

### History – 7 hours

By the end of the topic chn should be able to demonstrate an understanding of the ways in which travel & transport has changed throughout history. Talk about what they know about the inventions of cars, trains and aeroplanes. Know some of the significant people involved in the development of different types of transport.

**Significant historical events, people and places** (*Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented*)

*Events beyond living memory that are significant nationally or globally (1<sup>st</sup> aeroplane flight)*

I can explain who the Wright Brothers were and the impact that they have had on travel.

**Trip to Coventry Motor Museum**

### Computing – 6 hours

To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behavior of simple programs.

I can programme the iPad beebot and ALEX to practice debugging and inputting algorithms. I can predict which area my plane will land after programming a series of commands.

I can control the movement of a vehicle sprite and beebot and explain similarities and similarities and differences about how they move.

High quality outcome:

**Mini ‘Soap Box’ event (recording speed and distance) Parents to attend**



**NC Objs**

**Skills**

**Visit/Visitors**

**Year 2 Topic: Trains, planes and automobiles.**

**What do we want to find out?**

Teaching Hours:

**20**

+ 6 hours RE  
+ 6 hours swimming  
+6 hours enrichment  
+ 6 music session  
+6 hours of Science

### DT – 7 hours

Chn to design and build their own car to be used at the end of term event.

**Design** purposeful, functional and appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.

**Technical knowledge:** build structures, exploring how they can be made stronger, stiffer, and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axels) in their products

I can draw a picture of car to show my design.

I can select tools that I am asked to find to make my car.

I can work with an adult to use tools to cut and join wood to make my car.

### Science – taught explicitly

*Animals and their habitats*

*Science investigation:*

**Pattern seeking: bug box**

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats