Nursery Half Termly Overview – 2026/2027: Autumn 2

Dear Parents and Guardians,
Welcome to the second half of the Autumn term! After a super start to the Autumn term, the children were excited to return to nursery, catch up with their new friends and continue their learning. This half term the children will be learning about woodland animals and experiencing Autumn themed activities. They will also be taking part in Road Safety Week and Anti-Bullying Week with lots of activities planned to support this learning. This overview will outline what the children will via email teachers@socps.co.uk.

Kind regards. Miss Morris, Mrs Fitzsimmons and Miss Makin

Catholic life of the school

The children will have the opportunity to take part in daily prayer and reflection time led by their Key Person each day. These sessions gather the children together for a few minutes to listen to a small piece of Scripture and they respond to it through words or actions.

At St Oswald's, we always try to be helpful and support our local and wider communities particularly at this time of the year. Our super School Councilors are helping us to support 'Operation Christmas Child' again this year, Information has been sent out, and all shoeboxes need to be dropped off at school by Monday 16th November. Visit **www.samaritans-purse.org.uk/what-we-do/operation-christmas-child** to find out more. Thank you for your support.

Once Advent begins, we will start our class 'Advent Prayer Bag', to share in some reflective time with their family about the Christmas story. More information will follow closer to the time.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this on the school website or click here and share it with your child.

Key Dates

Wednesday 11th November: Class Remembrance Reflection
15th to 21st November: Road Safety Week
Monday 16th to Friday 20th November: Anti-bullying Week
Sunday 29th November: Advent begins
Wednesday 9th December: EYFS Nativity Performance
Friday 11th December: Christmas Jumper Day
Wednesday 16th December: Christmas Dinner
Friday 18th December: School closes for the Christmas break.

Sharing books

In order to encourage your child to develop their vocabulary and to become a lifelong reader, it is important that they learn to share books with adults for pleasure. The sharing book is a book for you to enjoy together. Read the book to them and discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you both have fun!

Your child will receive a book each Monday and Thursday. Please return books on time to be changed. Unfortunately, if a book is not returned on time, we cannot change your child's book until we receive it. Your child will have a reading record where you can record comments about how much your child enjoyed the book and any comment they may make about it. Your child's Key Person will record one reading experience that they have had with your child each week and add next steps for your child, when they feel it is appropriate.
We ask that you encourage your child to take care of books and handle them gently, and to keep them safe in their book bags.

How to keep up to date

It is important to know what is going on in school and how your child is doing. These are the best ways to keep up to date:
*The weekly newsletter - Each Friday our school publishes a newsletter, to keep parents up to date with events in school that have happened and future events. These newsletters are available to download from the school website and the school app.
*School Facebook page.
*Nursery class blog shared on Evidence Me each Friday.
*'Evidence Me' by 2Simple – We observe your child learning, and we sometimes log these observations on our 2simple app. These observations will not be shared daily. When observations are logged, they will be shared during the week.
* Half term curriculum overview.
*Termly RE newsletter on the school website.

If you change your address, phone number or email address, please let us know so we can keep your information up to date on our computer system.

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Religious Education

Each week the children will take part in RE lessons taught using guidance from the Religious Education Directory (RED). This half term the children will complete their second topic called 'Promise and Prophecy'. They will hear stories such as The Annunciation, The birth of Jesus and The Shepherds visit the manager. They will learn about the Advent Wreath, the tradition of the crib to tell the story of Jesus' birth and how Advent is celebrated by people in different ways. They will learn about prayer and the Sign of the Cross.

As part of the RED and PSED lessons, the children will also develop an awareness of the world they live in and an appreciation of other faiths and cultures.

Please see the RE newsletter on the school website for more information.

How you can help your child

Below are a few little tips that you can help to support your child in school this half term:

- Share books each night and encourage them to talk about the books.
- Talk to them about what they are learning in school using the topic web on page 3 of this document.
- Discuss any new vocabulary you come across at home, talk about its meaning and model using it.
- Encourage them to carry their own bag to school and put their own coat on.
- If your child isn't fully toilet trained, continue to work on this.
- Encourage them to talk in simple phrases/sentences rather than pointing or making noises.

Thank you for your support in helping to settle the children into their new school. Any extra help you can give is very much appreciated.

