
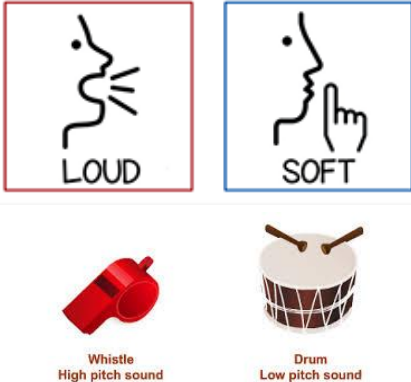





Design technology (food)			Music (pitch and dynamics)				
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>		
<ul style="list-style-type: none"> <li>Fruit and vegetables are plants that grow.</li> <li>Apples are grown in the UK in orchards.</li> <li>Fruits have seeds and are the sweet and fleshy part of a plant.</li> <li>Vegetables do not have seeds and can be different parts of a plant, e.g. stem, leaf, root.</li> <li>Before preparing food, you must wash your hands.</li> <li>You must hold a knife securely and cut away from your fingers.</li> <li>Eat at least 5 fruit and vegetables per day.</li> </ul>	<ul style="list-style-type: none"> <li>Use my own experiences to generate idea and explain what I am going to do</li> <li>Create a class design criteria</li> <li>Use tools safely e.g. butter knife and food cutter</li> <li>Select and use appropriate fruit and vegetables, processes and tools.</li> <li>Evaluate my fruit kebab identifying strengths and possible changes for next time.</li> <li>Explain basic food handling hygienic practises and personal hygiene.</li> <li>Talk about where food comes from (farm to fork).</li> </ul>	<ul style="list-style-type: none"> <li>Making blueberry muffins for our tea party</li> <li>Talking about where in the world our snack comes from</li> <li>Using a spoon</li> <li>Learning about harvest and our school harvest festival (assembly)</li> <li>Assembling, joining and combining materials to make a bag</li> <li>Designing, making and evaluating a bag</li> </ul>	<ul style="list-style-type: none"> <li>Pitch means how high or low a musical tone is</li> <li>Dynamics means the volume of parts if music</li> <li>Shakers, bells, wood blocks, claves, tambors, tambourines, drums, triangles are all examples of untuned instruments</li> <li>Instruments make different sounds when played in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs, chants and rhymes.</li> <li>Recognise high and low sounds.</li> <li>Rehearse and perform with others.</li> <li>Identify and respond to loud and quiet (dynamics).</li> <li>Identify and respond to low and high (pitch)</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>Play instruments in different ways</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.</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> </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>Fruit:</b> the sweet and fleshy product of a tree or other plant that contains seeds and can be eaten as food <b>Kebab:</b> food threaded onto a skewer <b>Vegetable:</b> a plant or part of a plant used as food		<b>Images:</b> 		<b>Vocabulary:</b> <b>Chant:</b> a repeated phrase, typically shouted or sung together <b>Dynamics:</b> the volume of parts of music (loud and soft) <b>Instrument:</b> a device used to produce music. <b>Pitch:</b> how high or low a musical tone is <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>Rehearse:</b> recite out loud and say again <b>Rhyme:</b> when the ending parts of two words sound the same or nearly the same		<b>Images:</b> 	



History (NHS, real life heroes)			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"> <li>The NHS was created in 1948.</li> <li>It has existed for 72 years and has changed lots.</li> <li>The NHS stands for the national health service.</li> <li>The NHS means that everyone can get healthcare for free in our country.</li> <li>Hospitals, doctors, opticians, pharmacies and dentists are all part of the NHS.</li> <li>I know that nurses' outfits have changed over the years.</li> </ul>	<ul style="list-style-type: none"> <li>Place events in order on a (year group) timeline e.g., NHS started in 1948, Celebrated 70<sup>th</sup> Anniversary in 2018 and in 2020 women and men wear same nurses' outfits.</li> <li>Use words and phrases about time e.g. in the past, they wore, a long time ago</li> <li>Identify similarities and differences between now and then e.g. uniforms</li> <li>Use books, pictures and photos to help find out about the past.</li> <li>Wonder and ask questions about the past</li> <li>Communicate what I know by talking drawing, roleplay, model making and writing</li> </ul>	<ul style="list-style-type: none"> <li>Comparing our school with Victorian school life</li> <li>Making bunting and flags for our school diamond jubilee</li> <li>Dick Kelty invented the rucksack (1950s).</li> <li>Clothes have changed over time</li> <li>My grandparents childhood clothes were different to mine now.</li> <li>Crocs were invented in 2002.</li> <li>Flairs and bright coloured dresses were popular in the 1960s</li> <li>Shell suits and leg warmers were popular in the 1980s.</li> </ul>	<ul style="list-style-type: none"> <li>Human beings have different body parts</li> <li>There are 5 senses</li> <li>Our sense of touch is linked to our hands/skin</li> <li>Our sense of taste is linked to our mouth/tongue/throat</li> <li>Our sense of hearing is linked to our ears</li> <li>Our sense of smell is linked to our nose</li> <li>Our sense of sight is linked to our eyes</li> <li>A pictogram is a picture representation of data</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name parts of the body</li> <li>Draw and label parts of the body</li> <li>Name the senses</li> <li>Say which part of the body is linked with each sense</li> <li>Draw on a pictogram or prepared by the teacher and create class bar charts (e.g. eye colour, hair colour, height etc)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing my body to a baby</li> <li>Comparing my body to an adult</li> <li>Talking about families</li> <li>Drawing around our bodies</li> <li>Ask and answer questions about the human body</li> </ul>
<b>Vocabulary:</b> <b>Dentist:</b> a person whose job is treating people's teeth <b>Doctor:</b> a person who is qualified to treat people who are ill <b>Hospital:</b> a place where people who are ill or injured are treated and taken care of by doctors and nurses <b>NHS:</b> The National Health Service <b>Nurse:</b> a person whose job is to care for people who are ill or injured, especially in a hospital: <b>Uniform:</b> clothes worn by people who belong to the same group		<b>Images:</b> 	<b>Vocabulary:</b> <b>Body:</b> the physical structures including bones, flesh and organs of a person or animal. <b>Hearing:</b> recognising sounds through our ears <b>Human:</b> a man, woman or child <b>Pictogram:</b> a pictorial representation of data on a chart, graph, or computer <b>Senses:</b> how our body identifies an outside stimulus, e.g. sight, smell, hearing, taste, and touch. <b>Sight:</b> sense of seeing through our <b>Smell:</b> recognising odours or scents through the nose <b>Touch:</b> come into contact with through the skin <b>Taste:</b> sensation of flavour identified in the mouth and throat <b>Eyes</b>		<b>Images:</b> 