

3rd September 2026 – 23rd October 2026

Meet the **Seacole** Nursery Team! We will all be working with your children, and we are really looking forward to getting to know them.

Miss Morgan Head of Early Years	Miss Macey Room Teacher	Mrs Hearn Class TA and PE Teacher	Miss Lambert Class TA	Mrs Davis Class TA
				

Subject	What is my child learning about at school?
Communication and Language	This term, we will be focusing on how we listen and respond to one another. We will work hard to develop our listening skills and become active listeners, while also practising turn-taking and taking part in conversations. We will learn each other's names, practise using good manners in our interactions, and introduce the concept of using a Confident Voice in and around the classroom. We will also enjoy listening to stories and recalling our favourite phrases from rhymes and stories. Through these activities, we will learn to anticipate and talk about key events. Throughout our term projects, we will be exploring and using a range of vocabulary, including: My name, appearance, families, same, different, likes, dislikes, fruit, vegetables, soil, farm, field, tractor, farmer, crops, harvest, gather, weather, change, clothes, and Autumn.
How to help at home: Where possible, try and minimise background noise when talking with your child. Encourage talk in all spaces and provide a commentary where possible to introduce new and exciting language to your child. Role model positive interactions to your child.	
Literacy	Literacy Our classroom routines will include many opportunities for children to develop and practise their literacy skills. These will include: • Recognising their own names and those of their peers through name-flashcard games and by having cups, drawers and pegs clearly labelled around the classroom. • Morning meetings, where we will use flashcards to practise the days of the week, numbers to identify the date, the months of the year, the weather and the seasons. Talk & Writing Your child will be learning to retell a story using a Confident Voice. A Confident Voice means speaking clearly and loudly enough so that everyone in the audience can hear and understand. This term, our focus story will be <i>Each Peach Pear Plum</i> by Janet and Allan Ahlberg. We will begin by retelling the story together as a class, using actions and movements to help the children remember the key characters, events and phrases. As their confidence develops, the children will work towards retelling the story individually and independently, using their Confident Voice. Sounds-Write (Phonics): Your child is learning to distinguish between the different sounds that they hear in the world around them. We will be going on listening walks, playing sounds games and introducing 'robot talk' which will encourage the children to blend (put sounds together. For example, c-a-t is cat) and segment (break words down. For example, cat is c-a-t). We will also be reading lots of different stories together and answering simple questions about the stories we have read.
How to help at home: Find quality time at home to read and tell stories- if possible, try and use puppets or soft toys as props. Create frequent opportunities for singing and rhymes, the sillier the better. Brings your child's attention to letters and words which can be found in posters, signs, objects, both at home and when you are on the street.	

Mathematics	Maths: Your child will be learning to recognise the value of numbers up to 5, using finger rhymes and songs to help reinforce and consolidate their learning. We will also be exploring how to make comparisons between objects, both inside and outside the classroom. Your child will be introduced to mathematical language such as ‘full’, ‘empty’, ‘more’ and ‘the same’ as they develop their understanding through practical experiences. Towards the end of the term, your child will begin to identify and talk about the patterns they notice in the world around them. For example, they may spot stripes on clothing or patterns on rugs and begin to use descriptive language such as ‘spotty’ to share their observations. We will also begin to explore position and positional language, helping children to describe where things are in relation to one another. In addition, we will encourage children to talk about and describe sequences of events, both real and fictional, using appropriate language to explain what happens next.
How to help at home: Singing with your child a range of different number songs including 5 little speckled frogs and 5 currant buns, counting objects in their environment, for example, counting how many strawberries are in their snack bowl. Bring your child’s attention to numbers when going for walks on the street (car registration plates, house numbers, road indicators...). Encourage your child to spot and create patterns in their environment for example the pattern of a zebra crossing- black, white, black, white.	
Knowledge Understanding the World Expressive Art and Design	Wider Curriculum Across the school, all pupils will be exploring the enquiry question: “How can data help us understand the world around us?” Our projects this term will focus on the following questions: • Transitional Project – “Who Am I?” (Weeks 3–4) • Autumn and Harvest – “What are our favourite fruits and vegetables?” (Weeks 5–8) Through these projects, children will investigate who they are and explore their favourite fruits and vegetables. During our “Who Am I?” project, pupils will develop their confidence in talking about themselves. They will practise telling their friends their name, age, likes and dislikes. We will also explore families and talk about how families can be the same and different. As we move further into the Autumn 1 term, pupils will learn about how fruits and vegetables grow. We will use our senses to investigate different fruits and vegetables, exploring their texture, smell, taste and appearance, both inside and outside. Children will be encouraged to use a range of adjectives to describe what they notice and will use a variety of tools to help them explore and investigate. During this half term, we will also learn about Harvest Festival and explore how it is celebrated in England. In October, as part of Black History Month, we will learn about important Black people who have made significant contributions to British history. Art Your child will have opportunities to explore and use a variety of materials in our art area, including paint, pencils, crayons, glue and Sellotape. We will be learning how to use scissors safely and how to take care of our art area and the resources we use. Children will also be encouraged to notice and name the colours they see in the world around them, developing their ability to describe and talk about their observations.
How to help at home: Show your child what they look like by using mirrors, you could discuss the colour of their hair, whether it is curly or straight, the colour of their eyes. Discuss who is a part of your family, parents, siblings, aunts, uncles, grandparents, cousins and pets. Ask your child to help choose fruit and vegetables while doing a grocery shop, speaking about the different fruits and vegetables you are having at mealtimes. Your child is learning about the five senses. You could support their knowledge and understanding of the five senses by asking your child to describe what they can see, hear, smell, taste and touch. You could use some boxes and bottles from your recycling to make various models, mixing the primary colours to see how they change. You could use paints or food colouring.	
Character Zones of Regulation Personal Social and Emotional Development Spanish Music	Zones of Regulation This term, we will be learning about the Zones of Regulation and exploring how we can identify our emotions and take steps to regulate our feelings. We will learn about the different coloured zones and what they represent, beginning with two feelings for each colour: • Blue Zone: Sad and Tired • Green Zone: Happy and Focused • Yellow Zone: Silly and Excited • Red Zone: Angry and Scared We will encourage the children to talk about how they are feeling and explore what might make them feel that way. We will begin by looking at and making a range of facial expressions, naming the emotions we recognise and creating our own feelings posters.

