

GRADE 2 LEARNING PACK

The Map That Moved

Understand that maps and records describe a time and may need version updates.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Understand that maps and records describe a time and may need version updates.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

Nessa drew a map of the school garden on Monday, marking a bench, path, pond and three large pots.

PART 2

On Thursday, the caretaker moved the pots beside the greenhouse. Nessa's map was now partly out of date.

PART 3

Her friend said the map was "wrong". Nessa replied that it had been accurate on Monday, so the date mattered.

PART 4

They added a new version date, moved the pot symbols and kept the old map in their project folder.

PART 5

The two maps became useful evidence of how the garden layout had changed.

Why did the date matter?

Was the Monday map necessarily badly made?

What changed between versions?

Why keep the old map?

What does this story teach about information?

Try it beyond the page

Real-world / hands-on connection

Retell the story to an adult using beginning - problem/question - evidence/action - ending.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a sixth scene or short response that fits the evidence and tone of the story.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Was the Monday map necessarily badly made?

2. Why keep the old map?

3. What message can you infer without pretending there is only one “correct moral”?

Quick review

1. In one sentence, explain the big idea of “The Map That Moved”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use the relevant story detail.

2. Suggested response

Use the relevant later story evidence.

3. Suggested response

Accept a reasonable inference supported by the text.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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