

Mighty Machines

Reception

Core Books

Week 1 - We All Go Travelling By

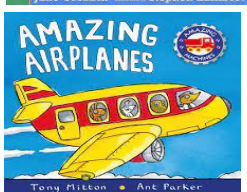
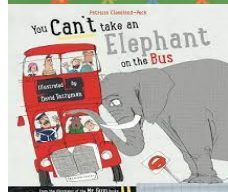
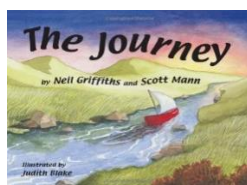
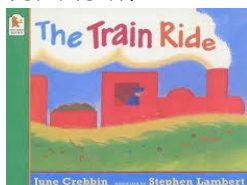
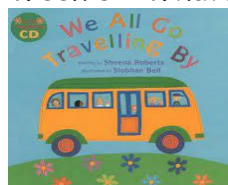
Week 2 - The Train Ride

Week 3 - The Journey

Week 4 - You Can't Take an Elephant on a Bus

Week 5 - Amazing Aeroplanes

Week 6 - Whatever Next!



Core Rhymes and songs

We All Go Travelling By.

London's Burning.

Horsey Horsey Don't You Stop.

The Wheels On the Bus.

Down at The Station.

5 Little Men in a Flying Saucer.

Cultural Capital

Visit from Emergency services - Police/Fire Station



Influential Person

Amelia Earhart



Artist



Knowledge

I know and can name a range of different modes of transport.

I know what different modes of transport look and sound like. I can talk about how they may have changed.

I know that maps can represent places and objects.

I know how to draw a simple route.

I know about the people who help us on different modes of transport and can name some influential figures.

I can talk about some of the differences between our planet and other planets.

PSED	CLL	PD	Literacy	MD	UW	EAD
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <ul style="list-style-type: none"> •Ask questions to find out more and to check they understand what has been said to them. •Articulate their ideas and thoughts in well-formed sentences. •Connect one idea or action to another using a range of connectives. •Describe events in some detail. •Use talk to help work out problems and organise thinking and activities, and to explain how things 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> •Develop their small motor skills so that they can use a range of tools competently, safely 	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> •Draw information from a simple map. •Understand that some places are special to members of their community. •Recognise that people have different beliefs and celebrate special times in different ways. <p>Explore the natural world around them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> •Return to and build on their previous learning, refining ideas and developing their ability to represent them. •Create collaboratively, sharing ideas, resources and skills. •Listen attentively, move to and talk about music, expressing their feelings and responses. •Watch and talk about dance and performance art, expressing their feelings and responses. •Sing in a group or on their own, increasingly

<p>show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	<p>work and why they might happen. •Develop social phrases. •Engage in story times. •Listen to and talk about stories to build familiarity and understanding. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. •Use new vocabulary in different contexts. •Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems and songs. •Engage in non-fiction books. •Listen to and talk about selected non-fiction to develop a</p>	<p>and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. •Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching,</p>	<p>and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		<p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>What times are special and why? RE</p>	<p>matching the pitch and following the melody. •Develop storylines in their pretend play. •Explore and engage in music making and dance, performing solo or in groups.</p>
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Show sensitivity to their own and to others' needs.	deep familiarity with new knowledge and vocabulary.	kicking, passing, batting, and aiming. •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. •Develop the foundations of a handwriting style which is fast, accurate and efficient.				
Key Vocabulary Modes of transport Past and Present Drifted, swiftly, weaved. Navigate Route Flight Space PSHE – Changes and Growing Up Similarities and differences	Drifted, swiftly, weaved.	Control Direction Speed Point Flex Gymnast Form/formation	Capital letter Full stop Finger space Tricky word Left hand side Word Sentence Phoneme Digraph Trigraph Non fiction Fiction Rhyme	Part Part Whole model Odd Even Double/ half Subitise Represent Recognise Compose Hexagon Septagon Octagon	Modes of transport Past and Present Navigate Route Flight Similarities and differences	Detail Construct Join Manipulate Design Review Improve

