

Laithe KS1 Year 2 Map Cycles of Learning
Italics - unable to complete as specialist equipment needed in school

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (6 weeks)
Text Driver						
					SATS TERM	Moderation
Literacy Outcomes	<p>Lost toy poster -descriptive.</p> <p>Narrative - story about losing our own toy</p> <p>Non-chronological report - writing about different toys throughout history</p>	<p>Narrative - own version of Goldilocks</p> <p>Letter writing - writing as the wolf to explain why he is living there (his side of the story)</p> <p>Instructions (GDS - commands) - how to plant a seed</p> <p>Letter writing - to Santa</p>	<p>Traditional tales, alternative endings.</p> <p>Wanted poster - find the 'bad character' of each story</p> <p>Letter writing - write a letter to/as characters from the stories.</p>	<p>Description - scene description</p> <p>Diary entry - as the boy</p> <p>Narrative - retell the story changing key features.</p>	<p>Narrative - journey of the beast</p> <p>Recount - newspaper about finding help for the beast.</p> <p>Poem - jellyfish poem (under the sea).</p>	<p>Poetry- moon shape poem</p> <p>Brochure-persuasion (visit the moon)</p> <p>Narrative- retelling own version of the story</p> <p>Recount - space day</p>
Maths	<p>Y2 Number: Place Value</p> <p>Y2 Number: Add & Sub</p>	<p>Y2 Number: Add & Sub</p>	<p>Y2 Measure: Money</p> <p>Y2 Number: Add & Sub</p>	<p>Y2 Number: Multiplication & Division</p> <p>Y2: Shape</p> <p>Y2 Fractions</p> <p><i>Y2 Statistics: Graphs (completed in Su2)</i></p>	<p>Y2 Fractions (contin.)</p> <p>Y2 Measurement: Length & Height</p> <p>Y2 Measurement: Time</p> <p>Y2 Add & sub (recap)</p>	<p>Y2 Measurement: Capacity, Temp, Mass</p> <p>Y2 Statistics; Graphs</p> <p>Y2 Position and Direction</p>
Topic Outcomes	<p>To know the properties and usability of different materials.</p> <p>To understand how toys have changed over the years.</p> <p>To creating a moving vehicle.</p>	<p>To know what a plant needs to live and why they are important</p> <p>To know about our local area (Athersley) and other UK cities on a UK map,</p>	<p>To know where a range of animals live and why they are suited to that environment.</p> <p>To explore our environment around us.</p> <p>Locate the 7 continents.</p>	<p>To know where Brazil is, as well as continents and oceans, being able to locate them on a world map.</p> <p>To know where a range of animals live and why they are suited to that environment.</p> <p>To use a range of art techniques to explore nature.</p>	<p>To create a puppet.</p> <p>To create a map with compass directions and follow a route.</p> <p>To create a puppet for the beast.</p>	<p>To know where the Moon is.</p> <p>To know why the moon landing was a significant part of history.</p> <p>To understand what humans need to survive.</p>
Science	<p>Materials</p> <p>Pupils should be taught to:</p> <p><u>WALT:</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><u>WALT:</u> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants</p> <p>Pupils should be taught to:</p> <p><u>WALT:</u> observe and describe how seeds and bulbs grow into mature plants.</p> <p><u>WALT:</u> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>WALT:</u> 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</p> <p><u>WALT:</u> identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p><u>WALT:</u> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <p><u>WALT:</u> explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p><u>WALT:</u> identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><u>WALT:</u> identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><u>WALT:</u> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Living things and their habitats</p> <p>(to be continued if needed)</p>	<p>Animals including humans</p> <p>Pupils should be taught to</p> <p><u>WALT:</u> notice that animals, including humans, have offspring which grow into adults.</p> <p><u>WALT:</u> find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><u>WALT:</u> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

