

Year R

Who Am I?

Term 1



Long Term Memory Knowledge

Children should know:

- We are all human – regardless of our differences.
- What makes them special.
- Who is part of their family.
- We live in a town called Tonbridge (or nearby).

Key Vocabulary

Human	A living person.
Family	A group of people who love and care for one another.
Home	The place that you live.
Town	A place where people live and work.
Tonbridge	The town that we live in.

Relevance

Now	Children know who they are and their place in their own families and community.
Future	Children can form meaningful relationships in different communities as appropriate.
Aspiration	Children can play an active role in forming and developing communities that benefit themselves and others.

Communication and Language

- Understand how to listen carefully.
- Understand why listening is important.
- Be able to follow directions.
- Engage in story times & circle times.
- Engage in story times, developing familiarity with new vocabulary.
- Talk to class teacher & other adults in school.
- Speak in front of a small group.

Physical Development

- To take turns and share equipment.
- Play co-operatively within a small group.
- Be confident to try new activities and challenges.
- To move safely in a space.
- To stop safely.
- To use a dominant hand.
- To mark make using different pre-writing shapes and representations.
- To begin to use a tripod grip when mark making.
- To thread large beads.
- To use tweezers to transfer objects.
- To squeeze playdough as part of dough disco.
- To hold scissors and make bounce actions to make snips in paper.

Understanding the World

- To know that they are a person. Every person is a human.
- To know and talk about their own life story.
- To know how they have changed.
- To talk about the people that make up their family.
- To identify similarities and differences between themselves and their peers.
- To think about what makes them individual and special.
- To think about which places are special to them.
- To talk about the Harvest Festival (5/10).
- To talk about Diwali (20/10).
- To explore how Diwali is celebrated by Hindus.
- To ask simple questions about the natural environment.
- To respect and show care for the natural environment.

Personal, Social and Emotional Development

- To recognise that different emotions exist.
- To understand how people show emotions.
- To focus for a short time during whole class activities (5 mins).
- To follow simple one step instructions given by an adult.
- To wash hands independently.
- To put on coat independently.
- To explore different areas of the EYFS environment.
- To use the toilet independently.
- To understand the need for rules.
- To communicate with familiar adults and peers.
- To seek support of adults when needed.
- To gain confidence to speak to peers and adults.
- To turn take with support.

Literacy

- To use pictures to tell stories.
- To independently look at books, holding them the correct way and turning pages.
- To engage with poems, joining in with repeated phrases and actions.
- To understand that print has meaning.
- To recognise their name.
- To begin to hear the initial sounds in words.
- To begin to orally blend.
- To recognise Set 1 Speed Sounds (m a s d t l n p g o c k u b e f l h) - Set 1 partial.
- To copy their name.
- To give meaning to the marks that they make.
- To write initial sounds.
- To copy taught letters.

Mathematics

- Subitising 1, 2, 3.
- Counting and ordering numbers to 5.
- Composition to 4.
- Subitising to 4.
- Compare numbers to 5.

Expressive Arts and Design

- To name colours.
- To create simple representations of people and objects.
- To use natural objects to create a piece of art (leaf printing and self-portraits).
- To draw and colour with pencils and crayons.
- To explore different techniques for joining materials (glue stick).
- To use different construction materials.
- To sing and recite some nursery rhymes.
- To experiment with different instruments and their sounds.
- To use costumes and resources to act out narratives.

