

A Long Time Ago Term 3 2020

The final showdown!
Make our own winding
mechanism based on
a traditional nursery
rhyme.

Re-enact a Pavane as courtiers to live musicians.

The BIG Questions...

Who is the Queen and what is her job?
What do we know about the royal family?
Have we always had a Queen? Who were the famous Kings and Queens of the past? What made them famous? What traditional nursery rhymes do we know and how could we bring them to life?









Lead story and others... Stories:

The Enormous Turnip Little Red Riding Hood Three Billy Goats Gruff Rhymes:

Incy Wincy Spider Little Miss Muffett Hickory Dickory Dock

Opportunities for visits, visitors and outdoor learning...

Look at different materials outside - scavenger hunt.

Visit a church.

| Key Skills and Knowledge | | Possible activities |
|----------------------------------|--|---|
| History | Begin to find out about significant individuals in the past. | Find out about QE2 and her family. Introduce other monarchs from history and why were they significant? K Henry VIII, QE1, Q Victoria. |
| Science Everyday Materials | To distinguish between an object and the materials it is made from. To identify and name a variety of everyday materials including woo, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. | To explore a variety of materials - wood, plastic, metal, glass, rock. Sort objects Compare objects based on their physical properties. |

| PSHE | I can choose a realistic goal I can resist distractions when I am learning. I can learn from y successes. I can say what I want to happen when there is a problem. I know when I should/should not get my own way. | Circle time |
|-------------------|--|--|
| R.E. | Who are Christians and what do they believe? How do we know what God looks like if we can't see him? What do Christians believe about God? What does the bible teach us about God? Why is Jesus important to Christians? Why did Jesus tell stories? What do the miracles of Jesus teach us about what is important to Christians? | Church visit |
| Art | Colour - Mix different colours, Sort, select and discuss different colours. Drawing - Draw on different surfaces with a variety of media - e.g. pencils, pens. Begin to control the types of marks they make with the range of media. Textiles and textures - Begin to identify different forms of textiles, link with science materials. Use appropriate language to describe colours, media, equipment and textures. Painting - Experiment with a variety of media when painting - e.g. different brush sizes and tools. Begin to control the types of marks made with the range of media. Printing - Experiment with a variety of malleable media such as clay, paper mache, salt dough and mudroc. | Make and decorate a crown. Write a letter to the Queen telling her we have made crowns like hers. Look at different portraits. Sketch a portrait of Queen Elizabeth I or II. Paint a portrait of Queen Elizabeth I or II |
| British Values | Tolerance of different religions - RE – Teaches about different faiths and religions. See RE curriculum. Mutual Respect - PSHE – What is respect? How to be kind to others. PE – Find a space and respect others right to a space. Rule of Law - PE – Safety rules. Democracy - Vote for House Captains | |
| Computing | E- Safety- Personal / private information - Internet rules - Protecting identity | To explore the 2Simple animate programme. Draw a crown and copy it to the next cell. Click and drag the mouse to draw a box around your picture. Click and drag the picture to make a short animation. Animate a simple scene from a nursery rhyme. |
| P.E. | Games - I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways. | Gymnastics - points and patches/rocking and rolling. Outdoors - bat and ball skills. |

