

# Hobbs Hill Wood Primary School

## Knowledge Organiser

### Reception - Time Machine.



'Inspiring confident and independent learners'

## Knowledge Organiser for Time machine

### Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- 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.
- Use new vocabulary in different contexts.
- 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.

### Personal, social and Emotional Development

See themselves as a valuable individual.

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

Manage their own needs. - Personal hygiene

### Physical Development

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.

- Develop their small motor skills so that they can use a range of tools competently, safely 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.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

- Further develop the skills they need to manage the school day successfully - lining up and queuing- mealtimes

### Literacy

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.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly.

### Mathematics

Count objects, actions and sounds.

- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.

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Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0-10.

### Understanding the World

Talk about members of their immediate family and community.

- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Understand the effect of changing seasons on the natural world around them.

### Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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 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.

**Vocabulary: past, future, before, after, how has it changed? Now and then, yesterday, before I was born, parents, grandparents. A long time ago, new, old, when (parents/grandparents were little)**