

Physical Development

Gross Motor

- ◆ Sitting down on the carpet, getting up and down with good control
- ◆ Getting on and off balance bikes and scooters independently
- ◆ Balancing and jumping off a variety of objects with support, landing on two feet
- ◆ Using a variety of equipment such as planks stumps and stepping stones with support
- ◆ Pushing the soap dispenser and tap with my hand to make it work
- ◆ Using large muscle movements with a variety of objects such as sponges, ribbons, brushes

Fine Motor Skills

- ◆ Knowing how to exercise my fingers and thumbs, squeeze, pinch press and roll playdough
- ◆ Exploring free scribble patterns with my whole hands and fingers
- ◆ Using a variety of one handed tools with my fingers to make marks with force and hold ribbons/objects
- ◆ Making lines, dots and squiggles with a variety of natural materials such as sticks
- ◆ Snip paper and dough at the edge
- ◆ Using a variety of water tools to pour, sieve and scoop

Understanding the World

- ◆ Talk about how we have changed from being a baby including looking at photos of myself and my family
- ◆ I know that I am 3 and when I have my next birthday I will be 4
- ◆ Singing the days of the week song and practising saying the name of the day today
- ◆ Knowing there are changes that are happening around me as the seasons change
- ◆ Commenting on the signs such as leaves changing and seeds falling to the ground and making links to the word Autumn
- ◆ Knowing about the time of day and routine at Pre-School such as Welcome time, snack time and lunchtime
- ◆ Talking about my family and who is at home
- ◆ Knowing the features of my face such as eye colour skin and hair
- ◆ Making marks and drawings as I talk about what my house looks like and where I live
- ◆ Recalling and talking about what I did at the weekend
- ◆ Explore the forest, field and mud kitchen making observations about what I see

Personal, Social and Emotional Development

- ◆ Knowing where I can go in the classroom if I need to calm down and how to use the sensory resources
- ◆ Knowing what activities are there when I start my day with decreasing adult support
- ◆ Knowing that I can go to an adult if I am upset or need help
- ◆ Use rainbow breathing and colour meditation
- ◆ Saying goodbye to my family and come into Pre-School with little assistance
- ◆ Know where to put my things and where my peg is
- ◆ Find the toilets and wash hands
- ◆ Ask for help if I need it including going to the toilet
- ◆ Sitting at a table for a snack and drink with my friends
- ◆ Putting my plate and cup away when I finished
- ◆ Buddying up with a friend to choose a new play activity
- ◆ Helping to tidy the classroom
- ◆ Playing/alongside other children in role play activities



Autumn 1 2026 All about me, sounds and senses



Mathematics

- ◆ I can join in with number rhymes and counting songs
- ◆ I can explore filling and emptying containers
- ◆ I can explore shapes in my environment
- ◆ I can compare objects using the language big or small
- ◆ I can build towers and simple structures.
- ◆ I can sort objects by colour.
- ◆ I can notice when things are the same and different
- ◆ I can say some number names in order
- ◆ I know that numbers help us count and describe quantities.
- ◆ I know that patterns repeat.



Communication and Language

- ◆ Stop, look and listen when hearing the class song
- ◆ Connect the signs 'stop and/or go' to the correct words
- ◆ I can look at adult to show that I am listening
- ◆ Recognise my name card and select an activity
- ◆ Answer simple questions about pictures in books
- ◆ Point to familiar objects in books and say what I see
- ◆ I can copy words in simple songs and nursery rhymes
- ◆ Make sounds of familiar animals in nursery rhymes
- ◆ Sit and listen for my name and say good morning

Literacy

- ◆ Engage with a range of lift the flap stories and talk about what I can see
- ◆ Find the start and end of book
- ◆ How to hold a book the correct way and understand that I must turn the pages in the correct order
- ◆ Hear and tune into environmental sounds
- ◆ Identify and discriminate which instrument/natural material is making a given sound
- ◆ Find my name card alongside my photo
- ◆ Create different sounds using natural and percussive instruments
- ◆ Manipulate dough in a variety of ways to build manual dexterity
- ◆ Make marks that include both straight and curved lines and large circles and waves
- ◆ Make movements going up and down and all around

Expressive Arts and Design

- ◆ Expressing my idea and feelings through making marks sometimes giving them meaning
- ◆ Exploring different materials using my senses
- ◆ Starting to pretend play using objects to represent things
- ◆ Manipulating and playing with different objects including construction equipment
- ◆ Performing actions and movements to nursery rhymes and songs
- ◆ Exploring colour
- ◆ Joining in with songs and nursery rhymes
- ◆ Listen to different sounds both indoors and outdoors