Sandhill UKS2 Map Cycles of Learning

Map Cycle 2

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Text Driver | Private Peaceful | Goodnight Mr Tom | Holes | The Explorer |
| Extra maths opportunities linked to topic |  |  |  |  |  |  |
| Science | Animals including humans1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. Describe the ways in which nutrients and water are transported within animals, including humans. | Properties and changes of materials1 .use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 2. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 3. demonstrate that dissolving, mixing and changes of state are reversible changes 4. explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Light1.recognise that light appears to travel in straight lines2.use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 3.explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes4. use the idea that light travels in straight. | Electricity1.associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit2.compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches3. Use recognised symbols when representing a simple circuit in a diagram. |
| Geography | 1. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  | 1. locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.2.identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)Place knowledge3. understand geographical similarities and differences through the study of human and physical geography of a region within North America. | 1 .understand geographical similarities and differences through the study of human and physical geography of a region within South America2. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.Geographical skills and fieldwork |
| History | 1. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 take examples from the 20th Century e.g.The Victorians, 60s, World War 1, World War 2 |  |  |  |  |
| Art | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history**Georgia O’Keefe****Poppies /Pastel work** | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.**Clay poppies** | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history**John Singer Sargent - Drawing skills****Portraits** | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history**Paint and collage - Rousseao** | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history |
| Design Technology | 1. understand and apply the principles of a healthy and varied diet2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques3.understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | 1 .apply their understanding of how to strengthen, stiffen and reinforce more complex structures2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the world3. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately4. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**Anderson shelters**  | 1.use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designMake3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately4.select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesEvaluate5.investigate and analyse a range of existing products**Research the development of trainers over the years – Design a new basketball trainer.** | 1 .select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately2. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities3. investigate and analyse a range of existing products4. evaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the world5. apply their understanding of how to strengthen, stiffen and reinforce more complex structures**Design and build an outside shelter**  |
| Music | 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression2. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians3. develop an understanding of the history of music.**WW1/2 songs****Last Night of the Proms****Elgar****Benjamin Britain****Vaughn Williams****WW2 Glen Miller (Jazz)**  |  |  | 1. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians2.improvise and compose music for a range of purposes using the inter-related dimensions of music**South American Music** |
| Computing | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | Use sequence, selection and repetition in programs; work with variables and various forms of input and output | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact |
| PSHE  | Being Me In My World | Celebrating Differences (including Anti-Bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me (including Sex and Relationship Education) |
| MFL | listen attentively to spoken language and show understanding by joining in andrespondingexplore the patterns and sounds of language through songs and rhymes and link thespelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond tothose of others; seek clarification and helpspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they arereading aloud or using familiar words and phrasespresent ideas and information orally to a range of audiencesread carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that areintroduced into familiar written material, including through using a dictionarywrite phrases from memory, and adapt these to create new sentences, to expressideas clearlydescribe people, places, things and actions orally and in writingLa Jolie Ronde |
| PE | 1.use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]3.perform dances using a range of movement patterns4.take part in outdoor and adventurous activity challenges both individually and within a team5.compare their performances with previous ones and demonstrate improvement to achieve their personal best. | 1.use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]3.perform dances using a range of movement patterns4.take part in outdoor and adventurous activity challenges both individually and within a team5.compare their performances with previous ones and demonstrate improvement to achieve their personal best. | 1.use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]3.perform dances using a range of movement patterns4.take part in outdoor and adventurous activity challenges both individually and within a team5.compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| RE | **What is the best way for a Muslim to****show commitment to God?**Do religious people lead better lives?Do all religious beliefs influence peopleto behave well towards others?(Believing/Behaving)LO: We are learning tounderstand some ofthe ways Muslims showcommitment to God and toevaluate whether there is abest way. | **How significant is it that Mary was****Jesus’ mother?**Do sacred texts have to be ‘true’ tohelp people understand their religion?(Believing)LO: We are learning to analysethe Christian belief in theVirgin Birth and to assessthe significance of this toChristians. | **Is anything ever eternal?**Should religious people be sad whensomeone dies?How well do funeral and mourningrituals tell you about what a religionbelieves and about what happens afterdeath?(Believing/Behaving)LO: We are learning to evaluatedifferent beliefs abouteternity and to understandthe Christian perspectiveon this. | **Is Christianity still a strong religion****2000 years after Jesus was on****Earth?**Do sacred texts have to be ‘true’ tohelp people understand their religion?Does participating in worship helppeople to feel closer to God or theirfaith community?Is religion the most important influenceand inspiration in everyone’s life?(Believing/Belonging/Behaving)LO: We are learning to examinethe influences Christianitystill has in the world andevaluate whether it is still astrong religion | **Does belief in Akhirah (life after****death) help Muslims lead good****lives?**Should religious people be sad whensomeone dies?Do religious people lead better lives?Do all religious beliefs influence peopleto behave well towards others?(Believing/Behaving)LO: We are learning to identifyways in which Muslimstry to lead good lives andhow their belief in Akhirahinfluences this |  |
| Trips |  |   |  |  |  |  |
| Key dates (British values, other cultures, religious festivals) |  |  |  |  |  |  |

