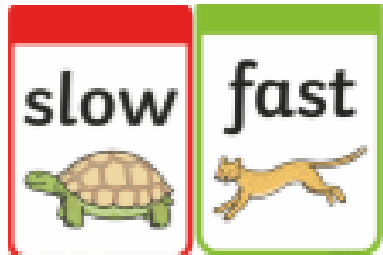




Design technology (textiles – hand puppets)			Music (tempo)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
• Puppets are used as a toy. • Puppets can be used to tell a story. • Puppets are often made from fabric • Denim, wool, cotton, fleece, felt and hessian are types of fabric • Puppets can also be made from other materials e.g. paper, card, wood or plastic. • A running stitch can be used to join fabric • A seam is the line where pieces of fabric join together	• Research hand puppets. • Talk about what features hand puppets have. • Design a (simple) hand puppet using my ideas and experiences. • Explain what I'm going to do. • Model my ideas using a paper mock up. • Draw a picture of my hand puppet & talk about what it is for. • Cut, shape and join fabric to make a hand puppet (begin to) • Use a running stitch. • Join and combine materials together using glue. • Use tools safely (scissors). • Evaluate my bunting and talk about how it works • Evaluate my work, say what I like and what changes I might make next time	• Designing bunting orally. • Making bunting using fabric. • Sticking on embellishments (buttons, sequins, pom poms).	• 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.	• Sing an increasing range of songs, chants and rhymes • Identify the pulse • Respond to fast and slow (tempo). • Remember short songs • Clap the pulse or rhythm to a song. • Sing songs and use body percussion • Play instruments in different ways • Sort instruments into wooden, metal, skinned and string	• Using instruments • Singing seasonal songs in assembly
Vocabulary:		Images:	Vocabulary:		Images:
Design: a plan or drawing to show your ideas before you make a product Design criteria: the specifics that designers should meet when making a product Evaluate: reflect on the product I have made and how I can improve it Fabric: cloth produced by weaving or knitting textile fibres Hand puppet: a toy that you can make move by putting your hand inside it Mock-up: a model or replica Running stitch: a line of small even stitches which run back and forth through the cloth without overlapping Seam: a line where pieces of fabric are joined together			Instrument: a device used to produce music 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). Rhythm: the pattern of long and short sounds as you move through a song Tempo: how fast or slow something is happening Untuned: have no notes of definite pitch		



History (toys)			Science (materials)																
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>														
• Toys have changed within the last 70 years. • The toys my parents and grandparents played with are different to toys today. • In the past most toys used to be made from paper, wood and metal. • Toys now are usually made of plastic. • Lots of toys now are electrical. • Toys are safer to play with than they were in the past. • Play Doh was invented in 1955 by Noah McVicker. • Space hoppers were popular in the 1970s. • Gameboy was invented in 1990s.	• Place events and objects in time order • Use words about the past, e.g. then, now, before I was born, a long time ago. • Identify similarities and differences between toys used now, and in the past. • Identify similarities and differences between two sources of information • Talk, draw and write about changes (within living memory). • Stay safe when using the internet, computers and iPads.	• Talking about communication and technology from the past. • History is learning about the past. • To use historical sources to begin to wonder and ask questions about the past.	• An object is a thing that is not alive. • A material is what an object is made from. • Some common materials are plastic, wood, metal, glass and rock. • Objects can be made from different materials. • Recycling is when we collect and sort our rubbish instead of throwing it away. • Only some materials can be recycled. • Materials have different properties, e.g. hard, soft, smooth, rough, shiny, flexible, stiff, stretchy. • Waterproof materials keep water out/keep things dry. • Some materials are waterproof and some are not. • Scientists carry out tests. • Results tell us what has happened and what we found out.	• Name different objects and the materials they are made from. • Name and group different materials that can be recycled. • Use describing words to talk about the properties of materials e.g. soft, hard, rough, smooth. • Use my senses to help describe the properties of materials e.g. eyes to observe, hands to feel. • Find out about waterproof materials. • Make suggestions about what to do. • Carry out a simple test supported by my teacher. • Make simple conclusions • Begin to use scientific vocabulary.	• Objects are made from different materials. • Wood, metal, paper, plastic, glass and fabric are different types of material. • That some materials float, and others sink. • That ice melts (changes of state).														
Vocabulary:		Images:	Vocabulary:		Images:														
Artefact: objects made by humans Chronology: putting events, objects or dates in order History: a study of past events Living memory: If something has happened within living memory, it can be remembered by some people who are still alive Past: gone by in time Present: existing or occurring now Source: a place, person or thing that you can find information from Timeline: a list of events in the order that they happened			Flexible: can bend easily without breaking Group: to put similar things together Material: what objects are made from Object: a material thing that can be seen or touched Observe: to look closely Properties: what a material is like and how it behaves (soft, stretchy) Recycle: when we collect and sort our rubbish instead of throwing it away Rough: has an uneven surface; not smooth or level Smooth: has a smooth surface, not rough or bumpy Results: tell us what has happened and what we found out Stiff: not easily bent or changed in shape Stretchy: can be stretched, elastic Test: try an idea Waterproof: it keeps water out & things dry		I want to help Jacob to make a hat suitable for his teddy. I have made a plan for my materials that are waterproof investigation.  <table><tr><th>material</th><th>number of drops of water in cup</th></tr><tr><td>denim</td><td>10</td></tr><tr><td>foil</td><td>0</td></tr><tr><td>cotton</td><td>12</td></tr><tr><td>plastic</td><td>0</td></tr><tr><td>wool</td><td>15</td></tr><tr><td>hessian</td><td>18</td></tr></table>	material	number of drops of water in cup	denim	10	foil	0	cotton	12	plastic	0	wool	15	hessian	18
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