Year R

Who Am I?

Term 2

Long Term Memory Knowledge

Children should know:

- We live in a town called Tonbridge (or nearby).
- Different people live and work in Tonbridge.
- We know who is here to help us in the community.
- We know how to look after ourselves.

Relevance

Now	Children know that people have jobs. They can talk about the different roles that people have in Tonbridge and how this can benefit themselves & others.
Future	Children know that there is a range of jobs, roles and careers in the world and that people can vary these across their lifetime.
Aspiration	Children will play an active role in being a key member of society; they will aspire to be the best they can be in their chosen field.

Key Vocabulary

Town	A place where people live and work.
Tonbridge	The town that we live in.
Community	A group of people that live in the same place and care for one another.
Job	Work that people do.
Map	A drawing of an area.

Communication and Language

- Engage in story times, joining in with repeated phrases and actions.
- Know what a question is.
- Use how & why questions to find out more about people from the community during Mystery Reader.
- Respond to multi-step (minimum 2) instructions.
- Listen to others & offer their own comments in a small group interaction.
- Listen to & respond to direct questions about learning during Explore Time.
- Speak in front of a small group & whole class (inc. sharing their feelings, learning, weekend news & participating in circle time).
- Revisit & embed new and recently introduced vocabulary from story times and Enquiry learning.
- To speak to other adults they see on a daily basis.

Mathematics

- Counting skills to 5.
- Comparing sets using more than, fewer than and equal to.
- Explore concepts of part and whole.
- Composition of 3, 4 and 5.
- Matching numbers to quantities within 10.
- Verbal counting to 10.

Expressive Arts and Design

- To experiment with mixing colours.
- To share creations they have made.
- Explore using different techniques for joining materials (tape, glue stick).
- To role play using given props and costumes.
- To sing and perform in the Christmas production.
- To learn and perform simple lines as part of the Christmas production.
- To begin to build up a repertoire of songs and rhymes.
- To sing entire songs.
- To use costumes and resources to act out narratives.

Personal, Social and Emotional Development

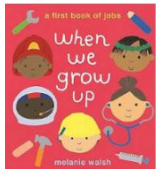
- To talk about how they are feeling using the Zones of Regulation.
- To understand that not everyone feels the same.
- To focus on an activity of choice for 5 minutes or more.
- To follow 2 step instructions given by an adult.
- To understand the class rules and expectations.
- To have confidence to try new activities.
- To practise doing up zippers.
- To develop independence when dressing up in fancy dress.
- To understand the importance of keeping their teeth clean.
- To play with children who are playing the same activity.
- To begin to develop friendships.
- To have positive relationships with teachers.
- To work as part of a teacher led group.

Understanding the World

- To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (links to roles in the community – uniform, vehicles, buildings within our town, Christmas Nativity, remembrance).
- To begin to know that emergency services exist and what they do to help us (fire safety).
- To know the name of the road & town the school is located in.
- To know that simple representations are used to identify features on a map.
- To know about the immediate environment.
- To know about people who help us within the community.
- To talk about Bonfire Night (5/11).
- To talk about Remembrance Day (11/11).
- To talk about the Christmas Story.
- To visit a place of worship (St Stephen's Church) and explore how Christmas is celebrated by Christians.
- To know about and recognise the signs of Autumn.
- To be able to talk about experiences of autumn in the natural environment as part of independent play.

Literacy

- To engage in story times, joining in with repeated phrases & actions.
- To begin to answer questions about the stories which are read to them.
- To sequence familiar stories.
- To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes.
- To recognise speed sounds (sh r j v y w th z ch qu x ng nk).
- To blend sounds to read words using Set 1 Sounds.
- To read books matching their growing phonics ability.
- To write their name.
- To use correct letter formation of taught letters.
- To write words and labels using taught sounds.
- To write CVC words using taught sounds.
- To copy and repeat, rhymes, songs and repeated refrains.

Physical Development

- Experiment with different ways of moving: walk, run, jump.
- Run and stop with some control.
- Line walk with small groups and my class.
- To copy movements for safe bending and stretching.
- To explore changing direction to avoid others or obstacles.
- To follow a path and take turns.
- To participate in morning movements.
- To begin to retrace lines using anticlockwise movements.
- Hold scissors correctly to cut along straight lines.
- To use tripod grip when using mark making tools.
- To draw lines, circles and shapes to draw pictures.
- To write taught letters using correct letter formation.
- To begin to hold a knife correctly and cut food with support.
- Roll sausages & balls with playdough during Move & Groove.