

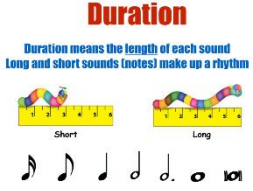






Design Technology			Music		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> • Card is stronger and stiffer than paper. • Materials can be joined together. • A mask is an object covering all or part of the face. • To design and practise my ideas before making a final product. 	<ul style="list-style-type: none"> • Model my ideas on paper. • Use scissors and a hole punch safely. • Assemble, join and combine materials (e.g. card and fabric). • Explore how my mask can be made stronger, stiffer and more stable • Evaluate my mask, saying what is good and what I could change next time. 	<ul style="list-style-type: none"> • Designing bunting for a Jubilee celebration. • Drawing and labelling my design. • Using felt to make bunting. • Using a running stitch. • Evaluating my bunting. 	<ul style="list-style-type: none"> • Duration means how long or short a note or piece of music is. • Pitch means how high or low a note or sound is. • A tuned instrument is an instrument that can produce a specific pitch. • A glockenspiel and a xylophone are tuned instruments. • Chime bars are a tuned instrument. 	<ul style="list-style-type: none"> • Identify long and short sounds. • Identify high and low sounds. • Create long and short sounds using my voice, body percussion and tuned instruments. • Create high and low sounds using my voice, body percussion and tuned instruments. 	<ul style="list-style-type: none"> • Tempo means how fast or slow and piece of music is. • Some untuned instruments e.g. tambourine, bells • Using body percussion and my voice to show fast and slow. • Sorting instruments into fast and slow. • Performing with others.

Vocabulary:	Images:	Vocabulary:	Images:
<p>Evaluate: reflect on the product I have made and how I can improve it.</p> <p>Design: a plan or drawing to show your ideas before you make a product.</p> <p>Design criteria: the specifics that designers should meet when making a product.</p> <p>Product: the final outcome.</p> <p>Mask: an object covering all or part of the face.</p> <p>Join: linking two or more things together.</p> <p>Stronger: solid and not easily broken.</p> <p>Stiffer: rigid and not easily bent.</p>	<p><u>Animals in Antarctica</u></p>  <p>NB. Using card not fabric, picture just for ideas.</p>	<p>Tempo: is how fast or slow a note or piece of music is.</p> <p>Untuned: not able to produce a specific pitch.</p> <p>Tuned: an instrument that can produce a specific pitch.</p> <p>Body percussion: using the body to produce different types of sound</p> <p>Duration: how long or short a note or piece of music is.</p> <p>Pitch: how low or high a note or sound is.</p>	 

By the end of this half term, your child should be able to: **know more** (knowledge), **remember more** (links back to), **be able to do more** (skills)



Geography			Science				
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"> • There are seven continents in the world • There are five oceans in the world • Antarctica is one of the seven continents. • It is a polar region. • Antarctica is the coldest continent on earth. • The South Pole is near the middle of Antarctica. That's the very bottom of the planet. 	<ul style="list-style-type: none"> • Name and locate some of the seven continents and five oceans. • Use a map, globe or atlas to locate hot and cold areas of the world. • Explore differences between the human and physical geography in Antarctica and the UK. • Ask and answer simple geographical questions. • Make observations about where things are. • Compare human and physical features of different places. • Use a map, atlas and globe to locate countries, continents and oceans. 	<ul style="list-style-type: none"> • The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales). • The capital cities of the UK (London, Edinburgh, Cardiff, Belfast). • Learning the continents and oceans during routine (throughout KS1) • Huntingdon is a town in England. 	<ul style="list-style-type: none"> • There are different types of animals in the world. • Herbivores are animals that only eat plants. • Carnivores are animals that only eat meat. • Omnivores are animals that eat plants and animals. 	<ul style="list-style-type: none"> • Begin to group and classify • Begin to use some scientific words • Draw on a pictogram prepared by my teacher (class favourite animal types) • Talk about similarities and differences between animals 	<ul style="list-style-type: none"> • Fish live in water and have gills and fins. They lay eggs. • Amphibians live on land and in water. They lay their eggs in water. They have cold blood. • Birds live on land and have a beak, wings and feathers. They lay eggs. • Mammals live in water or on land. They have a spine and fur or hair. They give birth. • Reptiles live on land & water. They have scales and cold blood. They lay eggs on land. 		
Vocabulary: Country: an area of land that has its own government Continent: a large land mass, typically a group of countries. Human feature: something built by humans. Ocean: a very large expanse of water. Sea: smaller than oceans and usually located where the land and ocean meets. Physical feature: features that are naturally created. Polar region: an area that has just two seasons – Summer and Winter (North and South pole).		Images: 		Vocabulary: Amphibians: a cold-blooded animal, living on land and in water. Birds: have a beak, wings and feathers. They lay eggs and live on land. Carnivore: an animal that only eats meat Fish: a cold-blooded animal with gills and fins living in water Herbivore: an animal that only eats Mammals: a warm-blooded animal with hair or fur, and (typically) the birth of live young. Omnivore: an animal that eats plants and animals Pets: a tamed animal kept for companionship or pleasure Reptiles: a cold blooded animal with scales, living on land and in water.		Images: 	

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