| catching. I can work cooperatively in a team. Gym I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can capy sequences and repeat them. Perform gymnastic sequence with a balance, a travelling action, a jump, a curl and a roll. I can stand and sit Tike a gymnast. I can explore the 5 basic shapes: straight/fucked/star/ straddle/pike I can balance in these shapes on large body parts: back, front, side, bottom. I can begin to travel on hands and feet (hands flat on floor and fully extend arms). I can explore that the straight shape of the certain orms). I can explore shape in the air when jumping and landing with control (e.g., stor shape). I can explore shape in the air when jumping and landing with control (e.g., stor shape). I can explore shape in the air when jumping and landing with control in different rolls: Pencil roll.—from back to front keeping body and timbs in straight shape. Egg roll—lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll—with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Dish roll—with extended orms and legs off the floor, roll from dish to arch shape slowly and with control. A musicians we will: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. play instruments carefully and safely, using the correct etchnique. play instruments carefully and safely, using the correct etchnique. play instruments with control to sing in tune. Unique standard to safely and safely using the correct etchnique. Unique standard to safely and safely using the correct etchnique. Unique standard to safely and safely using the correct etchnique. Unique standard to safely and safely using the correct etchnique. Unique standard to safely and safely using the correct technique. Unique standard the safely a | | | |
|--|-------|---|-------------------------|
| Can work cooperatively in a team. | | I can coordinate my throwing and catching. | |
| Lan make my body curled, tense, stretched and relaxed. Lan control my body when travelling and bolancing. Lan capy sequences and repeat them. Perform gymnastic sequence with a bolance, a travelling action, a jump, a curl and a rall. Lan explore the 5 basic shapes straight/trucked/star/ straddle/pike Lan bolance in these shapes on large body parts: back, front, side, bottom. I can begin to travel on hands and feet (hands flat on floor and fully extend arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencill roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we wilt – join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. D.T. As designers we will: D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can work cooperatively in a team. | |
| Lan control my body when travelling and balancing, I can copy sequences and repeat them Perform gymnostic sequence with a balance, a travelling action, a jump, a curl and a roll. I can stand and sit "like a gymnast". I can begin to travel on Inands and feet (hands flat on floor and fully extend arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideas through home. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can make my body curled, tense, | |
| and balancing. I can copy sequences and repeat them. Perform gymnastic sequence with a balance, a travelling action, a jump, a curt and a roll. I can stand and sit "like a gymnast". I can explore the 5 basic shapes: straight/tucke/star/ straddel/pike I can balance in these shapes on large body parts back, front, side, bottom. I can begin to travel on hands and feet (hands fitto an floor and fully extend arms). I can monkey walk (bent legs and extended arms). I can explore shape in the air when jumping and landing with control (e.g., star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the flaor, roll from dish to arch shape slowly and with control. As musicians we will: — play instruments corefully and safely, using the correct technique. — play instruments corefully and safely, using the correct technique. — popy simple rhythms. — listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. — use an instrument to respond to a brief. D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideos through | | | |
| them • Perform gymnastic sequence with a balance, a travelling action, a jump, a curl and a roll. • I can explore the 5 basic shapes: straight/tucked/star/straddle/pike • I can balance in these shapes on large body parts: back, front, side, bottom. • I can begin to travel an hands and feet (hands flat an floor and fully extend arms). • I can makey walk (bent legs and extended arms). • I can explore shape in the air when jumping and landing with control (e.g. star shape). • I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll anto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune play instruments carefully and safely, using the correct technique copy simple rhythms listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | and balancing. | |
| balance, a travelling action, a jump, a curl and a roll. I can stand and sit flike a gymnast*. I can explore the 5 basic shapes: straight/fucked/star/ straddle/pike I can balance in these shapes on large body parts back, front, side, bottom. I can begin to travel on hands and feet (hands flat an floor and fully extend arms). I can explore shape in the air when jumping and landing with control (e.g., star shape). I can explore shape in the air when jumping and landing with control (e.g., star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideas through | | ' ' ' | |
| I can stand and sit Tilke a gymnast*. I can explore the 5 bosic shapes: straight/tucked/star/ straddle/pike I can balance in these shapes on large body parts: back, front, side, bottom. I can begin to travel on hands and feet (hands flat on floor and fully extend arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. ilsten to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideas through | | balance, a travelling action, a jump, a | |
| straight/tucked/star/ straddle/pike • I can balonce in these shopes on large body parts: back, front, side, bottom. • I can begin to travel on hands and feet (hands flat on floor and fully extend arms). • I can monkey walk (bent legs and extended arms). • I can explore shape in the air when jumping and landing with control (e.g. star shape). • I can cantinue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Music As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develop our ideas through | | | |
| body parts: back, front, side, bottom. I can begin to travel on hands and feet (hands flat on flaor and fully extend arms). I can monkey walk (bent legs and extended arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simpler rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develap our ideas through | | | |
