










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"> Before preparing food, you must wash your hands. You must hold a knife securely and cut away from your fingers. Flapjacks are made from oats. Oats are grown from seed at the start of Autumn (use Tesco video farm to fork). Oats grow well in UK because it isn't too hot. They grow best in Scotland because there is lots of rain and light. A combine harvester is used to collect the oats. 	<ul style="list-style-type: none"> Identify a simple design criteria. Design a flapjack using my ideas and experiences. Draw a picture of my flapjack and label it. Use tools safely Select and use appropriate fruit and vegetables, processes and tools. Evaluate my flapjack against my design criteria. Identify the strengths of my flapjack and talk about possible changes I might make. Talk about my ideas and say what I like and dislike. Explain basic food handling hygienic practises and personal hygiene. Talk about where food comes from (farm to fork). 	<ul style="list-style-type: none"> Designing and making a bag from fabric in Year 1. 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. Designing, making and evaluating a bunting piece based on design criteria. Using a running stitch and overhand stitch 	<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:		Images:	Vocabulary:		Images:
<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>Evaluate: reflect on the product I have made and how I can improve it.</p> <p>Hygiene: the practice of keeping clean to stay healthy and prevent illness.</p> <p>Product: the final outcome.</p> <p>Combine harvester: a machine that harvests crops.</p>		  	<p>Dynamics: the volume of parts of music (loud and soft)</p> <p>Instrument: a device used to produce music.</p> <p>Pitch: how high or low a musical tone is</p> <p>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).</p> <p>Rehearse: recite out loud and say again</p> <p>Perform: present to an audience</p> <p>Untuned: have no notes of definite pitch.</p>		   



History (Children in WW2)			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"> During WW2, many children living in big cities/towns were evacuated to the countryside where it was safer Evacuation means leaving a place. The first evacuations began on 1.9.1939 and ended March 1946. Children who were evacuated had labels on and travelled by train to the countryside. Evacuees lived with a host family Evacuees had to take things such as a gas mask in case, night clothes, toothbrush, comb, towel, soap, face cloth, handkerchiefs & a warm coat in their suitcase Rationing meant fairly sharing food & supplies when there was a shortage. Rationing began with petrol then butter, sugar and bacon. Most foods were eventually rationed (not fruit & veg). WW2 ended on 2.9.1945. 	<ul style="list-style-type: none"> Place events in order on an individual timeline e.g. 1st Sept evacuation begins, 3rd Sept 1939 WW2 starts, June 1940 2nd stage evacuation, 7th Sept 1940 The Blitz, 1945 VE day Use common words and phrases about the passing of time e.g. recently, when my parents were children, when my grandparents were children, decades. Identify similarities and differences between ways of life in different periods. Use books, pictures, artefacts and photos to help find out about the past. Show awareness and understanding orally, visually and in writing of: changes within living memory Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Comparing our school with Victorian school life Making bunting and flags for our school diamond jubilee Clothes have changed over time. My grandparent's childhood clothes were different to mine. The National Health Service (NHS) began in 1948 Captain Scott journeyed to the South Pole in 1912. Technology is used to communicate and this has changed lots in the past 70 years Alexander Graham Bell invented the telephone Charles Babbage, Ada Lovelace and Alan Turing are famous for the invention of computers Creating a class timeline 	<ul style="list-style-type: none"> Animals, including humans, are living. That animals, including humans, have offspring which grow into adults. Animals, including humans need water, food and air to survive. To stay healthy humans need exercise. To stay healthy humans need the right amounts of different types of food. How and why I should keep myself clean. 	<ul style="list-style-type: none"> Draw on a pictogram to show results (favourite healthy food) Describe how animals inc humans change as they grow. Match animals and their babies. Ask and answer questions about a pet. Find out about and describe the basic needs of animals, including humans, for survival Identify healthy and unhealthy food and say how much of them I should eat. Give reasons why humans need to exercise. Gather information and answer a question. Look closely and record what I see. 	<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 A pictogram is a picture representation of data Investigating which material would be best for a flag/bunting
Vocabulary:		Images:	Vocabulary:		Images:
<p>Artefact: objects made by humans Chronology: putting events, objects or dates in order Decade: a period of ten years. Evacuee: person who leaves a place Host family: the people evacuees were going to live with Past: gone by in time Present: existing or occurring now Rationing: ensuring the fair distribution of food and commodities when they were scarce. Source: a place, person or thing that you can find information from. Timeline: a list of events in the order that they happened.</p>			<p>Body: the physical structures including bones, flesh and organs of a person or animal. Human: a man, women or child Pictogram: a pictorial representation of data on a chart, graph, or computer Offspring: a person's children or an animal's young Exercise: being active Healthy: keeping your body 'working at its best' Survive: to remain alive Grow: increasing in size or changing physically</p>		