



Parent information:

Our Topic. Marvellous machines This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create

Literacy:

Listening actively rhymes, songs and stories.

Distinguish between speech sounds and orally segment and blend words.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

The topic books:

What Do Machines Do All Day? By Jo Nelson

Wild .By Emily Hughes

If all the world were. By Alison Calpoys.

Yucky Worms. By Vivian Frence

Personal, social and emotional development:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Commutation and language :

Offer explanations how machines work.
Different machines for different era.

Physical development:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip.

Children will participate in rhymes and songs. Also, they will partake in imaginative role play.

Children to show good control and co-ordination in large and small movements.

Understanding the world:

The way that people lived in the past is not the same as the way that we live now.

A machine is a man-made device. Machines use power to make them move or perform an action.

Mathematics:

Use mathematical names for common 2-D shapes and explore shapes in their play. Numbers to 10 can be made in different ways, but the total is the same each time.

Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.

Expressive arts and design:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Painting of a place is called a landscape. Draw or paint a place from observation or imagination.