.

- I respond to what I hear and express my thoughts and feelings.
- I can remember and sing entire songs.
- I can sing the pitch of a tone sung by another person ('pitch match').
- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- I enjoy creating my own songs. I can make up a song around one that I already know.
- I can play instruments with increasing control to express my feelings and ideas.



- I take part in simple pretend play, using an object to represent something else even though they are not similar.
- I am beginning to make up complex 'small worlds' using animal sets, dolls and dolls houses etc.
- I enjoy making detailed, imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- I enjoy exploring different materials freely. I am learning to develop my ideas about how to use them and what to make.
- I can join different materials together. I explore the textures of different materials.

Key Dates

- INDIVIDUAL PHOTOGRAPH - THURSDAY 1ST OCTOBER
- HARVEST FESTIVAL IN CHURCH - FRIDAY 2nd OCTOBER AT 9:10AM
- PARENT'S EVENING - WEDNESDAY 21st OCTOBER
- END OF TERM - FRIDAY 23rd OCTOBER
- OCCASIONAL DAY - MONDAY 30th NOVEMBER
- EYFS CHRISTMAS PERFORMANCE - FRIDAY 4TH DECEMBER AT 9.10AM
- CHRISTMAS FAIR - SATURDAY 12TH DECEMBER

Communication

Nursery email:

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stmaryspreschool.northchurch@gmail.com

School office email:

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