

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.
- Understand that people speak and write to tell each other things.
- Talk to class teacher & other adults in school.
- Speak in front of a small group.
- Communicate their ideas about which books and objects are special to them.

Personal, Social and Emotional Development

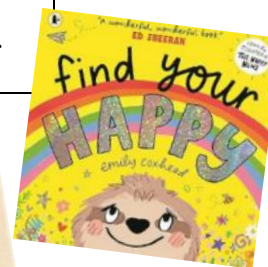
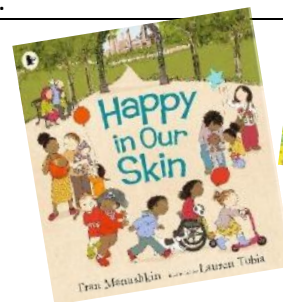
- To recognise that different emotions exist.
- To understand how people show emotions.
- Establish safe routines around school.
- To focus for a short time during whole class activities (5 minutes).
- To follow simple one step instructions given by an adult.
- To wash hands independently.
- To explore different areas of the EYFS environment.
- Manage personal needs e.g. dressing appropriately (put on coat independently), toileting 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.

Physical Development

- To take turns and share equipment.
- Play co-operatively within a small group.
- Be confident to try new activities and challenges.
- Develop confidence and enjoyment in moving.
- 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 Move & Groove.
- To hold scissors and make bounce actions to make snips in paper.

Mathematics

- To begin to subitise up to 3.
- To represent 3.
- To recognise groups of 3.
- To explore composition of 2 and 3.
- To make patterns of 4.
- To count to 5.
- Match picture and objects.
- Identify a set.
- Sort objects.
- Compare amounts.



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 i n p g o - Set 1 partial.
- To copy their name.
- To give meaning to the marks that they make.
- To write initial sounds.
- To copy taught letters.

Expressive Arts and Design

- To name colours.
- To create simple representations of people and objects.
- Use a range of natural materials (e.g. leaves) and body parts to make printed patterns and pictures.
- 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 together.
- To experiment with different instruments and their sounds.
- To use costumes and resources to act out narratives.
- Imitate movements in response to music.
- Tap simple repeated patterns.

Understanding the World

- To know that they are a person. Every person is a human.
- Name basic body parts.
- Know that events have already happened e.g. their birth.
- To know and talk about their own life story.
- To know how they have changed, making comparisons between themselves in the past (as a baby) and in the present day.
- Recall simply what happens when a baby is welcomed.
- Talk about people who are special to them.
- 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 see themselves as a valuable individual.
- To think about which places are special to them.
- Express how they feel about known places, such as home and school.
- Consider that others may feel differently to them about 'shared' places.
- To talk about the Harvest Festival.
- To ask simple questions about the world around them.
- Demonstrate an awareness of collective responsibility for the immediate environment, looking after classroom, outdoor learning areas etc.
- To respect and show care for the natural environment.

- 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.
- Visit Haysden Country Park, discussing and asking questions about the natural environment.
- 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.
- Give simple examples of personal information (name, age).
- Use an unplugged laptop, computer, keyboard and mouse in role play.
- Turn the knobs on the Yoto player to change the story or radio station, adjust the volume, and switch it on or off.
- Sort physical objects based on certain characteristics.

