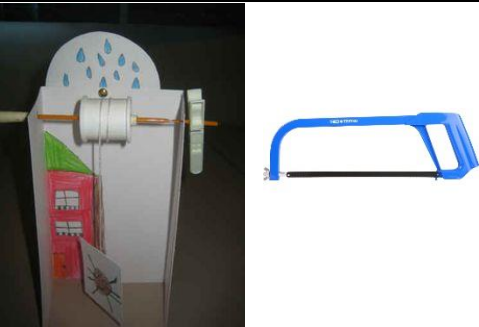
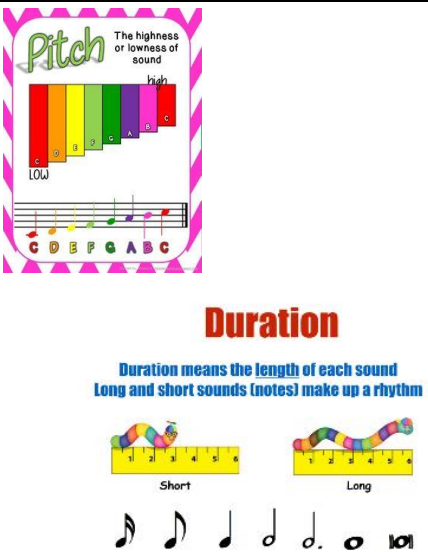
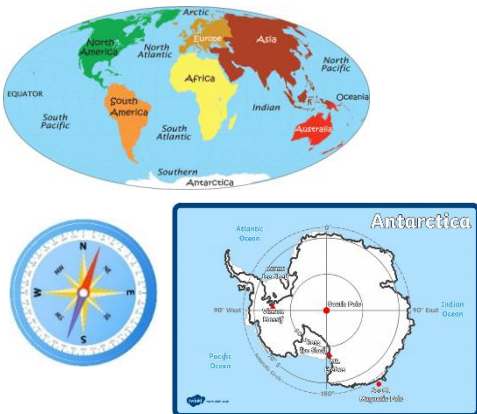
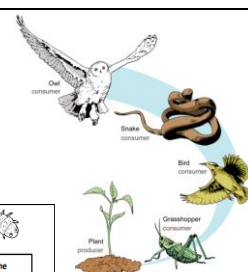




Design Technology			Music				
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>		
<ul style="list-style-type: none"> What a mechanism is and the parts that make it. The difference between card and wood. The names for equipment I need to use. To score the wood before sawing. To design and practise my ideas before making a final product. 	<ul style="list-style-type: none"> Use a hacksaw and scissors safely. Measure and cut wooden doweling with some accuracy. Explore how my product can be made stronger, stiffer and more stable. Explore and use mechanisms e.g. axels. 	<ul style="list-style-type: none"> Designing a bag.. Drawing and labelling my design. Creating a design criterion for our bag. Using felt to make a bag. Using a running stitch to assemble, join and combine e.g. buttons Evaluating my product against the design criteria. 	<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 in music. Identify high and low sounds in music. 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. Composing a piece of music and creating a musical score. 		
Vocabulary: Axel: a rod passing through the centre of a wheel. Design criteria: the specifics that designers should meet when making a product. Doweling: cylindrical pieces of wood. Evaluate: reflect on the product I have made and how I can improve it. Hacksaw: a narrow, fine tooth saw. Handle: the part used to turn the axel. Mechanism: a system of parts working together. Product: the final outcome Score: to make a mark or cut on the surface of something hard with a pointed tool.		Images: 		Vocabulary: Body percussion: using the body to produce different sounds. Duration: how long or short a note or piece of music is. Pitch: how low or high a note or sound is. Tempo: is how fast or slow a note or piece of music is. Tuned: an instrument is an instrument that can produce a specific pitch. Untuned: not able to produce a specific pitch.		Images: 	

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. Simple compass directions (North, South, East, West) Antarctica is one of the seven continents. It is a polar region. Antarctica is the coldest continent on earth. Most of the time the land is covered by snow and ice. The South Pole is near the middle of Antarctica. That's the very bottom of the planet. Vinson Massif is a large mountain in Antarctica. It is 3 times higher than the biggest mountain in the UK (Ben Nevis – Scotland). The Ross Ice Shelf is a floating ice sheet 	<ul style="list-style-type: none"> Name and locate 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 of the UK and Antarctica. 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. Label a map of Antarctica (including some physical features) and surrounding 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) Walking to the park in Huntingdon. Huntingdon is a town in England. The surrounding seas of the UK (North Sea, Irish Sea, North Atlantic Ocean, English Channel). 	<ul style="list-style-type: none"> Most animals live in habitats to which they are suited. Animals and plants depend on each other. How animals obtain their food. The food chain for at least one animal. What a micro-habitat is and which animals may live there. 	<ul style="list-style-type: none"> Describe how different habitats provide basic needs for animals around the world. Use a simple food chain. Identify and name different sources of food. Identify and classify different animals from around the world. Group and classify in different ways. Identify and name a variety of animals in micro-habitats. Use scientific vocabulary. Use different sources of information answer questions. 	<ul style="list-style-type: none"> How to compare differences between living, dead and never been alive. Some UK habitats and the animals that live in these. How UK animals obtain their food. 											
Vocabulary: Country: an area of land that has its own government Compass: an instrument with a pointer which shows the directions of North. Continent: a large land mass, typically a group of countries. Equator: an imaginary circle around the earth dividing the earth into two equal parts. Human feature: something built by humans. Mountain: an area of land that is much higher than the land surrounding it. Ocean: a very large expanse of water. Polar region: an area that has just two seasons – Summer and Winter (North and South pole). Sea: smaller than oceans and usually located where the land and ocean meets. Physical feature: features that are naturally created.		Images: 		Vocabulary: Consumer: living thing that feeds on an animals or plant for energy. Food chain: a series of organisms each dependent on the next as a source of food. Habitat: where an organism lives. Micro-habitat: a habitat that is small. Predator: an animal that naturally preys on others. Prey: an animal that is hunted and killed by another for food. Producer: living things that creates energy.		Images:  <table border="1" data-bbox="1680 1069 1971 1308"> <caption>Investigating micro-habitats</caption> <thead> <tr> <th>Where was the micro-habitat?</th> <th>What was living there?</th> <th>What was the habitat like? (5 adjectives)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Where was the micro-habitat?	What was living there?	What was the habitat like? (5 adjectives)						
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