<p>PSHE, FBV and Life skills</p>	<p>Jigsaw, Unit 1, being me in my world Health and Well Being (What constitutes a healthy lifestyle, make informed choices that improve their health) Class rules and expectations (FBV Law/ Responsibility) School Council elections (FBV Democracy)</p>	<p>Jigsaw, Unit 2, celebrating difference I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her Parliament Week Anti-Bullying Week</p>	<p>Jigsaw, Unit 3, dreams and goals I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group Health and Wellbeing - (Staying safe e.g. in the home and in the environment) Online Safety</p>	<p>Jigsaw, Unit 4, healthy me I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends Living in the wider world - (know that money comes from different sources and can be used for different purposes).</p>	<p>Jigsaw, Unit 5, relationships I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Loss and Change - (about change and loss and the associated feelings) To identify and respect the differences and similarities between people - Chinese New Year (what animal are they?). Road Safety</p>	<p>Jigsaw, Unit 6, changing me I can recognise the physical Differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl Vocab to describe their feelings to others Being Safe (how to recognise and report feelings of being unsafe or feeling bad to adults) Careers Day</p>
<p>Geography</p>		<p>WALT: name and locate the 4 countries and capital cities of the UK. WALT: use world maps, atlases and globes to identify the United Kingdom and its countries. WALT: use simple field work and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment WALT: use basic geographical vocabulary to refer key physical features: a forest, vegetation, soil and key human features including house, shop, city, town and village. Progression - field work Carry out a small survey of the local area or school. Use a pro-forma to collect data (e.g. tally chart). Use basic observational skills. Add labels onto a sketch map, map or photograph of features. Progression - geographical enquiry Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some relevant questions to someone else Say what they like and don't like about their locality and another locality.</p>	<p>WALT: name and locate the world's 7 continents. WALT: use basic geographical vocabulary to refer to: beach, cliff, coast, sea, ocean, season, weather and human features; port, harbour. WALT: use world maps, atlases and globes to identify the continents. Progression - map skills Locate and name on a world map and globe the continents.</p>	<p>WALT: understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Brazil WALT: use basic geographical vocabulary to refer to: human: city, town, village, farm, house, shop and physical features: hill, mountain, river, season, weather. WALT: name and locate the world's 7 continents and 5 oceans WALT: use world maps, atlases and globes to identify the countries, continents. WALT: name, locate and identify characteristics of the 4 countries and capital cities of the UK. WALT: use world maps, atlases and globes to identify the United Kingdom and its countries, Progression - field work Pupils can use maps, atlases and globes confidently to identify studied regions. Progression - Geographical knowledge Name the continents of the world and find them in an atlas Name the major cities of England, Wales, Scotland and Ireland. Find where they live on a map of the UK.</p>	<p>WALT: devise a simple map; and use and construct basic symbols in a key. WALT: use simple compass directions and locational and directional language to describe the location of features and routes on a map. Progression - map skills Use simple compass directions, North, South, East and West. Use and construct basic symbols in a key. Follow a route on a map.</p>	<p>WALT: use aerial photographs to recognise landmarks and basic human and physical features. WALT: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop WALT: identify seasonally and daily weather patterns in the location of hot and cold areas of the world in relation to the equator and the North and South poles. Progression - map skills To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Locate on a globe and world map the hot and cold areas of the world including the equator and the North and South Poles. Draw or mark a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p>
<p>History History Progression - historical terms Vocab of: a long time ago, recently, when my... were, younger, years, decades and century's.</p>	<p>Toys WALT: changes within living memory WALT: events beyond living memory</p>					<p>Moon Landing and first man on the moon WALT: events beyond living memory that are significant nationally or globally WALT: the lives of significant individuals who have contributed to national achievements. Progression - causes and consequences Recognise what happened as a result of peoples actions or events. Progression - chronology Show where places, people and events fit into a broad chorological framework. Progression - similarities and differences Identify similarities and differences between ways of life in different periods including their own lives.</p>

