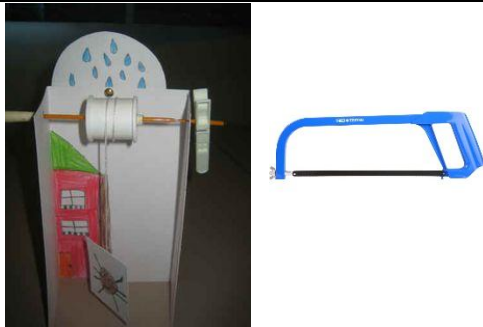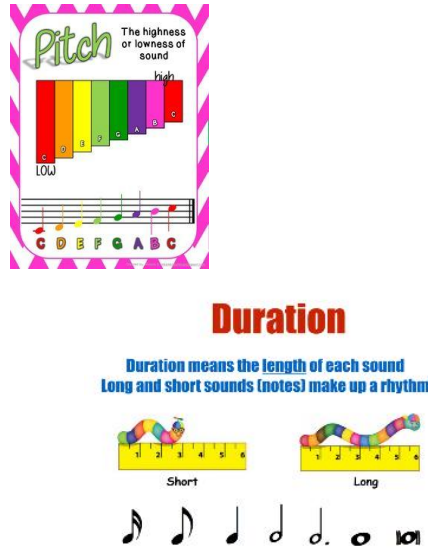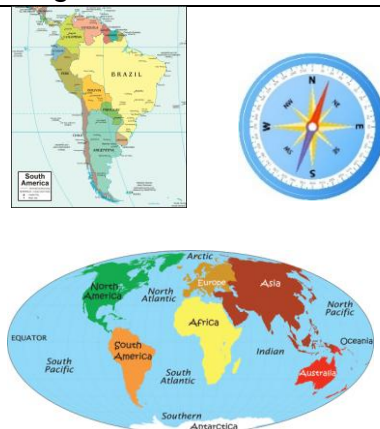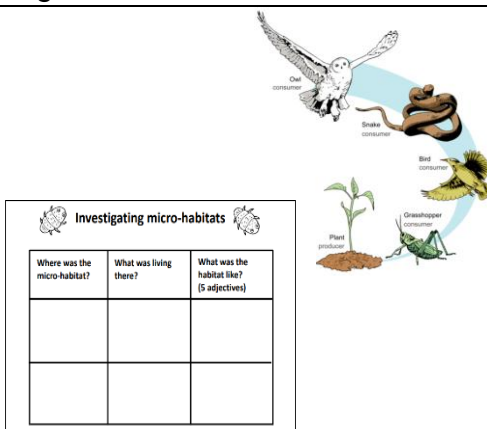| Design Technology			Music *Summer 2 due to short half term		
Knowledge *I know...*	**Skills** *I can...*	**Links back to** *I remember...*	**Knowledge** *I know...*	**Skills** *I can...*	**Links back to** *I remember...*
• A mechanism is a system of parts working together. • The difference between 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.	• 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.	• Designing bunting for Christmas using felt • Using a running stitch to assemble, join and combine e.g. buttons • Designing and making a healthy flapjack • Using tools like a knife • Creating design criteria • Drawing and labelling my designs • Evaluating my products against the design criteria. • Constructing dens in Forest School	• 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.	• 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.	• 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:		**Images:**	**Vocabulary:**		**Images:**
Axle: 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.		Link to Brazilian animals in Rainforest	**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.		

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Geography

Knowledge *I know…*	Skills *I can…*	Links back to *I remember…*
• There are seven continents in the world. • There are five oceans in the world. • Simple compass directions (North, South, East, West) • South America is one of the seven continents. • Brazil is the largest country in South America • Brazil has more animal and plant species than any other country in the world • The Christ the Redeemer statue is the most famous landmark of Brazil • Brasilia is the capital of Brazil • The Amazon river flows through Brazil. It is the world's 2nd longest river. • The Amazon rainforest is the largest rainforest in the world.	• 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 Brazil (including some physical features) and surrounding oceans.	• The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales). • The surrounding seas of the UK (North Sea, Irish Sea, North Atlantic Ocean, English Channel). • The capital cities of the UK (London, Edinburgh, Cardiff, Belfast). • The angel of the North is a famous UK landmark in England. • Learning the continents and oceans during routine (throughout KS1) • Walking to the park in Huntingdon. • Huntingdon is a town in England. • Antarctica is a continent (Yr 1)

Science

Knowledge *I know…*	Skills *I can…*	Links back to *I remember…*
• 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. • A micro-habitat is very small (and name which animals may live there). • Brazil has more animal and plant species than any other country in the world. • Brazil has the most known species of plants, fresh water fish and mammals	• 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 name a variety of animals in micro-habitats. • Use scientific vocabulary. • Use different sources of information answer questions.	• 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. • 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.

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.
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:

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)