

Y1/2 Cycle A Autumn Term 2 Medium Term Plan: Transport

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
History	Has transport always been the same?	Are boats still the same as they were in the past?	How has road travel changed? SESSION 3A	How has road travel changed? SESSION 3B	How has air travel changed?	How has transport changed?	
	<ul style="list-style-type: none"> ✓ To know the historical order of different forms of transport. ✓ To ask and answer questions to understand how transport has changed over time. 	<ul style="list-style-type: none"> ✓ To know and explain when different types of boats were required throughout British history. ✓ To know and describe similarities and differences between various boats over time. 	<ul style="list-style-type: none"> ✓ To know and describe similarities and differences between types of bicycles over time. ✓ To know how to use historical sources to understand how bicycles have changed over time. 	<ul style="list-style-type: none"> ✓ To describe the similarities and differences between types of road transport over time. ✓ To know that Karl Benz was a German engineer who designed the first petrol powered car. 	<ul style="list-style-type: none"> ✓ To describe the similarities and differences between types of air transport over time. ✓ To know that Amy Johnson was the first woman to fly solo from London to Australia. 	<ul style="list-style-type: none"> ✓ To describe similarities and differences between different modes of transport throughout history. 	
Science	What material is it made from?	What properties do materials have? SESSION 2A	What properties do materials have? SESSION 2B	What properties do materials have? SESSION 2C			
	<ul style="list-style-type: none"> ✓ To identify the difference between an object and the material which it is made from. ✓ To identify and name a variety of everyday materials - plastic, glass, rubber, wood, rock, paper, brick and metal. 	<ul style="list-style-type: none"> ✓ To identify and name different properties of materials. ✓ To identify whether materials are hard or soft. ✓ To identify whether materials are rough or smooth. ✓ To identify whether materials are dull or shiny. ✓ To group and sort materials, objects or living things based on their properties or features, with support. (WS) ✓ To begin to notice, with support, patterns and relationships from observations. (WS) 	<ul style="list-style-type: none"> ✓ To group and sort materials, objects or living things based on their properties or features, with support. (WS) ✓ To identify and name different properties of materials. ✓ To identify whether materials are bendy or stiff. 	<ul style="list-style-type: none"> ✓ To identify and name different properties of materials. ✓ To identify whether materials are waterproof or absorbent. ✓ To begin to explain, with support, what the data gathered shows and how it can help answer questions. (WS) ✓ To use a variety of simple equipment to carry out scientific enquiries, with support. (WS) ✓ To begin to use, with support, simple scientific language, and vocabulary. (WS) ✓ To carry out simple tests, with support. (WS) 			
D&T			What makes a good wheel?	How do wheels make a vehicle move?	How do we fix wheels to a vehicle and still allow them to move?	How can we make a new vehicle? SESSION 3A	How can we make a new vehicle? SESSION 3B
			<ul style="list-style-type: none"> ✓ To know the purpose of a wheel. ✓ To know how objects move by experimenting with construction kits. 	<ul style="list-style-type: none"> ✓ To know what a wheel, chassis and axle is. ✓ To know and explain why a wheel and axle wobbles based on hole position. 	<ul style="list-style-type: none"> ✓ To know how to make an effective chassis with wheels using an axle with cotton reels and dowels. ✓ To know the difference between fixed and freely moving axles. ✓ To know what a wheel, chassis and axle is. 	<ul style="list-style-type: none"> ✓ To use their knowledge of a wheel, chassis and axle to design a vehicle to carry a toy. 	<ul style="list-style-type: none"> ✓ To know how to make an effective chassis with wheels using an axle with cotton reels and dowels. ✓ To know the difference between fixed and freely moving axles. [To know what a wheel, chassis and axle is.]
							How can we make a new vehicle? SESSION 3C

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						<ul style="list-style-type: none">✓ [To know the difference between fixed and freely moving axles.]✓ [To know what a wheel, chassis and axle is.]✓ To be able to evaluate why their vehicle moves.✓ To be able to make comparisons between their vehicle and another.
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