

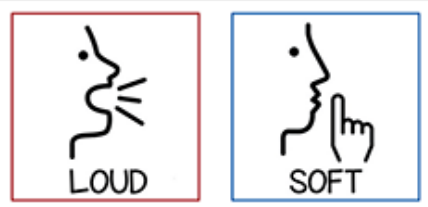










Design technology (food - wraps)			Music (pitch and dynamics)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> All food is grown, reared or caught. Plants are grown, animals are reared and fish are caught. All food we eat has an origin. "Farm to fork" is a food chain showing the origin of food through to it being eaten To stay healthy we should have the right amounts of different foods [Eatwell Guide]. A healthy wrap contains at least 3 food groups. Before preparing food we must get ready: <ul style="list-style-type: none"> tie long hair back remove your jumper roll up long sleeves wash your hands to make them clean [warm water and soap]. wear an apron. You must hold a knife securely and cut away from your fingers. A grater is used to grate food into small pieces. A grater is sharp. A table knife is used to spread, it helps cover the wrap evenly. You can also use the back of a spoon to spread. 	<ul style="list-style-type: none"> Talk about and explain where food comes from [vegetables, dairy]. Identify a simple design criteria. Design a healthy wrap, based on the Eatwell Guide. Draw a picture of my wrap and label it. Explain basic food handling hygienic practises and personal hygiene. Select and use appropriate foods. Use a grater and/or table knife safely. Evaluate my wrap against the design criteria. Identify the strengths of my wrap and talk about possible changes I might make. Talk about my ideas and say what I like and dislike. 	<ul style="list-style-type: none"> Designing, making and evaluating a fruit kebab in Year 1. Using a knife to safely cut fruit in Year 1. Washing my hands before preparing food. 	<ul style="list-style-type: none"> Pitch means how high or low a musical tone is Dynamics means the volume of parts of music Shakers, bells, wood blocks, claves, tambors, tambourines, drums, triangles are all examples of untuned instruments Instruments make different sounds when played in different ways 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Identify lower and higher sounds in music. Rehearse and perform with others, showing awareness of others. Identify and respond to loud and quiet (dynamics). Identify how sounds can be changed. Play untuned instruments in different ways Follow pitch movements with my hands and use high, low and middle voices. Sing with some control of pitch. 	<ul style="list-style-type: none"> Tempo means fast and slow. Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). Rhythm is the pattern of long and short sounds as you move through the song. Drum, cymbal and maracas are all examples of untuned instruments. Sounds can be used to tell a story. Singing Christmas songs.
Vocabulary: Arranging: we arrange food using our fingers. Design: a plan or drawing to show your ideas before you make a product. Design criteria: the specifics that designers should meet when making a product. Eatwell Guide: helps us to understand how much of each food group to eat. Evaluate: reflect on the product I have made and how I can improve it. Folding: keeps the food inside [a wrap]. Food group: there are five food groups: carbohydrates, fruit and vegetables, protein, dairy (alternatives) and fat - are all part of a balanced diet Grating: breaking the food down into smaller pieces. Hygiene: the practice of keeping clean to stay healthy and prevent illness. Product: the final outcome. Reared: animals are raised for food, like dairy cows and sheep. Spreading: covers the wrap evenly with a knife or spoon. Origin: where food comes from.			Vocabulary: Dynamics: the volume of parts of music (loud and soft) Instrument: a device used to produce music. Pitch: how high or low a musical tone is Pulse: a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). Rehearse: recite out loud and say again Perform: present to an audience Untuned: have no notes of definite pitch.		
Images: 			Images:   		



History (Victorians)			Science (humans)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Lots of children from poor families had to go out to work. Not many people could read or write but Queen Victoria made all children go to school in 1870. There was no technology in Victorian classrooms. Children had to sit in rows, at desks and the classrooms were dull. Queen Victoria's cook baked Queen Drop Biscuits. The first stamp was used in 1840 and the first post box was built in 1850 [link to Eng, postcards & letters]. Queen Victoria became queen in 1837. This was her coronation. She ruled throughout the Victorian era (1838-1901). In 1840 Queen Victoria married Prince Albert. Queen Victoria died in 1901 	<ul style="list-style-type: none"> Gather information from simple sources [books, video]. Ask questions. Identify similarities and differences between ways of life in different periods. Use artefacts and photos to help find out about the past. Show awareness and understanding orally and in writing of significant individuals in the past [Queen Victoria]. Place events in order on an individual timeline e.g. Queen Victoria's coronation, wedding, Diamond Jubilee. Use a wide vocabulary of everyday historical terms. Understand that the past can be represented in different ways. Use common words and phrases about the passing of time to share what we know about the Victorians. 	<ul style="list-style-type: none"> Toys have changed over time. My grandparent's toys were different to mine. Creating a class timeline. During WW2, lots of children from big cities and towns were evacuated to the countryside. The first evacuations began in 1939. WW2 ended on 2.9.1945. 	<ul style="list-style-type: none"> To stay healthy humans should have the right amounts of different foods [Eatwell Guide]. To stay healthy humans need exercise. Animals, including humans, are living. Some animals live on land and some live in water. All animals, including humans need water, food and air to survive. That animals, including humans, have offspring [babies]. Over time, offspring grow and change into adults. How and why I should keep myself clean. 	<ul style="list-style-type: none"> Use scientific vocabulary to talk about foods that we should eat often and those we should eat sometimes. Carry out a test. Use my senses to make observations. Describe why it is important for humans to exercise and give reasons. Use secondary sources of information to answer questions. Group and order different stages of an animal's growth. Use sorting hoops to help with grouping. Describe how animals inc. humans change as they grow. 	<ul style="list-style-type: none"> Human beings have different body parts. There are 5 senses. Our sense of touch is linked to our hands/skin. Our sense of taste is linked to our mouth/tongue/throat. Our sense of hearing is linked to our ears. Our sense of smell is linked to our nose. Our sense of sight is linked to our eyes. Investigating which materials are waterproof.
Vocabulary:		Images:	Vocabulary:		Images:
<p>Artefact: objects made by humans. Chronology: putting events, objects or dates in order. Coronation: where someone is crowned King or Queen. Diamond Jubilee: the 60th anniversary. Era: a period in history. Past: gone by in time. Present: existing or occurring now. Reign: rule as a monarch (King/Queen). Source: a place, person or thing that you can find information from. Technology: modern equipment. Timeline: a list of events in the order that they happened. Victorians: people who lived in the Victorian era (1837-1901).</p>		    	<p>Alive: something that is currently living and needs food, air and water to survive. Basic need: what living things need to survive. Eatwell Guide: helps us to understand how much of each food group to eat. Exercise: being active. Food group: there are five food groups: carbohydrates, fruit and vegetables, protein, dairy (alternatives) and fat - are all part of a balanced diet. Grow: increasing in size or changing physically Healthy: keeping your body 'working at its best'. Human: a man, woman or child Nutritionist: a scientist who studies food and how it works in your body. Observe: to look closely. Offspring: a person's children or an animal's young Result: what happens because of something. Survive: to remain alive.</p>		