



Design Technology (textiles – finger puppet)			Music				
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"> <li>Puppets are used as a toy.</li> <li>Puppets can be used to tell a story.</li> <li>There are different types of puppets e.g. hand puppets, rod puppets and finger puppets.</li> <li>Puppets are often made from fabric</li> <li>Denim, wool, cotton, fleece, felt and hessian are types of fabric</li> <li>Puppets can also be made from other materials e.g. paper, card, plastic</li> <li>A running stitch or over stitch can be used to join fabric.</li> <li>A seam is the line where pieces of fabric are joined together.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the key features of puppets.</li> <li>Identify a simple design criteria.</li> <li>Design my finger puppet using my ideas and experiences and make a mock-up.</li> <li>Draw a picture of my finger puppet and label it.</li> <li>Cut, shape and join fabric to make a finger puppet.</li> <li>Use a running stitch or an over stitch.</li> <li>Measure and cut with some accuracy.</li> <li>Use scissors safely and appropriately.</li> <li>Evaluate my finger puppet against my design criteria.</li> <li>Identify the strengths of my finger puppet and talk about possible changes to make.</li> <li>Talk about my ideas and say what I like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Designing a bunting piece based on a class design criteria.</li> <li>Creating a paper mock-up for my bunting design.</li> <li>Making my own bunting using fabric.</li> <li>Using a running stitch with pre-cut holes.</li> <li>Adding embellishments (buttons and gems) to my bunting using glue.</li> <li>Evaluating my work.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo means fast and slow.</li> <li>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).</li> <li>Rhythm is the pattern of long and short sounds as you move through the song.</li> <li>Drum, cymbal and maracas are all examples of untuned instruments.</li> <li>Sounds can be used to tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>Play an untuned instrument fast and slow.</li> <li>Use fast and slow body percussion.</li> <li>Sing a song fast and slow.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Play and/or respond to a stimulus.</li> <li>Arrange a piece of music to play with a partner.</li> <li>Perform an arrangement to an audience.</li> <li>Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>Singing the “All go traveling by, bye, bye!”</li> <li>Using some untuned instruments.</li> <li>Tempo means fast and slow.</li> <li>Singing songs and listening to music in assembly.</li> </ul>		
<b>Vocabulary:</b> <b>Design:</b> a plan or drawing to show your ideas before you make a product. <b>Design criteria:</b> the specifics that designers should meet when making a product. <b>Evaluate:</b> reflect on the product I have made and how I can improve it. <b>Fabric:</b> cloth produced by weaving or knitting textile fibres. <b>Finger puppet:</b> a toy that you can make move by putting your finger(s) inside it. <b>Hand puppet:</b> a toy that you can make move by putting your hand inside it. <b>Mock up:</b> a model or replica <b>Over stitch:</b> a stitch that goes over the edge. <b>Product:</b> the final outcome. <b>Rod puppet:</b> constructed around a central rod secured to the head. <b>Running stitch:</b> a line of small even stitches which run back and forth through the cloth without overlapping. <b>Seam:</b> a line where pieces of fabric are joined together.		<b>Images:</b> 		<b>Vocabulary:</b> <b>Beat:</b> the steady pulse that you feel in the tune. <b>Body percussion:</b> using the body to make percussive sounds in any way you can. <b>Instrument:</b> a device used to produce music. <b>Pulse:</b> 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). <b>Rhythm:</b> the pattern of long and short sounds as you move through a song. <b>Tempo:</b> how fast or slow something is happening. <b>Untuned:</b> have no notes of definite pitch.		<b>Images:</b> 	



History			Science (material)				
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"> <li>Toys have changed within the last 50 years.</li> <li>The toys my parents and grandparents played with are different to toys today.</li> <li>In the past most toys used to be made from paper, wood and metal.</li> <li>Toys now are usually made of plastic.</li> <li>Lots of toys now are electrical.</li> <li>Toys are safer to play with than they were in the past.</li> <li>Barbie was invented in 1959 by Ruth Handler.</li> <li>Play Doh was invented in 1955 by Noah McVicker.</li> <li>Space hoppers were popular in the 1970s.</li> <li>Gameboy was invented in 1990s.</li> </ul>	<ul style="list-style-type: none"> <li>Place people (Noah McVicker, Ruth Handler) and objects (Play-Doh, space hopper, Barbie, Gameboy etc) in chronological order, on an individual timeline.</li> <li>Use common words and phrases about the passing of time e.g. recently, when my parents were children, when my grandparents were children, decades.</li> <li>To identify similarities and differences between toys used now and in the past.</li> <li>Use books, pictures, photos and artefacts to find out about the past.</li> <li>Talk and write about changes within living memory.</li> </ul>	<ul style="list-style-type: none"> <li>Making a year group timeline about communication and technology.</li> <li>Putting events in chronological order</li> <li>That History is learning about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Most materials have never been alive.</li> <li>Materials are what objects are made from e.g. fabric, wood, metal.</li> <li>Materials have properties which make them suitable for different purposes.</li> <li>Some materials are right for a purpose because of their properties e.g. a kettle is made of metal because it conducts heat and is waterproof.</li> <li>Flexible materials can bend or compress easily without cracking.</li> <li>Strong materials are able to resist heavy impacts and absorb and energy without breaking.</li> </ul>	<ul style="list-style-type: none"> <li>Identify everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>Describe the properties of materials.</li> <li>Compare the suitability of everyday materials for particular uses.</li> <li>Find out <u>how</u> the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Ask questions using scientific language.</li> <li>Plan simple what to do and what observations/measurements to take.</li> <li>Recognise some hazards.</li> <li>Predict the outcome of an investigation.</li> <li>Talk about what I have found out and how I found it out.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining what makes a plant a living thing.</li> <li>Identifying everyday materials including wood, metal, plastic, glass, brick, rock.</li> <li>Describing the properties of materials.</li> <li>Sorting materials.</li> </ul>		
<b>Vocabulary:</b> <b>Artefact:</b> objects made by humans. <b>Chronological:</b> Putting events, objects or dates in order. <b>Decade:</b> a period of tens years. <b>History:</b> study of past events. <b>Inventor:</b> a person who creates or discovers something new and useful. <b>Living memory:</b> if something has happened within living memory, it can be remembered by some people who are still alive. <b>Past:</b> gone by in time. <b>Present:</b> existing or occurring now <b>Source:</b> a place, person or thing that you can find information from. <b>Timeline:</b> a list of events in the order that they happened.		<b>Images:</b> 		<b>Vocabulary:</b> <b>Absorbent:</b> soaks up water. <b>Flexible:</b> can be folded easily. <b>Material:</b> what objects are made from. <b>Observe:</b> to look closely <b>Opaque:</b> can't be seen through. <b>Predict:</b> make a guess about what might happen. <b>Properties:</b> what a material is like and how it behaves (soft, stretchy). <b>Suitability:</b> having the properties which are right for a specific purpose. <b>Stretchy:</b> can be pulled to make it longer or wider without breaking. <b>Transparent:</b> can be seen through. <b>Waterproof:</b> it keeps water out. It keeps things dry.		<b>Images:</b> 	