Labelling

Please ensure that all uniforms, PE kits, book bags, wellies, and shoes are clearly labelled with your child's name.

Remember that the children are all wearing the same clothes so items must be labelled so that we can help them.

Book bags

Your child will need their book bag in school in *each* day.

Evidence Me

Evidence Me is used to record your child's learning. You will receive some observations of your child so you can see what they are learning about. They will not be shared daily.

Blog

A weekly blog will be uploaded to Evidence Me and the school website on a Friday. Children with permission to have their photos on the school website may be included in the blog.

Healthy School Initiative

Children will be encouraged to drink water throughout the day. We have a Water Station in our provision that is easily accessible for children and has fresh drinking water available.

A healthy morning snack will be provided each day at cost of £10 per half term. The children will share their snack with their Key Person. They will prepare it and eat together as a group. A piece of fruit will be offered to every child in the afternoons.

PE

This half term, we will be doing PE on Tuesdays and Thursdays.
Please ensure your child has the correct kit in school for these sessions and take out any earrings.

PE Uniform: white plain t-shirt, royal blue shorts and black trainers.

Cold weather – navy plain tracksuit tops ***(no hoods or zips),*** jogging pants and black trainers will be needed.

P.E will be outdoors if the weather allows each Thursday.

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Autumn in the woodland



Literacy

Quality texts—Percy the Park Keeper: Hide and Seek and Wow! Said the owl.

Reading: Word Reading and Comprehension

*Begin to understand some of the five key concepts about print: Handle books carefully & correctly [right way up / turn pages]. Name some book parts … *front cover, page, title, picture.* Print has meaning □ familiar logos □ environmental labels with photograph. Understand print is read left to right.
**Enjoy sharing a book with an adult:* One to one, small group time.
*Begin to: □ talk about stories □ answer some simple story questions □ make story predictions.
*Read own name with/without visual support and use to label e.g. model.
*Trap first letter of their name.
*Recognise some familiar logos.
*Begin to develop phonological awareness by join in with foundational phonic activities: Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion. Rhythm and rhyme: begin to develop awareness of words that sound the same. Alliterative activities, begin to identify words starting with the same phoneme within names. Explore and copy different voice sounds.

Writing

*Add some marks to drawings, which they give meaning to,
*Label using marks.
* Point to marks and talk about made marks.
*Explore Beery Shapes – lines (vertical & horizontal) and circle.

Communication and Language

Listening, Attention and Understanding

*Pay attention to one thing at a time: Listen 1:1 to develop independence within daily routine.
*Participate in short multi-sensory Key Person group time.
*Enjoy listening to stories and begin to remember much of what happens: Listen to short stories with illustrations / props / sounds. Recall key events / name key characters.
*Begin to join in text retell - repeated refrains / some actions.
*Follow an instruction with one part: Linked to: □ daily routine □ Key Person group activities, Special events: □ Autumn Walk □ Christmas celebrations.
*Understand some simple prepositions – *on / in / up / down.*
**Understand simple questions about 'who', 'what' and 'where'*: Getting to know: □ one another □ learning space □ daily routine □ learning choices. Recount of events: □ own experiences □ visitors □ visits.
*Begin to understand some 'why' questions - own experiences: Autumn time / family events / Special nursery events.
*Begin to listen to others in small group activities.

Speaking

*Begin to use a wider range of vocabulary linked to: □ daily routine □ relationships □ themes.
*Learn new rhymes and begin to develop a repertoire of songs: Join in with actions / props. Fill in some missing words. Begin to talk about likes / dislikes.
*Begin to talk about a familiar book one-to-one: Comment on an illustration. Favourite character/ part. Likes / dislikes.
*Develop communication, begin to use different tenses.
*Begin to speak in simple sentences of 3/4 words.
*Begin to start a conversation with an adult / friend.
*Begin to use talk to organise selves / play.

Mathematics

Numerical Pattern and Number

*Join in with number rhymes to 5 using props / fingers.
*Recite numbers to 5 – in correct order.
*Use fingers to represent numbers.
*Use some number names in play.
*Sort & match objects accordingly e.g. size/shape.
*Begin to compare quantities using language e.g. more than / fewer than. *Fast recognition / subitise objects up to 2.
*Begin to count up to a set of 3 objects (1-1).
*Begin to represent numbers with marks.