Sandhill UKS2 Map Cycles of Learning

Map Cycle 1

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Text Driver | Percy Jackson and the Lightening Thief  | Stormbreaker | Kensukes’s Kingdom |
| Extra maths opportunities linked to topic |  |  |  |  |  |  |
| Science  | Forces1.explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 2.identify the effects of air resistance, water resistance and friction, that act between moving surfaces 3.recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Earth & Space1.describe the movement of the Earth, and other planets, relative to the Sun in the solar system 2.describe the movement of the Moon relative to the Earth 3.describe the Sun, Earth and Moon as approximately spherical bodies 4. use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | Living things and their habitats1.describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird2. describe the life process of reproduction in some plants and animals.1. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 2. give reasons for classifying plants and animals based on specific characteristics. | Animals, including humans1. the changes as humans develop to old age. | Evolution and Inheritance1.recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 2.recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3.identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| Geography |  |  **Human and physical geography**1. describe and understand key aspects of:- physical geography, including: climate zones, biomes and vegetation belts-human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **Geographical skills and fieldwork**1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| History | 1. Ancient Greece - a study of Greek life and achievements and their influence on the western worldDescribe the main changes in a period of historySelect, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purposeUnderstand that different versions of the past may exist, giving some reasons for this Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) Acknowledge different points of view expressed and explain why these are important in understanding and interpreting historySelect, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanationsJudge which sources of evidence are reliable and give reasons why |  |  |  |  |
| Art | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]3.about great artists, architects and designers in history**Pottery – Clay verses**  | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]3.about great artists, architects and designers in history**Art Nouveau****Charles Rennie Macintosh** | 1.to create sketch books to record their observations and use them to review and revisit ideas2.to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]3.about great artists, architects and designers in history**Hokusai – wave pictures** |
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| Music | 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression2.improvise and compose music for a range of purposes using the inter-related dimensions of music3.listen with attention to detail and recall sounds with increasing aural memory4.use and understand staff and other musical notations5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians6.develop an understanding of the history of music. |  | 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression2.improvise and compose music for a range of purposes using the inter-related dimensions of music3.listen with attention to detail and recall sounds with increasing aural memory4.use and understand staff and other musical notations5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians6. develop an understanding of the history of music. | 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression2.improvise and compose music for a range of purposes using the inter-related dimensions of music3.listen with attention to detail and recall sounds with increasing aural memory4.use and understand staff and other musical notations5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians6.develop an understanding of the history of music. |  |
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| RE | **How far would a Sikh go for his/her****religion?**Do religious people lead better lives?Is religion the most important influenceand inspiration in everyone’s life?(Believing/Behaving)LO: We are learning to comparethe different ways Sikhs puttheir religion into practice | **Is the Christmas story true?**Do sacred texts have to be ‘true’ tohelp people understand their religion?(Believing)LO: We are learning to evaluatedifferent accounts ofthe Christmas story andunderstand that stories canbe true in different ways | **Are Sikh stories important today?**Do sacred texts have to be ‘true’ tohelp people understand their religion?Is religion the most important influenceand inspiration in everyone’s life?(Believing/Behaving)LO: We are learning tounderstand the relevance ofSikh stories today | **How significant is it for Christians to believe God intended Jesus to die?**Do sacred texts have to be ‘true’ tohelp people understand their religion?(Believing)LO: We are learning to questionwhether God intendedJesus to be crucified orwhether Jesus’ crucifixionwas the consequence ofevents during Holy Week. | **What is the best way for a Sikh to****show commitment to God?**Do all religious beliefs influence people to behave well towards others?Does participating in worship helppeople to feel closer to God or their faith community?(Believing/Belonging)LO: We are learning tounderstand how Sikhsshow their commitment toGod and to evaluate if thereis a best way. | **What is the best way for a Christian to show commitment to God?**Do religious people lead better lives?Does participating in worship helppeople to feel closer to God or their faith community?(Believing/Behaving)LO: We are learning tounderstand how Christiansshow their commitment toGod and to evaluate if thereis a best way. |
| Trips |  |  |  |  |  |  |
| Key dates (British values, other cultures, religious festivals) | Harvest  | Bonfire Night Mon 5th NovemberDiwali Wed 7th NovemberRemembrance Day Sun 11th NovSt Andrews Day Fri 30th November | Chinese New Year Tue 5th FebValentine’s Day Wed 14th Feb | St David’s Day Fri 1st MarchShrove Tues Tues 5th MarSt Patrick’s Day Sun 17th MarMother’s Day Sun 31st MarEaster Sun 21th April (holidays) | Vesak (Buddha’s Birthday Mon 8th AprVaisakhi (Sikh New Year Sun 14th AprilSt George’s Day Tues 23rd April | Eid (Islam)Father’s Day Sun 16th June |