









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"><li>• Fruit and vegetables are plants that grow.</li><li>• Apples are grown in the UK in orchards.</li><li>• Fruits have seeds and are the sweet and fleshy part of a plant.</li><li>• Vegetables do not have seeds and can be different parts of a plant, e.g. stem, leaf, root.</li><li>• Before preparing food, you must wash your hands.</li><li>• You must hold a knife securely and cut away from your fingers.</li><li>• Eat at least 5 fruit and vegetables per day.</li></ul>	<ul style="list-style-type: none"><li>• Use my own experiences to generate idea and explain what I am going to do.</li><li>• Create a class design criteria.</li><li>• Use tools safely e.g. butter knife and food cutter.</li><li>• Select and use appropriate fruit and vegetables, processes and tools.</li><li>• Evaluate my fruit kebab identifying strengths and possible changes for next time.</li><li>• Explain basic food handling hygienic practises and personal hygiene.</li><li>• Talk about where food comes from (farm to fork).</li></ul>	<ul style="list-style-type: none"><li>• Making soup in Reception</li><li>• Use tools such as a vegetable peeler and butter knife in Reception</li><li>• Talking about where in the world our snack comes from</li><li>• Learning about harvest and our school harvest festival (assembly)</li><li>• Assembling, joining and combining materials to make a bag</li><li>• Designing, making and evaluating a bag</li></ul>	<ul style="list-style-type: none"><li>• Pitch means how high or low a musical tone is</li><li>• Dynamics means the volume of parts if music</li><li>• Shakers, bells, wood blocks, claves, tambors, tambourines, drums, triangles are all examples of untuned instruments</li><li>• Instruments make different sounds when played in different ways</li></ul>	<ul style="list-style-type: none"><li>• Sing songs, chants and rhymes.</li><li>• Recognise high and low sounds.</li><li>• Rehearse and perform with others.</li><li>• Identify and respond to loud and quiet (dynamics).</li><li>• Identify and respond to low and high (pitch)</li><li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li><li>• Play instruments in different ways</li></ul>	<ul style="list-style-type: none"><li>• Tempo means fast and slow.</li><li>• Pulse is a steady beat like a ticking clock or your heartbeat.</li><li>• Rhythm is the pattern of long and short sounds as you move through the song.</li><li>• Drum, cymbal and maracas are all examples of untuned instruments.</li></ul>
Vocabulary:		Images:	Vocabulary:		Images:
<p><b>Design:</b> a plan or drawing to show your ideas before you make a product.</p> <p><b>Design criteria:</b> the specifics that designers should meet when making a product.</p> <p><b>Evaluate:</b> reflect on the product I have made and how I can improve it.</p> <p><b>Fruit:</b> the sweet and fleshy product of a tree or other plant that contains seeds and can be eaten as food</p> <p><b>Kebab:</b> food threaded onto a skewer</p> <p><b>Vegetable:</b> a plant or part of a plant used as food</p>			<p><b>Chant:</b> a repeated phrase, typically shouted or sung together</p> <p><b>Dynamics:</b> the volume of parts of music (loud and soft)</p> <p><b>Instrument:</b> a device used to produce music.</p> <p><b>Pitch:</b> how high or low a musical tone is</p> <p><b>Pulse:</b> 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><b>Rehearse:</b> recite out loud and say again</p> <p><b>Rhyme:</b> when the ending parts of two words sound the same or nearly the same</p>		<div></div> <div></div>



History (NHS, real life heroes)			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"><li>The NHS was created in 1948.</li><li>It has existed for 75 years and has changed lots.</li><li>The NHS stands for the national health service.</li><li>The NHS means that everyone can get healthcare for free in our country.</li><li>Hospitals, doctors, opticians, pharmacies and dentists are all part of the NHS.</li><li>I know that nurses' outfits have changed over the years.</li></ul>	<ul style="list-style-type: none"><li>Place events in order on a (year group) timeline e.g., NHS started in 1948, Celebrated 70<sup>th</sup> Anniversary in 2018 and in 2023 women and men wear same nurses' outfits.</li><li>Use words and phrases about time e.g. in the past, they wore, a long time ago</li><li>Identify similarities and differences between now and then e.g. uniforms</li><li>Use books, pictures and photos to help find out about the past.</li><li>Wonder and ask questions about the past</li><li>Communicate what I know by talking drawing, roleplay, model making and writing</li></ul>	<ul style="list-style-type: none"><li>Comparing our school with Victorian school life.</li><li>Looking at toys from the past and making a puppet.</li><li>Dick Kelty invented the rucksack (1950s).</li><li>Clothes have changed over time</li><li>My grandparents childhood clothes were different to mine now.</li></ul>	<ul style="list-style-type: none"><li>Human beings have different body parts</li><li>There are 5 senses</li><li>Our sense of touch is linked to our hands/skin</li><li>Our sense of taste is linked to our mouth/tongue/throat</li><li>Our sense of hearing is linked to our ears</li><li>Our sense of smell is linked to our nose</li><li>Our sense of sight is linked to our eyes</li><li>A pictogram is a picture representation of data</li></ul>	<ul style="list-style-type: none"><li>Identify and name parts of the body</li><li>Draw and label parts of the body</li><li>Name the senses</li><li>Say which part of the body is linked with each sense</li><li>Draw on a pictogram or prepared by the teacher and create class bar charts (e.g. eye colour, hair colour, height etc)</li></ul>	<ul style="list-style-type: none"><li>Comparing my body to a baby</li><li>Comparing my body to an adult</li><li>Talking about families</li><li>Drawing around our bodies</li><li>Ask and answer questions about the human body</li></ul>		
Vocabulary:		Images:		Vocabulary:		Images:	
<p><b>Dentist:</b> a person whose job is treating people's teeth</p> <p><b>Doctor:</b> a person who is qualified to treat people who are ill</p> <p><b>Hospital:</b> a place where people who are ill or injured are treated and taken care of by doctors and nurses</p> <p><b>NHS:</b> The National Health Service</p> <p><b>Nurse:</b> a person whose job is to care for people who are ill or injured, especially in a hospital:</p> <p><b>Uniform:</b> clothes worn by people who belong to the same group</p>				<p><b>Body:</b> the physical structures including bones, flesh and organs of a person or animal.</p> <p><b>Hearing:</b> recognising sounds through our ears</p> <p><b>Human:</b> a man, women or child</p> <p><b>Pictogram:</b> a pictorial representation of data on a chart, graph, or computer</p> <p><b>Senses:</b> how our body identifies an outside stimulus, e.g. sight, smell, hearing, taste, and touch.</p> <p><b>Sight:</b> sense of seeing through our eyes</p> <p><b>Smell:</b> recognising odours or scents through the nose</p> <p><b>Touch:</b> come into contact with through the skin</p> <p><b>Taste:</b> sensation of flavour identified in the mouth and throat</p>		