



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"> • Card is stronger and stiffer than paper. • Materials can be joined together. • To design and practise my ideas before making a final product. • A lever moves around a pivot • A slider moves along a straight line • Sliders and levers can be used to make a moving picture • 	<ul style="list-style-type: none"> • Model my ideas on paper. • Use scissors safely. • Assemble, join and combine materials (e.g. card and split pin). • Explore how my moving picture can be made stronger, stiffer and more stable • Evaluate my moving picture, saying what is good and what I could change next time. 	<ul style="list-style-type: none"> • Designing bunting for Christmas in Reception. • Drawing and labelling my design. • Using felt to make a hand puppet. • Using a running stitch. • Evaluating my hand puppet. • 	<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. • Identify high and low sounds. • 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.

Vocabulary:	Images:	Vocabulary:	Images:
<p>Design: a plan or drawing to show your ideas before you make a product.</p> <p>Design criteria: the specifics that designers should meet when making a product.</p> <p>Evaluate: reflect on the product I have made and how I can improve it.</p> <p>Lever: a rigid bar which moves around a pivot.</p> <p>Mechanism: a system of parts working together</p> <p>Product: the final outcome.</p> <p>Slider: a rigid bar which moves backwards and forwards along a straight line</p> <p>Stiffer: rigid and not easily bent.</p> <p>Stronger: solid and not easily broken.</p>	<p>(Examples only – use animals from Antarctica)</p> <p>KS1 – Simple slider Guide/bridge on back of picture</p> <p>KS1 – Simple lever Paper fastener pivot</p>	<p>Tempo: is how fast or slow a note or piece of music is.</p> <p>Untuned: not able to produce a specific pitch.</p> <p>Tuned: an instrument is an instrument that can produce a specific pitch.</p> <p>Body percussion: using the body to produce different types of sound</p> <p>Duration: how long or short a note or piece of music is.</p> <p>Pitch: how low or high a note or sound is.</p>	<p>Duration Duration means the length of each sound Long and short sounds (notes) make up a rhythm</p>

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 Huntingdon is a town. It has a river running through. Huntingdon has factories, houses, offices, shops, Castle Hill. Antarctica is one of the seven continents. It is a polar region. Antarctica is the coldest continent on earth. The South Pole is near the middle of Antarctica. That's the very bottom of the planet. 	<ul style="list-style-type: none"> Name and locate some of 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 in Antarctica and the UK. 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 	<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) Huntingdon is a town in England. Learning about Australia (Reception) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Begin to group and classify Begin to use some scientific words Draw on a pictogram prepared by my teacher (class favourite animal types) Talk about similarities and differences between animals 	<ul style="list-style-type: none"> Fish live in water and have gills and fins. They lay eggs. Amphibians live on land and in water. They lay their eggs in water. They have cold blood. Birds live on land and have a beak, wings and feathers. They lay eggs. Mammals live in water or on land. They have a spine and fur or hair. They give birth. Reptiles live on land & water. They have scales and cold blood. They lay eggs on land. 		
Vocabulary: <p>Country: an area of land that has its own government</p> <p>Continent: a large land mass, typically a group of countries.</p> <p>Human feature: something built by humans.</p> <p>Ocean: a very large expanse of water.</p> <p>Sea: smaller than oceans and usually located where the land and ocean meets.</p> <p>Physical feature: features that are naturally created.</p> <p>River: a large, natural stream of water flowing into a sea, a lake or another river.</p> <p>Polar region: an area that has just two seasons – Summer and Winter (North and South pole).</p>		Images:		Vocabulary: <p>Amphibians: a cold-blooded animal, living on land and in water.</p> <p>Birds: have a beak, wings and feathers. They lay eggs and live on land.</p> <p>Carnivore: an animal that only eats meat</p> <p>Fish: a cold-blooded animal with gills and fins living in water</p> <p>Herbivore: an animal that only eats</p> <p>Mammals: a warm-blooded animal with hair or fur, and (typically) the birth of live young.</p> <p>Omnivores: an animal that eats plants and animals</p> <p>Pets: a tamed animal kept for companionship or pleasure</p> <p>Reptiles: a cold blooded animal with scales, living on land and in water.</p>		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)