| I can begin to travel on hands and feet (hands flat on floor and fully extend arms). I can monkey walk (bent legs and extended arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll - from back to front keeping body and limbs in straight shape. Egg roll - lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll - with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develap our ideas through | | | |
| arms). I can monkey walk (bent legs and extended arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we wilt: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. D.T. As designers we will: Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideas through DESIGN and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can begin to travel on hands and feet | |
| I can monkey walk (bent legs and extended arms). I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll - from back to front keeping body and limbs in straight shape. Egg roll - lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll - with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria. Begin to develop our ideas through | | · · | |
| I can explore shape in the air when jumping and landing with control (e.g. star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Music As musicians we will: join in with whole class singing, remember some words and attempt to sing in tune. play instruments carefully and safely, using the correct technique. copy simple rhythms. listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. use an instrument to respond to a brief. As designers we will: Understand how to identify a target group for what we intend to design and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can monkey walk (bent legs and | |
| star shape). I can continue to develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can explore shape in the air when | |
| I can continue to develop control in different rolls: Pencil roll - from back to front keeping body and limbs in straight shape. Egg roll - lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll - with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. | | , , , | |
| Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. 1. Sing the national Anthem. 2. Learn about the court dance Pavane. Listen and watch some examples. Respond to what they hear. 3. Use drums and glockenspiels to play a pavane (melody and ostinato). Include simple dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | I can continue to develop control in | |
| and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Music As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | offerent rous: | |
| knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develop our ideas through | | | |
| floor, roll from dish to arch shape slowly and with control. As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | knees tucked into chest roll onto back and onto the other side. Repeat to build up core | |
| Music As musicians we will: - join in with whole class singing, remember some words and attempt to sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develop our ideas through 1. Sing the national Anthem. 2. Learn about the court dance Pavane. Listen and watch some examples. Respond to whot they hear. 3. Use drums and glockenspiels to play a pavane (melody and ostinato). Include simple dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | floor, roll from dish to arch shape slowly and | |
| - join in with whole class singing, remember some words and attempt to sing in tune play instruments carefully and safely, using the correct technique copy simple rhythms listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | Music | | 1. Sing the national |
| sing in tune. - play instruments carefully and safely, using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | | |
| using the correct technique. - copy simple rhythms. - listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through examples. Respond to what they hear. 3. Use drums and glockenspiels to play a pavane (melody and ostinato). Include simple dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | sing in tune. | dance Pavane. Listen |
| - copy simple rhythms listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through what they hear. 3. Use drums and glockenspiels to play a pavane (melody and ostinato). Include simple dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | , , , | |
| appropriate words in response to music we hear and name some instruments we hear. - use an instrument to respond to a brief. D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through glockenspiels to play a pavane (melody and ostinato). Include simple dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | | what they hear. |
| instruments we hear. - use an instrument to respond to a brief. - Use an instrument to respond to a brief. - Use an instrument to respond to a dance steps. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. D.T. - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develop our ideas through | | appropriate words in response to | glockenspiels to play a |
| - use an instrument to respond to a brief. - use an instrument to respond to a brief. 4. Compose rhythms and melodies to fit with a pavane. 5. Sing traditional nursery rhymes. D.T. - Understand how to identify a target group for what we intend to design and make based on a design criteria. - Begin to develop our ideas through | | | |
| D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through melodies to fit with a pavane. 5. Sing traditional nursery rhymes. Design and make a winding mechanism to illustrate a traditional nursery rhyme. | | - use an instrument to respond to a | dance steps. |
| D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | огіет. | |
| D.T. As designers we will: - Understand how to identify a target group for what we intend to design and make based on a design criteria Begin to develop our ideas through | | | · |
| - Understand how to identify a target mechanism to illustrate a group for what we intend to design traditional nursery rhyme. and make based on a design criteria. - Begin to develop our ideas through | | | rhymes. |
| group for what we intend to design traditional nursery rhyme. and make based on a design criteria. - Begin to develop our ideas through | D.T. | | |
| - Begin to develop our ideas through | | group for what we intend to design | |
| talk and drawings. | | | |

Make our design using appropriate techniques.
With help, measure, mark and cut materials.
Use tools safely.
Evaluate our product by discussing how well it works in relation to the purpose.