



# St. William of York Catholic Primary School

## Brockley Park, Forest Hill, London SE23 1PS

Tel: 020 8690 2842

Email: [admin@swoy.lewisham.sch.uk](mailto:admin@swoy.lewisham.sch.uk)

**Headteacher:** Mrs Hayley Mayers **Admin Officer:** Mrs Joanne Roper

**Deputy Head:** Ms Zoe Thorn

12<sup>th</sup> September 2025

Autumn Term

Dear Parents and Carers,

Welcome to the Nursery! We have had a wonderful start to the term, with the children settling quickly into their routine. It has been a pleasure to meet some of you in your homes and to meet others of you in the Nursery. Please do try to join us from 8.45 to 9am in the morning to read with your child; this is a great way to start the day.

This term our topic is "All about me." We will be focusing on getting the children settled into the daily routines and enabling them to familiarise themselves with their classroom, other children and the adults in the team. We will support them in becoming independent learners and build on their turn-taking, sharing and social skills. We aim to ensure all children in the Nursery are happy in their environment.

The children will be bringing home a pack of picture books every Friday. Packs should be returned to Nursery the following Thursday so we can hand them out again on Friday. Please try to keep the books in the wallet when they are not being read so that they do not become misplaced. Please share the books with your children every day and engage in conversations with them, as much as possible.

As part of the curriculum the children are encouraged to bake throughout the week. We ask for a donation of £1 per half term, or for a donation of sugar or self-raising flour if you can.

The nursery team this year will be Miss Dempsey (Class Teacher), Miss Lawlor and Ms McDonagh (Nursery Teaching Assistants). Lunchtimes will be supervised by Mr Kane and Ms Holme.

We realise that for many children, returning to school, or starting school for the first time, is daunting and unsettling. We will do our utmost to make them feel safe and ready for learning. If you have any queries, or concerns, please do not hesitate to speak to the team, or email me at [cdempsey@swoy.lewisham.sch.uk](mailto:cdempsey@swoy.lewisham.sch.uk)

Yours sincerely,

Miss Ciara Dempsey  
Nursery Teacher



Area of Learning	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Maths	Understanding the World	Expressive Art & Design
<b>Learning intentions</b>	<ul style="list-style-type: none"> <li>Develop skills to pay attention to more than one thing at a time.</li> <li>Develop use of irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Practice saying difficult sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and re-sources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour-mixing.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>
<b>Provision</b>	<p>Stories read through the day and during carpet time</p> <p>Name games and initial sound games</p> <p>Who is missing game</p> <p>Songs and rhymes with actions</p> <p>Cooking: instructions and anticipation</p> <p>Snack talk topics</p> <p>Simon says</p> <p>Adult modelling of language</p> <p>Topic books to support settling and independence</p> <p>Role play opportunities</p> <p>Visual timetable and settling in routine</p>	<p>Large play equipment to be used in different ways</p> <p>Open ended large equipment</p> <p>Encouraging independence and use of cutlery at lunchtimes</p> <p>Mark making opportunities inside and outside: chalks, paint easel, water painting, clipboards and pens/pencils, notebooks/pads.</p> <p>Movement skill games – beanbags, cones, balls, hoops and using the hall stairs to get to sessions</p> <p>Threading</p> <p>Activities at differing heights to develop muscles in hands, wrists, legs and core</p> <p>Water tray – filling, emptying, pouring</p> <p>Sand tray – manipulating tools</p> <p>Malleable table – manipulating tools</p> <p>Self-selection books inside and outside</p> <p>Adults will encourage independence during dressing and changing clothes, putting on aprons and dressing up clothes</p>	<p>Zones of Regulation</p> <p>Two player and ring games to promote co-operation and relationships</p> <p>Construction area: blocks and bricks for building collaboratively and encourage sharing</p> <p>Using puppets to talk about feelings</p> <p>'WOW' cards</p> <p>'ACE' cards</p> <p>Self-selection areas</p> <p>Self-registration</p> <p>Books identifying feelings/emotions</p> <p>Musical instruments – moods</p> <p>Visual timetable</p> <p>Family display</p> <p>Role play</p> <p>Local area display linking to different communities we are all parts of e.g. church, school, clubs, local area community</p>	<p>Small world and stories with people, puppets and real object props</p> <p>Fact and fiction books</p> <p>Adult and child made books</p> <p>Print-rich environment key words and images placed around areas of learning for children to access</p> <p>Cooking instructions and recipes</p> <p>Scribing what children say about their work or as they reflect on their learning journey</p> <p>Model writing for a purpose – shopping list or to do list</p> <p>Opportunities for writing both inside and outside</p> <p>Discussions around characters from focus books</p> <p>Provide a range of books for children to access independently</p>	<p>Counting wands</p> <p>Ages and birthdays display</p> <p>Songs and rhymes using fingers</p> <p>Counting and sorting nature area</p> <p>Maths in water trays, construction area and creative area (junk modelling – big, small, tall, short)</p> <p>Counting friends in the line, cups, knives and forks at lunch time – reasons for counting</p> <p>Cooking</p> <p>Who/what is missing game</p> <p>Use of number labels/writing numbers for purpose</p> <p>Measuring height/length (standard and non-standard)</p> <p>Volume of equipment in water varied e.g. big buckets or tiny pots</p> <p>Threading and patterns</p> <p>Positional games</p> <p>Tap-it shapes and cork boards</p>	<p>Family display</p> <p>Role play, dressing up clothes and occupations</p> <p>Cooking</p> <p>Mud kitchen</p> <p>Sand</p> <p>Water</p> <p>Non-fiction books for discovery and fact finding</p> <p>Small world for children to create their own environments</p> <p>Mirrors and observational drawings</p> <p>Pictures in home corner of different homes from different corners of the globe e.g. igloo, tree house, wigwam, lighthouse, narrowboat etc</p> <p>What languages do we speak? Displayed in entrance</p> <p>Making decorations and cards for different celebrations</p>	<p>Junk modelling</p> <p>Self-selection creative area</p> <p>Construction area</p> <p>Easel and paint, chalk, crayons</p> <p>Imaginative movement session based on interests</p> <p>Dress up and role play area – being imaginative and taking on a role</p> <p>Story stimulus/ hook before book intro</p> <p>Carpet time singing and music sessions with Mrs Shanahan</p> <p>Ring games outside and in the hall</p> <p>Observational drawing</p>

