



Beech Class Newsletter Autumn Term 1

Hello! I am Miss Reeves and I will be teaching Beech Class from September. I am very excited to be teaching your children, and I hope to make their start to school a smooth one! In Beech Class, we have Miss Fairbrother and Miss Bramwell who are just as excited as me to be working with your children this year. I hope your children are just as excited as me, but I know there will be lots of nerves (and some tears!). If there are any concerns or anything you would like to discuss, then please don't hesitate to contact me. I am around at drop off and pick up, but you can also contact me via Dojo or on my email at mreeves@fleetwoods.lancs.sch.uk.

I hope to make this year exciting and full of learning for your child! Below I will detail the outcomes we hope to hit for each of the 7 areas of learning this half term. Please be aware, these may be similar to next half term, as for this half term, we will just focus on settling in and getting your children comfortable with coming to Nursery. Our topics that we will be focusing on will be: **All About Me, Marvellous Materials, Autumn Changes and Diwali/Harvest Festival.**

Our forest sessions will be on **Thursday** and **Friday** afternoons. Please ensure children bring wellies and warm clothing.

Personal, Social and Emotional Development

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Begin to remember and follow rules with some understanding.
- Be increasingly independent in meeting their own care needs.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Communication and Language

- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Confidently and safely use a range of small apparatus indoors and outside, alone and in a group.
- 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.

Understanding the World

- Begin to make sense of their own life story and family's history.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.

- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Expressive Arts and Design

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore colour and colour mixing.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

Literacy

- We read English text from left to right and from top to bottom.
- The names of the different parts of a book.
- Page sequencing.
- Write some letters accurately.

Maths

- Make comparisons between objects relating to size
- Complete inset puzzles
- Compare sizes using gestures and language: 'bigger/little/small'
- Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat.

Religious Education

- I can talk about myself, my likes, dislikes, and what makes me special.
- I can talk about feelings I have experienced.
- I can talk about the names Christians give to God.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.