

**Sandhill UKS2 Map Cycles of Learning**

Map Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Text Driver	Percy Jackson and the Lightning Thief		Kensukes's Kingdom		Stormbreaker					
Science	<p align="center"><b>Forces</b></p> <p>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.</p>		<p align="center"><b>Earth &amp; Space</b></p> <p>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.</p>		<p align="center"><b>Living things and their habitats</b></p> <p>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.</p>		<p align="center"><b>Animals, including humans</b></p> <p>1. The changes as humans develop to old age.                  2. 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.</p>		<p align="center"><b>Evolution and Inheritance</b></p> <p>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.</p>	
Geography			<p align="center"><b>Human and physical geography</b></p> <p>1. describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts                   2. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p align="center"><b>Human and physical geography</b></p> <p>1. describe and understand key aspects of:                  -human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.                   2. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p align="center"><b>Geographical skills and fieldwork</b></p> <p>1. 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                  2. 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.</p>			
History	<p>1. Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>									
Art	<p>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</p> <p><b>Pottery - Clay verses</b></p>		<p>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</p> <p><b>Art Nouveau</b>  <b>Charles Rennie Macintosh</b></p>		<p>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</p> <p><b>Hokusai - wave pictures</b></p>					
Design Technology	<p>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</p>				<p align="center"><b>Cooking and nutrition</b></p> <p>1 .understand and use mechanical systems in their products [for example, cams and linkages]</p>					

	<p>2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>Evaluate</p> <p>5.investigate and analyse a range of existing products</p> <p><b>Trojan Horse</b></p>		<p>products that are fit for purpose, aimed at particular individuals or groups</p> <p>2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>Evaluate</p> <p>5.investigate and analyse a range of existing products</p> <p><b>Kensukes Kingdom Model Island</b></p>	<p>2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<b>Buggy, lights and gears</b>	
Music	<p><b>Livin' On a Prayer</b></p> <p>Rock</p> <p>Rock Anthems</p>	<p><b>Classroom Jazz 1</b></p> <p>Bossa Nova and Swing</p> <p>Jazz and Improvisation</p>	<p><b>Make You Feel My Love</b></p> <p>Pop Ballads</p> <p>Pop Ballads</p>	<p><b>The Fresh Prince of Bel-Air</b></p> <p>Old-School Hip-Hop</p> <p>Old School Hip-Hop</p>	<p><b>Dancing in the Street</b></p> <p>Motown</p> <p>Motown</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>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.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>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.</p>
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact						
PSHE	<p><b>Being Me In My World</b></p>	<p><b>Celebrating Differences (including Anti-Bullying)</b></p>	<p><b>Dreams and Goals</b></p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me (including Sex and Relationship Education)</p>
MFL	<p>I'm learning Spanish</p>	<p>The Family</p>	<p>Animals</p>	<p>Do you have a pet?</p>	<p>In the classroom</p>	<p>Olympics</p>
PE	<p>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</p> <p>2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3.perform dances using a range of movement patterns</p> <p>4.take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>5. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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</p> <p>2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3.perform dances using a range of movement patterns</p> <p>4.take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>5. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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</p> <p>2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3.perform dances using a range of movement patterns</p> <p>4.take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>5. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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</p> <p>2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3.perform dances using a range of movement patterns</p> <p>4.take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>5.compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
RE	<p><b>How far would a Sikh go for his/her</b></p>	<p><b>Is the Christmas story true?</b> Do sacred texts have to be 'true' to</p>	<p><b>Are Sikh stories important today?</b> Do sacred texts have to be 'true' to</p>	<p><b>How significant is it for Christians to believe God intended Jesus to</b></p>	<p><b>What is the best way for a Sikh to show commitment to God?</b></p>	<p><b>What is the best way for a Christian to show commitment to</b></p>

	<p><b>religion?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>LO: We are learning to compare the different ways Sikhs put their religion into practice</p>	<p>help people understand their religion? (Believing)</p> <p>LO: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways</p>	<p>help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>LO: We are learning to understand the relevance of Sikh stories today</p>	<p><b>die?</b> Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p> <p>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.</p>	<p>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)</p> <p>LO: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p><b>God?</b> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)</p> <p>LO: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
Trips						
Key dates (British values, other cultures, religious festivals)	Harvest	<p>Bonfire Night Mon 5<sup>th</sup> November Diwali Wed 7<sup>th</sup> November Remembrance Day Sun 11<sup>th</sup> Nov St Andrews Day 30<sup>th</sup> November</p>	<p>Chinese New Year Tue 5<sup>th</sup> Feb Valentine's Day Wed 14<sup>th</sup> Feb</p>	<p>St David's Day Mon 1<sup>st</sup> March Shrove Tues 12<sup>th</sup> Feb St Patrick's Day Sun 17<sup>th</sup> Mar Mother's Day 16<sup>th</sup> Mar Easter Sun 4<sup>th</sup> (holidays)</p>	<p>Vesak (Buddha's Birthday Mon 8<sup>th</sup> Apr Vaisakhi (Sikh New Year Sun 14<sup>th</sup> April St George's Day Tues 23<sup>rd</sup> April</p>	<p>Eid (Islam) Father's Day Sun 20<sup>th</sup> June</p>