<p>Young/old Life cycle Confidence and independence Healthy/unhealthy Exercise Diet</p>						
<p>Week 1 – Modes of transport</p> <p>Circle Time. See RHE knowledge organiser</p> <p>Talking Ted Circle – Whats something you can do now that you couldn't do when you were little? How have you changed?</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Describing events when children have used different modes of transport.</p> <p>Asking questions about modes of transport</p>	<p>FM – Cutting out pictures of transport vehicles (CP) GM – Balance Bikes</p> <p>Throwing and catching games that involve accuracy</p> <p>Letter formation</p>	<p>We All Go Travelling By Labelling pictures of transport. HA – Make it a phrase eg 'a red bus'</p>	<p>Number 6 – introducing 6. Representing 6 in different ways and counting 6 objects. Is 6 odd or even? Double/halving butterflies.</p>	<p>Name different transport vehicles and discuss how they are used. Share experiences of using these vehicles.</p>	<p>Junk Model Vehicles. (links to fine motor)</p> <p>Create collaboratively to produce a large class vehicle</p>
<p>Week 2 – Trains</p> <p>Circle Time. See RHE knowledge organiser</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Asking questions to find out about</p>	<p>FM – Buttons and Wheels (CP) GM – Balance Bikes</p> <p>Throwing and catching</p>	<p>The Train Ride – 'I can see a...' write a simple sentence. HA – add a connective.</p>	<p>Number 6 – One more/one less. Using part-part whole models to compose 6.</p>	<p>Past and present – comparing and sorting old and new trains, George Stephenson.</p>	<p>Junk model Vehicles. (links to fine motor)</p>

<p>when I get older I would like to... Because...</p> <p>Discuss what we would like to be when we grow up. Take photos and quotes for display/RHE book</p>	<p>trains from the past.</p>	<p>Letter formation</p>		<p>HA – Write the number sentences.</p>		
<p>Week 3 - Boats</p> <p>Circle Time. See RHE knowledge organiser Being Healthy. What do we know about being Healthy? What does Healthy mean?</p>	<p>See Literacy, RHE, Circle Time.</p> <p>New vocabulary - meaning of words and using them in different contexts</p>	<p>FM – make a boat using 2D shapes and hammers (CP) GM – PE</p> <p>Kicking</p> <p>Letter formation</p>	<p>My journey Labelling parts of their own journey. HA – use describing words.</p>	<p>Recognise and represent numeral 7. Recognise and represent other representations of 7. Recognise the properties of a septagon, 7th day, 7th month inc. evens and odds.</p>	<p>Navigate – I know maps represent places and objects. Make a map of the school and use it to do a treasure hunt.</p>	<p>Junk Model Vehicles. (links to fine motor)</p> <p>Listen to pieces of music rough sea Gentle calm sea</p>

Week 4- Buses Circle Time See RHE knowledge organiser All About Me- Looking After Yourselfes._	See Literacy, RHE, Circle Time. Imagination – what would it be like if an elephant was on a bus. Who would like it? Yes /no lets Vote BV - democracy	FM – Can you build a bus, cutting and sticking skills (CP) GM – PE Kicking Letter formation	Rhyming. Continue a rhyming string. HA – create a rhyming string.	Can you count out 7? What numbers are within 7? What is one 1 more than 7? What is one less than 7? Bus stop – addition and subtraction game	Route – Draw and describe a simple transport route (from home to school)	Junk Model Vehicles. (links to fine motor)
Week 5 - Planes Circle Time See RHE knowledge organiser <u>Being Healthy.</u> Discuss...healthy bedtime routines.	See Literacy, RHE, Circle Time. Asking questions – what do you want to find out about aeroplanes. Describing events – journeys on aeroplanes – where did you go? Who with? How long were you on the plane for? Vocab – about aeroplanes	FM – aeroplane threading. (CP) GM – PE Passing Letter formation	Amazing Aeroplanes Non fiction book – what does non- fiction mean? Write a simple sentence - Facts about aeroplanes. HA – Remember full stops, capital letters, finger spaces independently.	Recognise and represent numeral 8. Recognise and represent other representations of 8. Recognise the properties of a octagon, 8 th day, 8 th month inc. doubles and halves	Flight - Amelia Earhart. Little People Big Dreams book – discuss. Police visit. How do police help us stay safe on transport? How has this changed?	Design and make paper aeroplanes to take outside and fly. Who's can go the furthest?

Week 6 - Space Circle Time See RHE knowledge organiser Being Healthy. Healthy food choices_	See Literacy, RHE, Circle Time. Retelling the story – role play area Using new vocab to Describe events in space/story	FM – Rocket making cutting skills. (CP) GM – PE Passing Letter formation	Whatever Next! What would you take to space? Write a list. HA–add describing/tricky words eg my long black coat.	Can you count out 8? What numbers are within 8? What is one 1 more than 8? What is one less than 8?	I can talk about the differences between Earth and other planets. Powerpoint on space, planets song. In small groups, each group talks about a planet and compares to earth – video for tapestry, photos for floor book.	Learn the planets song. Make a rocket. Work collaboratively to create a final product Van Gogh – Starry Night
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