
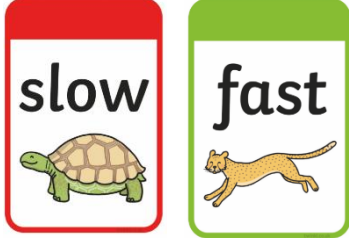





Design Technology (textiles – finger puppet)			Music		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Puppets are used as a toy. Puppets can be used to tell a story. There are different types of puppets e.g. hand puppets, rod puppets and finger puppets. 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, plastic A running stitch or over stitch can be used to join fabric. A seam is the line where pieces of fabric are joined together. 	<ul style="list-style-type: none"> Talk about the key features of puppets. Identify a simple design criteria. Design my finger puppet using my ideas and experiences and make a mock-up. Draw a picture of my finger puppet and label it. Cut, shape and join fabric to make a finger puppet. Use a running stitch or an over stitch. Measure and cut with some accuracy. Use scissors safely and appropriately. Evaluate my finger puppet against my design criteria. Identify the strengths of my finger puppet and talk about possible changes to make. Talk about my ideas and say what I like and dislike. 	<ul style="list-style-type: none"> Designing a bunting piece based on a class design criteria. Creating a paper mock-up for my bunting design. Making my own bunting using fabric. Using a running stitch with pre-cut holes. Adding embellishments (buttons and gems) to my bunting using glue. Evaluating my work. 	<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. 	<ul style="list-style-type: none"> Play an untuned instrument fast and slow. Use fast and slow body percussion. Sing a song fast and slow. Sing with a sense of awareness of pulse and control of rhythm. Play and/or respond to a stimulus. Arrange a piece of music to play with a partner. Perform an arrangement to an audience. Sing with an awareness of other performers. 	<ul style="list-style-type: none"> Singing the "All go traveling by, bye, bye!" Using some untuned instruments. Tempo means fast and slow. Singing songs and listening to music in assembly.
Vocabulary: 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. Finger puppet: a toy that you can make move by putting your finger(s) inside it. Hand puppet: a toy that you can make move by putting your hand inside it. Mock up: a model or replica Over stitch: a stitch that goes over the edge. Product: the final outcome. Rod puppet: constructed around a central rod secured to the head. 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.		Images: 	Vocabulary: Beat: the steady pulse that you feel in the tune. Body percussion: using the body to make percussive sounds in any way you can. 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.		Images: 



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>
<ul style="list-style-type: none"> Toys have changed within the last 50 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. Lego was invented in 1956 Godtfred Kirk Christiansen Play Doh was invented in 1955 by Noah McVicker. Space hoppers were popular in the 1970s. Gameboy was invented in 1990s. 	<ul style="list-style-type: none"> Place people (Noah McVicker, Godtfred Kirk Christiansen) and objects (Play-Doh, space hopper, Barbie, Gameboy etc) in chronological order, on an individual timeline. Use common words and phrases about the passing of time e.g. recently, when my parents were children, when my grandparents were children, decades. To identify similarities and differences between toys used now and in the past. Use books, pictures, photos and artefacts to find out about the past. Talk and write about changes within living memory 	<ul style="list-style-type: none"> Making a year group timeline about communication and technology. (Y1) That technology has changed over time (Y1) That clothes have changed over time (YR) Putting events in chronological order That history is learning about the past. 	<ul style="list-style-type: none"> Most materials have never been alive. Materials are what objects are made from e.g. fabric, wood, metal. Materials have properties which make them suitable for different purposes. Some materials are right for a purpose because of their properties e.g. a kettle is made of metal because it conducts heat and is waterproof. Flexible materials can bend or compress easily without cracking. Strong materials are able to resist heavy impacts and absorb and energy without breaking. 	<ul style="list-style-type: none"> Identify everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Describe the properties of materials. Compare the suitability of everyday materials for particular uses. Find out <u>how</u> the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. Ask questions using scientific language. Plan simple what to do and what observations/measurements to take. Recognise some hazards. Predict the outcome of an investigation. Talk about what I have found out and how I found it out. 	<ul style="list-style-type: none"> Explaining what makes a plant a living thing. Identifying everyday materials including wood, metal, plastic, glass, brick, rock. Describing the properties of materials. Sorting materials.
Vocabulary: Artefact: objects made by humans. Chronological: Putting events, objects or dates in order. Decade: a period of tens years. History: study of past events. Inventor: a person who creates or discovers something new and useful. 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.		Images: 		Vocabulary: Absorbent: soaks up water. Flexible: can be folded easily. Material: what objects are made from. Observe: to look closely Opaque: can't be seen through. Predict: make a guess about what might happen. Properties: what a material is like and how it behaves (soft, stretchy). Suitability: having the properties which are right for a specific purpose. Stretchy: can be pulled to make it longer or wider without breaking. Transparent: can be seen through. Waterproof: it keeps water out. It keeps things dry.	Images: 