

Year R  
**Where Am I?**  
 Term 4



**Long Term Memory Knowledge**

Children should know:

- Where they are on Earth.
- Some things they would see in their town.
- Similarities and differences with another country.
- That different animals live in different habitats.

**Key Vocabulary**

<b>England</b>	The country that we live in.
<b>China</b>	A country that some people live in.
<b>Habitat</b>	The natural home of an animal.
<b>Similarity</b>	Something that is like something else.
<b>Difference</b>	Something that is not the same.

**Relevance**

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

**Communication and Language**

- Use language inspired by familiar stories and key texts within play.
- Listen to & directly respond to what is said by adults & children during teacher-led activities.
- To talk to unfamiliar adults around school, expressing own thoughts.
- Revisit & embed new and recently introduced vocabulary from story times and Enquiry learning.
- Use conjunctions confidently to join ideas when talking to adults and peers.

**Literacy**

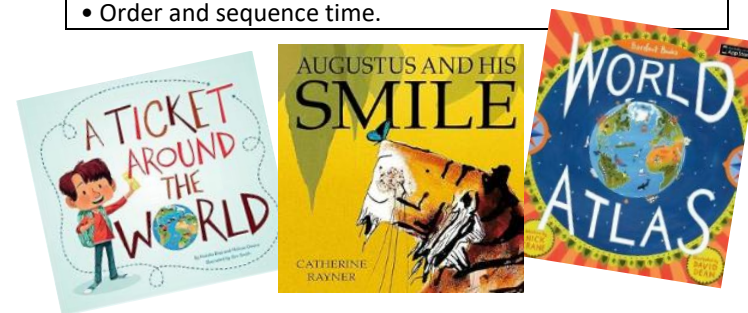
- Demonstrate an understanding of what has been read to them through talk, making relevant comments.
- To retell stories and narratives in own words.
- Begin to use story language in oral storytelling (first, next, then, finally).
- To talk about the character and setting in books that they are reading.
- Recall and order some of the key events from the text.
- To recognise Set 2 speed sounds ay ee igh ow oo.
- Hold a sentence for writing.
- *Show an awareness of capital letters, full stops and finger spaces between words.*
- To write labels, captions and sentence like structures for their own purpose with growing independence.
- Use a sound mat with independence to identify known sounds needed for writing.
- Learn some vowel digraphs and the sounds they make and use this knowledge to make sensible attempts to spell words with these.
- To form recognisable lower-case letters with growing fluency and accuracy.  
 (Long Ladder Family: t, u, j, y. One Armed Robot Family: b, h).

**Mathematics**

- To recognise patterns of 6.
- To explore the composition of 7, 8.
- To recognise a whole and part.
- To recognise numbers to 0- 10.
- Know addition facts to 5.
- To find one more of numbers to 10.
- To find one less of numbers to 10.
- To estimate the number of objects.
- Count forwards to 20 from 0.
- To order numbers to 10.
- Compare quantities to 10.
- To recognise a double when shown.
- To show double patterns to 5 and 5 (up to 10).
- To explore odd and even numbers.
- To count back from 10.
- To combine two groups of objects.
- Explore and compare length and height.
- Talk about time.
- Order and sequence time.

**Personal, Social and Emotional Development**

- To recognise when a situation is going is wrong and seek adult support to solve it.
- To consider the needs and feelings of others.
- To develop further independence when changing into PE Kit, Forest School clothing or dressing up.
- Know and talk about the different factors that support their overall health and wellbeing:  
 -regular physical activity.
- To listen to the ideas of other children and agree on a solution and compromise.
- To build relationships with other adults around the school.





### Physical Development

- To be safe whilst copying movements, including: line walk, balance on the move, bending, stretching, balance on the move, static balance.
- To safely copy more complex stretches including pike and straddle positions.
- Balance on different parts of the body, e.g. one foot.
- To hold a position and balance on different body parts, both static and on the move.
- Turn to face different directions on the floor, including whilst holding BEAM positions, e.g. on one knee, table position.
- Travel on different parts of the body e.g. crawling, hopping.
- Move around the space with some awareness of others and equipment.
- Create simple sequences e.g. travel by skipping, star jump, pencil roll.
- To jump with two feet and land appropriately with bent knees both when static off the floor and when jumping off apparatus.
- Gymnastics gives you the chance to move all parts of your body safely.
- Be aware of others in the space: don't bump into them or get in their way.
- Gymnasts do not wear shoes.
- To use non-bouncy scissors, holding them correctly to cut out large shapes.
- To independently use a knife, fork and spoon to eat different meals.
- To form lower-case letters with fluency and accuracy.

### Understanding the World

- To talk about the lives of people around us.
- To explore the work of David Attenborough.
- To explore similarities and differences of life in China in the past and present.
- To learn about Chinese traditions.
- Compare and contrast characters from stories, including figures from the past.
- Talk about things they find interesting, puzzling or wonderful and also about the world.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- To know that there are many countries and living things on Earth and they are all different.
- Compare life in China to life in England – languages spoken, food eaten, buildings, weather.
- 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 Holi.
- To explore how Holi is celebrated by Hindus.
- To explore how Easter is celebrated.
- To know about and recognise the signs of Spring.
- To compare the signs of Spring to the seasons already taught.
- To know about the features of the immediate environment & how it may be different to other places.
- Make comparisons between Tonbridge and China, including: Hill – mountain (Mount Everest), Forest – Rainforest (Xishuangbanna Rainforest), Field – desert (Gobi Desert).
- To understand that animals live in different habitats (comparing those living in England and China).
- Know some similarities and differences between the natural world around them and contrasting

environments, drawing on their experiences and what has been read in class.

- Use touchscreen to select options on a screen (games, apps).
- Hold and carry an iPad correctly.
- Spot simple patterns by noticing when something repeats or follows a simple rule.

### Expressive Arts and Design

- To share creations and talk about the process.
- Explore using different techniques for joining materials (tape, glue stick, PVA glue, split pins, flange joint).
- To make props and costumes for different role play scenarios.
- With support, design and create a diorama from a selection of settings based on the key text (Augustus and His Smile).
- Explore how dough can be manipulated with both hands and tools.
- With support, create a representation of the main character, Augustus the tiger, from our key text.
- Join in with familiar nursery rhymes and songs learnt throughout the year.
- To create musical patterns using untuned instruments.
- To begin to create costumes and resources for role play.
- Describe the music as happy or sad and whether it sounds similar or different to another piece.