Mathematics

Shape, Space and Measure

*Name / talk about patterns & continue / talk about a ABAB pattern.
*Show an interest in some shapes □ in the environment □ to make pictures/models.
*Compare objects using appropriate vocabulary according to size - big / little / smaller.
*Begin to use some spatial prepositions.
*Begin to describe a sequence of events.

Get Set for PE

The children will develop their expressive movement through exploring space shapes and balances.

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Autumn in the woodland



Personal, Social and Emotional Development

Self-Regulation:

*Show 'effortful control' with support following the daily routine. Play with others, begin to share resources / begin to turn take.
*Begin to talk about feelings … happy / sad / because.
*Show / imitate different emotions and label - I am happy / sad.
*Identify feelings of main characters in texts, looking carefully at illustrations.
*With support begin to find solutions to some conflicts - Sharing resources / taking turns.

Managing Self:

*Show interest in a range of experiences, indoors and outdoors.
*Begin to select and use continuous provision resources, with help when needed:
*With support begin to follow classroom routines and rules.
*Begin to be independent within self-care routines: Toileting / Handwashing / Snack time / Outdoor time – getting ready, putting on coat.

Building Relationships:

*Begin to play with one or more other children: Child-initiated learning / small group activities. *Begin to see themselves as part of a community: Key Person group / nursery / family.

RSE (Journey in Love)

'The wonder of being special and unique'

Social and Emotional Focus:

To recognise the joy of being a special person in my family.

Understanding of the World

Past and Present

*Begin to develop vocabulary of time in the context of daily routines e.g. first, last, next, before, after.

People, Culture & Communities

*Begin to show an interest in different occupations e.g. site manager, park keeper, gardener.
*Begin to develop their curiosity and interest in weather, using □ vocabulary □ comparing □ appropriate clothing □ awareness of typical autumn weather.

Natural World

*Use all their senses in hands on exploration of natural materials.
*Talk about what they see, begin to use a wider vocabulary.
*Begin to understand the need to respect and care for the natural environment.
*Begin to explore collections of materials with similar and/or different properties e.g. Autumn collection – sorting, matching comparing.

Expressive Arts and Design

Creating with Materials

*Explore different materials & textures & begin to develop own ideas about how to use them.
*Begin to join different materials.
*Create lines and circles – using different media.
*Use drawing to represent ideas.
*Explore printing of natural resources.
*Explore, talk about and sort shapes.

Being Imaginative & Expressive

*Take part in pretend play, begin to use objects to represent something else
*Begin to develop stories using small world e.g. Percy Park Keeper Story.
*Begin to remember some simple rhymes / songs.
*Play instruments with increasing control.
*Make movements to music.

Physical Development

Gross Motor Skills

*Continue to develop balancing skills – at a low level.
*Begin to learn to hop and skip.
*Continue to develop riding skills – scooter / trike / balance bike.
*Continue to develop ball skills – rolling, kicking and throwing.
*Use large-muscle movements to wave flags and streamers, paint and make marks.
*Continue to develop movement skills – walk, run, jump, climb.

Fine Motor Skills

*Begin to show a preference for a dominant hand.
*Begin to get dressed independently for outdoor play – coat / hat.
*Use some one-handed tools and equipment: Across provision □ Pouring / filling □ Stirring / mixing □ Rolling pin / cutters □ Painting / Drawing / mark making □ Snipping with scissors.
*Begin to develop a comfortable grip when using pencils / pen.
*Model and encourage a tripod grip.

Nursery Half Termly Overview – 2026/2027: Autumn 2

EYFS Nursery Expectations

These are the outcomes expected by the end of a child's time in Nursery.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- 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.

Literacy

- Understand the five key concepts 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 - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Nursery Half Termly Overview – 2026/2027: Autumn 2

EYFS Nursery Expectations

These are the outcomes expected by the end of a child's time in Nursery.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- 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.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Understanding of the World

· 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 make sense of their own life-story and family's history.
· Show interest in different occupations.
· Explore how things work.
· Plant seeds and care for growing plants.
· Understand the key features of the life cycle of a plant and an animal.
· 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.
· Continue developing positive attitudes about the differences between people.
· Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

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EYFS Nursery Expectations

These are the outcomes expected by the end of a child's time in Nursery.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...