

Year R

Where Am I?

Term 3



Long Term Memory Knowledge

Children should know:

- We live on a planet called Earth.
- Earth is made from land and sea.
- We live in a country called England.
- There are many countries on Earth and they are all different.

Key Vocabulary

Planet	Large natural objects that travel around stars.
Earth	The planet that we live on.
Land	The ground that we are on.
Sea	The water that surrounds the land.
Country	A piece of land on Earth where people live & follow the same rules.

Relevance

Now	Children know where they live and some features of their town.
Future	Children can compare different places and are respectful of other countries and traditions.
Aspiration	Children can play an active role in looking after their town and show empathy to other people and places.

Physical Development

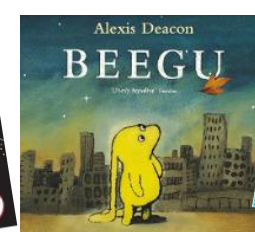
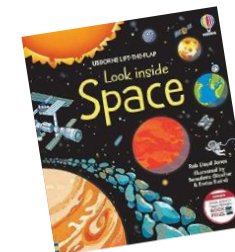
- Experiment with different ways of moving: skip, hop.
- To be safe whilst copying movements, including: line walk, bending, stretching, balance on the move, static balance.
- Travel on different parts of the body (PE, Gymnastics, Motor Competence) e.g. crawling, hopping, toes, stomach (animal movements to match appropriate music).
- Link two movements together to begin a sequence e.g. turn and jump.
- Work towards control and coordination in large and small movements.
- Work individually and as a solo.
- Start to describe how the music makes them feel.
- Move to music in a variety of ways.
- Describe how the body feels when dancing.
- Develop confidence and enjoyment in moving (keeping active, physical exercise and keeping healthy).
- Clap and stamp feet in time to the music.
- To use a tripod grip more consistently when using mark making tools.
- To hold scissors correctly to cut along a curved line.
- To thread small beads.
- To write taught letters using mostly correct formation.

Literacy

- To begin to retell stories.
- To follow a story without pictures or props.
- To begin to predict what might happen in a story.
- To suggest how a story might end.
- To secure recognition of Set 1 Sounds.
- To read and write more consistently words containing Set 1 Sounds.
- To spell single words using taught sounds.
- Learn some consonant digraphs and the sounds they make and use this knowledge to make sensible attempts to spell words with these.
- To spell some red words correctly.
- Talk about what they might write about.
- To use fingers to hold a sentence ready for writing.
- To begin to write captions and short sentences that have been dictated by an adult.
- To begin to separate words with a finger space when modelled by an adult.
- Read what they have written to someone else.
- To form recognisable lower-case letters with growing accuracy.
 - Curly Caterpillar Family: f, e, s.
 - Long Ladder Family: l, i.

Mathematics

- To recognise numerals to 5.
- To match numerals to quantities up to 7.
- To explore composition of 4, 5 and 6.
- To subitise to 5.
- To recognise numbers 0-8.
- To find one more of numbers to 8.
- To find one less of numbers to 8.
- To explore the composition of 6, 7 and 8.
- To match the number to quantity.
- Order numbers to 5.
- To order amounts up to 5.
- To recognise 1 more in a step pattern.
- To recognise quantities that are equal (up to 10).
- To compare quantities up to 7 using more than & fewer than.
- Compare mass.
- Find a balance.
- Explore capacity.
- Compare capacity.





Communication and Language

- Follow a story without pictures or props including during Mystery Reader.
- In whole-class discussions, allow others to speak & listen to their ideas.
- In whole-class discussions, understand the need to remain seated & focus on the speaker.
- Use how & why questions to find out more about what they are learning.
- To begin to develop confidence to acknowledge unfamiliar adults at school.
- Use new words they have been taught in conversation, including role-play.
- To begin to use specific conjunctions (and, because) to join ideas when talking to peers.

Personal, Social and Emotional Development

- Identify and moderate their own feelings socially and emotionally.
- To begin to consider the feelings of others.
- To focus during longer whole class inputs (10 minutes).
- To begin to show perseverance and resilience in any challenges that are faced.
- To practise doing buttons.
- To turn take with increasing independence.
- To work as a group with minimal adult support.
- Begin to develop relationships with other adults around school.



Understanding the World

- To know about figures from the past (Neil Armstrong).
- Use drawings to demonstrate an understanding of the past and present. (Beegu, the first Man on the Moon, looking at space suits, rockets etc.)
- To understand how people explored and shared information about space in the past.
- To know that there are many countries around the world.
- To know that we live in a country called England.
- To know that people live in different countries around the world and they may speak different languages.
- To celebrate that children in our class have family that live in other countries.
- Recall simple stories connected with Christmas and a festival/celebration from another faith.
- Say why Christmas and a festival from another faith are special times for believers.
- To talk about Lunar New Year (17/2).
- To explore how Lunar New Year is celebrated around the world.
- To recognise and compare the signs of Winter.
- Visit Haysden Country Park, discussing and asking questions about the natural environment, making comparisons to our previous visit.
- Conduct a simple geographical enquiry involving fieldwork.
- Explore the natural world around them, recognising important processes and changes, such as the effect of changing seasons on the natural world around them.
- To know some important processes and changes in the natural world, including states of matter (melting and freezing).
- Observe the weather regularly and talk about what we see.
- To name different types of weather (rain, snow, wind, cloudy, sunshine).
- To know that we all live on a planet called Earth.

- To know that Earth is made from land and sea.
- To know some features of the land including: equator, countries, continents, people and communities.
- Role-play ways digital tools help us stay in touch with familiar people at home and in school (e.g. phones, cameras, computers, laptops).
- Explore how pressing buttons on a Bee-Bot makes it move (forwards, backwards, turn, go).

Expressive Arts and Design

- To use colours for a particular purpose.
- To explore using different mark making tools such as pencils, chalks, pastels, felt pens.
- Explore using different techniques for joining materials (tape, glue stick, PVA glue).
- To begin to make own props and costumes for different role play scenarios.
- To create a musical pattern with body parts.
- To move in time to music.
- To learn new dance routines (Reach for the Stars).
- Recognise and respond to: fast and slow.
- Show some awareness of beat and mood in a piece of music.
- Begin to build a repertoire of songs and dances.

