
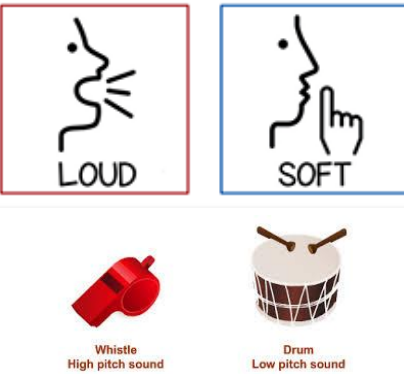








Design technology (food)			Music (pitch and dynamics)				
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>		
<ul style="list-style-type: none"> <li>Before preparing food, you must wash your hands.</li> <li>You must hold a knife securely and cut away from your fingers.</li> <li>Flapjacks are made from oats.</li> <li>Oats are grown from seed at the start of Autumn (use Tesco video farm to fork).</li> <li>Oats grow well in UK because it isn't too hot. They grow best in Scotland because there is lots of rain and light.</li> <li>A combine harvester is used to collect the oats.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a simple design criteria.</li> <li>Design a flapjack using my ideas and experiences.</li> <li>Draw a picture of my flapjack and label it.</li> <li>Use tools safely</li> <li>Select and use appropriate fruit and vegetables, processes and tools.</li> <li>Evaluate my flapjack against my design criteria.</li> <li>Identify the strengths of my flapjack and talk about possible changes I might make.</li> <li>Talk about my ideas and say what I like and dislike.</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>Designing a bunting piece based on a class design criteria.</li> <li>Creating a paper mock-up for my bunting design.</li> <li>Making a piece of bunting using felt.</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>Pitch means how high or low a musical tone is</li> <li>Dynamics means the volume of parts of 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>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Identify lower and higher sounds in music.</li> <li>Rehearse and perform with others, showing awareness of others.</li> <li>Identify and respond to loud and quiet (dynamics).</li> <li>Identify how sounds can be changed.</li> <li>Play untuned instruments in different ways</li> <li>Follow pitch movements with my hands and use high, low and middle voices.</li> <li>Sing with some control of pitch.</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>		
<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>Hygiene:</b> the practice of keeping clean to stay healthy and prevent illness. <b>Product:</b> the final outcome. <b>Combine harvester:</b> a machine that harvests crops.		<b>Images:</b> 		<b>Vocabulary:</b> <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>Perform:</b> present to an audience <b>Untuned:</b> have no notes of definite pitch.		<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 on 5<sup>th</sup> July 1948 and a ceremony was held at a hospital in Manchester.</li> <li>It has existed for 72 years and has changed.</li> <li>The NHS stands for the national health service.</li> <li>The NHS means that you can get healthcare for free in our country.</li> <li>100 years ago if someone from a poor family was ill, they couldn't always afford to see a doctor, get medicine or have an operation.</li> <li>Hospitals, doctors, opticians, pharmacies and dentists are all part of the NHS</li> <li>Aneurin Bevan was born in Wales in 1897. He helped the government to create the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>Place events in order on an individual timeline e.g. launch (1948), prescription charges (1952), vaccinations (1958), CT scans (1972)</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>Identify similarities and differences between ways of life in different periods.</li> <li>Use books, pictures, artefacts and photos to help find out about the past.</li> <li>Show awareness and understanding orally, visually and in writing of: changes within living memory; lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Use a wide vocabulary of everyday historical terms.</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>Clothes have changed over time.</li> <li>My grandparents childhood clothes were different to mine.</li> <li>Dick Kelty invented the rucksack (1950s).</li> <li>Crocs were invented in 2002.</li> <li>Long skirts were popular in 1950s</li> <li>Flares and bright coloured dresses were popular in 1960s.</li> <li>Shell suits and leg warmers were popular in 1980's.</li> <li>Doc Martins were popular in the 1990's.</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans are living.</li> <li>That animals, including humans, have offspring which grow into adults.</li> <li>Animals, including humans need water, food and air to survive.</li> <li>To stay healthy humans need exercise.</li> <li>To stay healthy humans need the right amounts of different types of food.</li> <li>How and why I should keep myself clean.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on a pictogram to show results (favourite healthy food)</li> <li>Describe how animals inc humans change as they grow.</li> <li>Match animals and their babies..</li> <li>Ask and answer questions about a pet.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival</li> <li>Identify healthy and unhealthy food, and say how much of them I should eat.</li> <li>Give reasons why humans need to exercise.</li> <li>Gather information and answer a question.</li> <li>Look closely and record what I see.</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>		
<b>Vocabulary:</b> <b>Country:</b> a nation with its own government <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>Healthcare:</b> medical care given to individuals or communities <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>Vaccination:</b> a treatment to help prevent the spread of disease. <b>CT scanner:</b> a special type of X-Ray machine.		<b>Images:</b>  		<b>Vocabulary:</b> <b>Body:</b> the physical structures including bones, flesh and organs of a person or animal. <b>Human:</b> a man, women or child <b>Pictogram:</b> a pictorial representation of data on a chart, graph, or computer <b>Offspring:</b> a person's children or an animal's young <b>Exercise:</b> being active <b>Healthy:</b> keeping your body 'working at its best' <b>Survive:</b> to remain alive <b>Grow:</b> become larger or greater over a period of time		<b>Images:</b>   <b>A Balanced plate</b> 