

# Caterpillar Room – Spring – 2026

## Important Information



Make sure you follow class dojo for useful information and key dates.

PE for all children is on a Monday. Please dress your child in their PE kit.

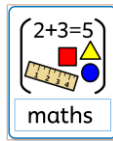
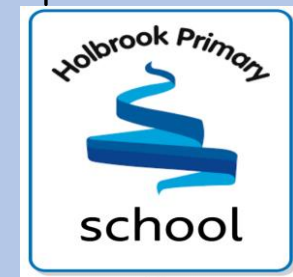
Water bottles in school **everyday**.

Warm, waterproof coat (we are outside in all weathers)

Spare clothes (including socks/tights) and wellington boots left in school



Our topic is Our School



## Fractions

All children have individual maths targets and receive support for up to 15 mins per day.

Shares out things to other people in the group

Matches pictures to objects with assistance

Matches colours

Shares an activity with another person for five minutes, e.g. share a book

Pours water from one container to another with little spillage

Matches pairs of objects with assistance

Compares their food with another person's, commenting on the differences

Shares an activity with another person for ten minutes

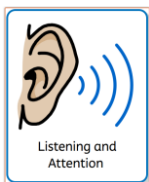
Matches objects by size with support

Shares a number of items equally between two people

Begins to use the term half appropriately in context

Demonstrates understanding that two halves make a whole

Sorts items into equal groups using concrete objects.



One of the main focuses in our classroom is **Communication and Language**.

We're committed to creating a communication-friendly classroom where every child feels heard, understood, and confident to express themselves. This environment not only supports learning but also builds the social and emotional skills children need for life. With your support at home—through conversations, reading, and listening—we can work together to give your child the best foundation for success.

We will be continuing our journey with using **Makaton, Communication Boards, Objects of Reference and Photographs / Visuals**.

Please support us in giving your child a voice by doing the same at home. The new words we shall be learning to build on what we have learnt so far are **need, see, up, down, in, out, on, off and different**.



## Stories – This is my school and The Colour Monster Goes to School

Chooses a book from a small selection

Holds the book the right way up and turns the pages correctly

Points to the title with support

Uses picture clues to retell the story

Shares the story with an adult and expresses delight

Joins in with repeated phrases

Reads simple CVC words



## Sorting and Using Materials

Demonstrates understanding of familiar objects and their uses

Demonstrates intense curiosity

Demonstrates anticipation when specific equipment is distributed

Stops an activity to handle/view a new object

Shows pleasure when playing with a toy/object they enjoy

Finds materials with a specific property

Communicates the similarities between a new object and a familiar one

Identifies that a new/unfamiliar object has a purpose and begins to explore this

Explores an activity for ten minutes independently, communicating what they have found

Demonstrates curiosity in the outside world

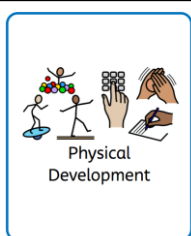
Matches familiar objects by function and/or property

Demonstrates understanding of simple concepts including "In", "On", "Under", "Big", or "Little"

Tests new/unfamiliar objects, e.g. through manipulation/squeezing

Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult



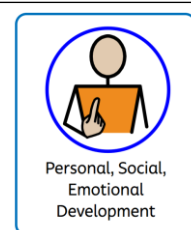


### Gross Motor Skills

During PE and outdoor learning, the children will be improving their gross motor skills. This includes balancing and climbing. The children will be learning to hop, jump, roll and skip. They will be learning to negotiate space and move safely. The children will practise throwing, catching, and kicking a ball.

### Fine Motor Skills

The children will be learning to handle tools safely, carefully and skilfully. They will be refining their finer movements by using scissors, pencils, and other fine motor resources, including knives and forks at lunch time.



## Personal, Social and Emotional Development (self-regulation, managing self, building relationships)

The children will be learning to manage their feelings and behaviour to keep themselves safe. They will be developing their independence and confidence, with our support, in the classroom environment and following routines. The children will be developing their relationships with other and learn to share. During snack and lunch time the children will learn which foods keep them healthy and why. They will learn throughout the school day about the importance of hand washing and how to do this properly to protect themselves and others. They will learn to manage themselves in the bathroom. The children will learn how to dress and undress themselves through putting on their coat and being able to do it up, putting on their shoes, socks or tights and wellington boots.

As part of our curriculum, the children will be learning to **recognise and understand emotions within themselves**. This is an important step in their personal development, helping them to build resilience, empathy, and confidence.

### What the children will be doing:

- Identifying emotions such as happiness, sadness, worry, excitement, and anger.
- Naming and expressing feelings in safe and appropriate ways.
- Practising regulation strategies like breathing exercises, taking breaks, or talking to a trusted adult.
- Learning to ask for support when emotions feel overwhelming.
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### How you can support at home:

- Encourage conversations about feelings during everyday activities.
- Model healthy regulation by showing how you manage your own emotions.
- Offer reassurance that all emotions are normal and safe to share.
- Create a calm space where your child feels comfortable expressing themselves.
- Children will practise sharing resources and play spaces with friends.
- They will learn about taking turns and understanding fairness.
- We will encourage kindness and generosity, helping them see how sharing strengthens friendships.

### How You Can Support at Home

- Praise kindness and sharing when your child shows generosity.
- Use stories, play, or family routines to highlight how emotions and sharing build strong connections.

