


<p><b><u>Caterpillars – Autumn Overview</u></b></p> <p>This term we will be settling into our new classroom and learning the routines and expectations. We will be exploring the preschool grounds and area around us.</p> 	<p><b><u>Physical Development</u></b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) 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.</p> <p>One-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To learn how to mark make using a variety of resources. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learn how to use a knife and fork. Show a preference for a dominant hand. To manage toileting needs independently. Zip coats and buttons independently.</p>		<p><b><u>Maths</u></b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Begin to talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to understand Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <p>To separate from parents/carer and settle with support.</p> <p>To select and use activities and resources, with help when needed.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>To play with other children in the nursery setting and begin to build friendships.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Introduce zones of regulation.</p> <p>To learn and follow classroom routines and rules.</p> <p>To know how to go to the toilet and wash their hands independently.</p>
<p><b><u>Book Talk</u></b></p> <p>Begin to 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 various parts of a book – page sequencing.</p> <p>To enjoy listening to longer stories and can remember much of what happens.</p>	<p><b><u>Communication and Language</u></b></p> <p>To sing a range of nursery rhymes.</p> <p>Listen and respond to a range of picture books.</p> <p>Talk about the characters and the events in our class stories.</p> <p>Know that stories have different characters.</p> <p>Listen and follow simple instructions.</p> <p>Develop communication skills with peers and teachers.</p> <p>To talk about their own family and the local community.</p> <p>Talk about different celebrations across the world.</p> <p>Develop listening skills and awareness of sounds in the environment</p>		<p><b><u>Understanding the World</u></b></p> <p>To talk about members of their immediate family.</p> <p>To identify similarities and differences between themselves and their peers.</p> <p>Be able to name the parts of their bodies and talk about them.</p>	<p><b><u>Expressive Arts and Design</u></b></p> <p>Listen and join in with nursery rhymes.</p> <p>To listen to different instruments and know that they make different sounds.</p> <p>Explore and build using materials in the construction and small world area.</p> <p>To develop awareness of sounds and rhythms</p>