	Character Our school's Character Programme uses both a 'taught' and 'caught' approach to help children develop positive character virtues in everyday school life. During Autumn 1, we will focus on the following virtues: • Self-control and Dignity • Love and Kindness • Forgiveness We will explore what these virtues mean and encourage the children to recognise and demonstrate them through their interactions and experiences in the nursery. Jigsaw – Being Me We will also be exploring the topic 'Being Me' through the wonderful Jigsaw programme. As part of this topic, we will learn about welcoming others into our classroom, working together to make our nursery the best it can be and understanding and respecting everyone's right to learn. Spanish This half term, we will begin our Spanish learning by finding Spain on a map and learning how to say 'hello' and 'goodbye'. The children will also learn to follow simple instructions in Spanish, such as 'stand up' and 'sit down', through fun and engaging activities. Music Your child will have the opportunity to sing with their class every day. We will be learning lots of new songs, while also spending time practising the days of the week and numbers, helping to support their Maths learning.			
How to help at home: You can read books about the different emotions that we feel, you could read the colour monster by Anna Llenas or 1,2,3 my feelings and me by Goldie Miller. Your child is learning to say please and thank you, especially during fruit time and family dining. Please help them practice using good manners at home during dinner time. Here are the words to some of the songs we are singing at school. If you don't know the tune, ask a member of staff or your child to teach you.				
<table><tr><td> Hello My Friends Hello my friends, hello, (x2) Hello my friends, hello my friends, Hello my friends, hello. Hello my friends, hello. <i>*We will be adding in different languages, such as French (Bonjour, mes amis) and Spanish (Hola, amigos míos) to our welcome song.</i> </td><td> Days of the Week <i>(sung to the tune of the Adams Family)</i> Days of the week (2 claps) (x2) Days of the week. Days of the week. Days of the week (2 claps) There's Sunday and there's Monday. There's Tuesday and there's Wednesday. There's Thursday and there's Friday. And then there's Saturday. Days of the week (2 claps) (x2) Days of the week. Days of the week. Days of the week (2 claps) </td><td> What's the Weather Like Today? What's the weather, what's the weather, what's the weather like today? Cloudy, rainy, Sunny, snowy, What's the weather like today? </td></tr></table>	Hello My Friends Hello my friends, hello, (x2) Hello my friends, hello my friends, Hello my friends, hello. Hello my friends, hello. <i>*We will be adding in different languages, such as French (Bonjour, mes amis) and Spanish (Hola, amigos míos) to our welcome song.</i>	Days of the Week <i>(sung to the tune of the Adams Family)</i> Days of the week (2 claps) (x2) Days of the week. Days of the week. Days of the week (2 claps) There's Sunday and there's Monday. There's Tuesday and there's Wednesday. There's Thursday and there's Friday. And then there's Saturday. Days of the week (2 claps) (x2) Days of the week. Days of the week. Days of the week (2 claps)	What's the Weather Like Today? What's the weather, what's the weather, what's the weather like today? Cloudy, rainy, Sunny, snowy, What's the weather like today?	
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Physical Development	Physical Development Your child will be developing their gross motor skills through a range of movements and physical activities. This will include moving around the hall while learning to avoid obstacles and develop their spatial awareness. We will practise a variety of full-body movements, including running, skipping, hopping and jumping, as well as exploring different animal movements. We will also focus on following instructions during P.E., helping children to understand when to start, stop and change their movements. At the playground, children will have opportunities to develop their physical skills through exploring the climbing, balancing and building equipment, as well as the sand and water areas. Self-Care and Independence As part of developing our awareness of self-care, we will reinforce the importance of washing our hands after break times and before meals. We will also support children in developing their confidence and independence when using the toilet. This will include recognising when they need to use the toilet, getting there in time, managing their clothing independently and developing confidence with personal hygiene. Fine Motor Skills Children will develop their fine motor skills through everyday routines, such as putting on and taking off their jumpers and coats and signing in when they arrive. They will also have many opportunities to strengthen their fine motor skills through our continuous provision. Activities will include playdough modelling, creative activities, construction and other hands-on experiences that encourage children to develop their hand strength, coordination and control.			
How to help at home: Please ensure your child eats a healthy balanced diet and arrives at school having eaten a nutritious breakfast or lunch. Details of our breakfast club are available from the school Office. Please support your children to wash their hands thoroughly and frequently and discuss the importance of this. Promote your child's autonomy in daily routine such as getting dress/undressed and using the toilet independently.				