Computing	Unit 2.1 - Coding - 5 weeks - 2Code Unit 2.2 - Online Safety - 3 weeks	Unit 2.3 - Spreadsheets - 4 weeks - 2Calculate Unit 2.5 - Effective searching - 3 weeks - Internet browser	Unit 2.4 - Questioning - 5 weeks - 2Question, 2Investigate	Unit 2.6 - Creating pictures - 5 weeks - 2Paint a picture	Unit 2.7 - Making music - 3 weeks - 2Sequence	Unit 2.8 Presenting ideas - 4 weeks - various - iMovie / Adobe Spark
Art		<p>CAN BUILDINGS SPEAK? Children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display, using their first-hand observations as a starting point.</p> <p>WALTS:</p> <ul style="list-style-type: none"> Record from first-hand observations Talk about differences and similarities in building Ask and answer questions about the starting point for our work Investigate tools and techniques and apply these to materials and processes Review what we have done and say how we feel about it <p>VOCAB: skill, observation, record, viewpoint, viewfinder, drawing, camera, photograph, visual, qualities, shape, pattern, decoration, natural, mathematical, pattern, symmetry, symmetrical, tactile, malleable, form, 3D, dimensional, 2D, relief (raised surface), building, purpose, public, private, place, leisure, learning, features, materials, surfaces, doorways, window, sills, slates, tiles, murals, process, frottage (rubbings), print, clay, modelling</p>		<p>MOTHER NATURE, DESIGNER Children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design. They use their experience of fabrics to make a collage, learn and use simple techniques for appliqué.</p> <p>WALTS:</p> <ul style="list-style-type: none"> Record from first-hand experience Record from first hand observation and explore ideas for a design Represent observations and ideas, and design and make a paper collage Review what we have done and evaluate how we feel about it Discuss the similarities and differences of the work of designers <p>VOCAB: lines, marks, dots, squiggles, patches, shape, nature, long, thin, round, regular, symmetrical, flowing, colour, season, seasonal, earth, golden, auburn, texture, surface, smooth, prickly, shiny, furry, collage, combine, combining, overlapping, layering, textile, fabric, pleating, wrinkling, stitching, appliqué, molas (hand-made textile)</p>		<p>PICTURE THIS! Children explore an issue or event in their lives. They learn how to use a viewfinder and record their observations and ideas, using a variety of methods, including collage and photography. They look and comment on the work of photographers and illustrators</p> <p>WALTS:</p> <ul style="list-style-type: none"> Record from first-hand observations and explore ideas Ask and answer questions about the starting point for our work Record from imagination and experience and explore ideas investigate tools and techniques and apply these to materials and processes, including drawing review what we have done and say what we think and feel about it <p>VOCAB: visual, images, photograph, picture, illustration, painting, collage, sequence, design, outline, shape, illuminated, pictured, decorated, drawn, illustrator, style, size, letterforms, layout, arrangement, collage, combining, overlapping, layering, print, mono, mono print,</p>
Design Technology	<p>Mechanisms Design, make and evaluate a moving vehicle (wheels and axles)</p> <p>WALT: begin to develop their design ideas through discussion, observation, drawing and modelling. WALT: create products using levers, wheels and winding mechanisms. WALT: evaluate their work against their design criteria</p>		<p>Cooking/ Nutrition Research favourite packed lunch, design and make a packed lunch for Grandma.</p> <p>WALT: design purposeful, functional, appealing products for other users based on design criteria. WALT: generate, develop, model and communicate their ideas through talking and drawing. WALT: cut, peel, or grate ingredients safely, hygienically and give opportunities to do this independently. WALT: measure or weigh using measuring cups or electronic scales. WALT: assemble or cook ingredients such as baking. WALT: explore and evaluate a range of existing products. WALT: evaluate their ideas and products against design criteria.</p>		<p>Textiles Research, design and make a puppet (beast)</p> <p>WALT: design appealing products based on design criteria. WALT: generate, develop, model and communicate ideas through talking and drawing. WALT: select from a use a range of tools and materials. WALT: evaluate their product against the design criteria.</p>	<p>Structures Design, make and evaluate space shelter structures.</p> <p>WALT: design products that have a clear purpose and an intended user. WALT: build structures, exploring how they can be made stronger, stiffer, and more stable. WALT: develop their ideas through talk and drawings and label parts. WALT: make templates and mock ups of their ideas in card and paper or using ICT. WALT: evaluate their work against their design criteria.</p>

PE	<p>Real PE, Unit 1, co-ordination and footwork and static balance personal</p> <p>I have begun to challenge myself. I know where I am with my learning. I try several times if at first I do not succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely.</p>	<p>Real PE, Unit 2, dynamic balance and static balance Social Invasion games</p> <p>I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.</p>	<p>Real PE, Unit 3 Dynamic balance and static balance Cognitive Gymnastics</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and difficulties in performance. I can name some things I am good at. I can understand and follow simple rules.</p>	<p>Real PE, Unit 4 Co-ordination and counter balance Creative Ball skills</p> <p>I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.</p>	<p>Real PE, Unit 5 Co-ordination and agility physical Striking and fielding</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in the level, direction or speed. I can perform a range of skills with some control and consistency. I can perform a small range of skills and link two movements together. I can perform a single skill or movement together. I can perform a single skill or movement with some control.</p> <p>Jelly fish Dance</p>	<p>Real PE, Unit 6 Athletics (sports day)</p> <p>I can explain why we need to warm and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately, move, and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.</p>
Music	<p>Charranga, Unit 1 Hands, Feet, Heart Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. African Dance - perform dances using simple movement patterns.</p>	<p>Charranga, Unit 2 Ho ho ho Listen & Appraise (descriptions for all strands as Autumn 1)</p> <p>Christmas Production Singing</p> <p>London's burning - use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Charranga, Unit 3 I Wanna Play In A Band Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share</p>	<p>Charranga, Unit 4 Spring 2 - Zoo time Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after step 3 • Composition - option after step 4 Perform/Share</p>	<p>Charranga, Unit 5 Friendship Song Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share</p>	<p>Charranga, Unit 6 Replay, Reflect and Rewind Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing • Improvisation • Composition Perform/Share</p>
RE	<p>Christianity What did Jesus teach? Is it possible to be kind to everyone all the time?</p>	<p>Christianity Incarnation Christmas - Jesus as a gift from God. Why do Christians believe God gave Jesus tom the world?</p>	<p>Islam Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Christianity Easter - Resurrection Salvation How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Islam Community and belonging Does going to a mosque give Muslims sense of belonging?</p>	<p>Islam Hajj Does completing Hajj a Muslim a better person?</p>
Trips / Experiences	Toy day	Christmas Play Pantomime or cinema trip	World Book Day			Space Day (KS1)