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 humans  1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  2. 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 materials  1 .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. | | | Light  1.recognise that light appears to travel in straight lines  2.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 eyes  4. use the idea that light travels in straight. | Electricity  1.associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  2.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 switches  3. 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 knowledge  3. 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 America  2. 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 ideas  2.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 ideas  2.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 ideas  2.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 ideas  2.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 ideas  2.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 ideas  2.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 diet  2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  3.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 structures  2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  3. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  4. 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 groups  2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  4.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  Evaluate  5.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], accurately  2. 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  3. investigate and analyse a range of existing products  4. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  5. 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 expression  2. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  3. 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 musicians  2.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 and  responding  explore the patterns and sounds of language through songs and rhymes and link the  spelling, sound and meaning of words  engage in conversations; ask and answer questions; express opinions and respond to  those of others; seek clarification and help  speak in sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation so that others understand when they are  reading aloud or using familiar words and phrases  present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing  appreciate stories, songs, poems and rhymes in the language  broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary  write phrases from memory, and adapt these to create new sentences, to express  ideas clearly  describe people, places, things and actions orally and in writing  La Jolie Ronde | | | | | | | |
| PE | 1.use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending  2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  3.perform dances using a range of movement patterns  4.take part in outdoor and adventurous activity challenges both individually and within a team  5.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 combination  play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending  2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  3.perform dances using a range of movement patterns  4.take part in outdoor and adventurous activity challenges both individually and within a team  5.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 combination  play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending  2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  3.perform dances using a range of movement patterns  4.take part in outdoor and adventurous activity challenges both individually and within a team  5.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 people  to behave well towards others?  (Believing/Behaving)  LO: We are learning to  understand some of  the ways Muslims show  commitment to God and to  evaluate whether there is a  best way. | **How significant is it that Mary was**  **Jesus’ mother?**  Do sacred texts have to be ‘true’ to  help people understand their religion?  (Believing)  LO: We are learning to analyse  the Christian belief in the  Virgin Birth and to assess  the significance of this to  Christians. | | **Is anything ever eternal?**  Should religious people be sad when  someone dies?  How well do funeral and mourning  rituals tell you about what a religion  believes and about what happens after  death?  (Believing/Behaving)  LO: We are learning to evaluate  different beliefs about  eternity and to understand  the Christian perspective  on this. | **Is Christianity still a strong religion**  **2000 years after Jesus was on**  **Earth?**  Do sacred texts have to be ‘true’ to  help people understand their religion?  Does participating in worship help  people to feel closer to God or their  faith community?  Is religion the most important influence  and inspiration in everyone’s life?  (Believing/Belonging/Behaving)  LO: We are learning to examine  the influences Christianity  still has in the world and  evaluate whether it is still a  strong religion | | **Does belief in Akhirah (life after**  **death) help Muslims lead good**  **lives?**  Should religious people be sad when  someone dies?  Do religious people lead better lives?  Do all religious beliefs influence people  to behave well towards others?  (Believing/Behaving)  LO: We are learning to identify  ways in which Muslims  try to lead good lives and  how their belief in Akhirah  influences 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 | Forces  1.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 & Space  1.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 habitats  1.describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  2. 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 humans  1. the changes as humans develop to old age. | Evolution and Inheritance  1.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 studied  2. 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 world  3. 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 world  Describe the main changes in a period of history  Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose  Understand 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 history  Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations  Judge 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 ideas  2.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 ideas  2.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 ideas  2.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** | |
| Design Technology | 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 groups  2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  4.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  Evaluate  5.investigate and analyse a range of existing products  **Trojan Horse** | | 1 .understand and use mechanical systems in their products [for example, cams and linkages]  **Buggy, lights and gears** | | **Cooking and nutrition**  1 .understand and apply the principles of a healthy and varied diet  2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  |
| Music | 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  2.improvise and compose music for a range of purposes using the inter-related dimensions of music  3.listen with attention to detail and recall sounds with increasing aural memory  4.use and understand staff and other musical notations  5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  6.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 expression  2.improvise and compose music for a range of purposes using the inter-related dimensions of music  3.listen with attention to detail and recall sounds with increasing aural memory  4.use and understand staff and other musical notations  5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  6. 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 expression  2.improvise and compose music for a range of purposes using the inter-related dimensions of music  3.listen with attention to detail and recall sounds with increasing aural memory  4.use and understand staff and other musical notations  5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  6.develop an understanding of the history of music. |  |
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| 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 and  responding  explore the patterns and sounds of language through songs and rhymes and link the  spelling, sound and meaning of words  engage in conversations; ask and answer questions; express opinions and respond to  those of others; seek clarification and help  speak in sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation so that others understand when they are  reading aloud or using familiar words and phrases  present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing  appreciate stories, songs, poems and rhymes in the language  broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary  write phrases from memory, and adapt these to create new sentences, to express  ideas clearly  describe people, places, things and actions orally and in writing  La Jolie Ronde | | | | | |
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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 influence  and inspiration in everyone’s life?  (Believing/Behaving)  LO: We are learning to compare  the different ways Sikhs put  their religion into practice | **Is the Christmas story true?**  Do sacred texts have to be ‘true’ to  help people understand their religion?  (Believing)  LO: We are learning to evaluate  different accounts of  the Christmas story and  understand that stories can  be true in different ways | **Are Sikh stories important today?**  Do sacred texts have to be ‘true’ to  help people understand their religion?  Is religion the most important influence  and inspiration in everyone’s life?  (Believing/Behaving)  LO: We are learning to  understand the relevance of  Sikh stories today | **How significant is it for Christians to believe God intended Jesus to die?**  Do sacred texts have to be ‘true’ to  help people understand their religion?  (Believing)  LO: We are learning to question  whether God intended  Jesus to be crucified or  whether Jesus’ crucifixion  was the consequence of  events 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 help  people to feel closer to God or their faith community?  (Believing/Belonging)  LO: We are learning to  understand how Sikhs  show their commitment to  God and to evaluate if there  is 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 help  people to feel closer to God or their faith community?  (Believing/Behaving)  LO: We are learning to  understand how Christians  show their commitment to  God and to evaluate if there  is a best way. |
| Trips |  |  |  |  |  |  |
| Key dates (British values, other cultures, religious festivals) | Harvest | Bonfire Night Mon 5th November  Diwali Wed 7th November  Remembrance Day Sun 11th Nov  St Andrews Day Fri 30th November | Chinese New Year Tue 5th Feb  Valentine’s Day Wed 14th Feb | St David’s Day Fri 1st March  Shrove Tues Tues 5th Mar  St Patrick’s Day Sun 17th Mar  Mother’s Day Sun 31st Mar  Easter Sun 21th April (holidays) | Vesak (Buddha’s Birthday Mon 8th Apr  Vaisakhi (Sikh New Year Sun 14th April  St George’s Day Tues 23rd April | Eid (Islam)  Father’s Day Sun 16th June |