



YEAR 1/2 CYCLE A			BLOCK 3	
	Aims, Attainment Targets and Guidance		Suggested teaching sequence	
	HA1: Trains, planes and automobiles			
Phase 1	 To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. To know where people and events studied fit within a Chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about hoats and how they were used effectively. 		Compare present and past modes of transport (train/plane/car) \rightarrow Study each type of transport in more detail \rightarrow study invention of trains and cars in detail including significant people (Stevenson and ford)	
	HA1: Trains, planes and automobiles			
phase 2	To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about boats To develop an awareness of the past, through finding out about changes within living memory in the context of space travel. Study the lives of significant individuals in the past who have contributed to national and international achievements		Review famous boats \rightarrow study Viking boats and how they were used \rightarrow Study the overview of the Titanic – link to Captain Smith (local significant person) \rightarrow Study space travel and Neil Armstrong \rightarrow Consider the changes travel and transport made to people's lives	
	DTA1: Making vehicles move / CA3: Maze explorers			
Phase 3	 design purposeful, functional, appeother users based on design criteria evaluate their ideas and products agona can understand and apply the fundational 	aling products for themselves and gainst design criteria amental principles of algorithms	Desigr 'stored → exp band b Compl boats/	and make a mode of transport using a simple d energy' (rubber band) mechanism (car/boat) olore and use mechanisms \rightarrow design a rubber poat/car \rightarrow evaluate the design lete maze explorers (unit 1.5): link to 'cars
	CA4: Lego builders / DTA2: Model planes			
Phase 4	 can understand and apply the fundation of th	amental principles of algorithms municate their ideas through talking gainst design criteria.	Compl and cr makin planes	lete unit 1.4 Lego builders \rightarrow Using algorithms, eate clear instructions \rightarrow create algorithm for g a paper plane \rightarrow design Make and test paper
	HA2: First flight / Wright Brothers			
Phase 5	 To learn about the lives of significar contributed to national and interna ask and answer questions, choosing sources to show that they know and 	nt individuals in the past who have tional achievements. g and using parts of stories and other d understand key features of events.	Review paper invent early a compa	w and consider the difficulties in making the planes \rightarrow research the Wright brothers as ors: use photographic and written sources \rightarrow attempts at flight \rightarrow successful flight \rightarrow are past and present modes of transport
	SCA3: Use of everyday materials			
Phase 6	 observing closely, using simple equi identifying and classifying using their observations and ideas t distinguish between an object and t identify and name a variety of every glass, metal, water, and rock describe the simple physical proper compare and group together a varie of their simple physical properties explore, name, discuss and raise an materials so that they become fami properties such as: hard/soft; stretce bendy/not bendy; waterproof/not y 	ipment; performing simple tests; to suggest answers to questions the material from which it is made yday materials, including wood, plastic, ties of a variety of everyday materials ety of everyday materials on the basis d answer questions about everyday liar with the names of materials and chy/stiff; shiny/dull; rough/smooth; waterproof; absorbent/not absorbent;	Consic used: range betwe → des → sor descril airplar object experi	der the materials that the wright brothers consider why \rightarrow identify materials used and a of other everyday materials \rightarrow distinguish een an object and the material it is made from scribe materials according to their properties t materials according to properties \rightarrow be why some materials are better for nes; describe why some materials suit certain s better \rightarrow carry out waterproof materials ment.