

# Thorpepark Academy MTP Learning objective mapping



Year: 1

Class: MH, DH, NS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Ourselves	Changes Autumn to winter	Plants	Animals	Blast from the past	Seaside/ pirates
Science	<p>(Senses) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>	<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>	<p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>	<p>(Materials) Distinguish between and object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>	<p>(Spring to Summer) Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Investigation skills</b> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions.</p>
History		Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality		Events beyond living memory that are significant national or globally Lives of significant individuals in the past who have contributed to national and international	Change within living memory

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					achievements. Some should be used to compare aspects of life in different periods	
<b>Geography</b>	Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use basic geographical vocabulary to refer to key physical and human features	Identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Use basic geographical vocabulary to refer to key physical and human features	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage	Use basic geographical vocabulary to refer to key physical and human features
<b>Computing</b>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Create and debug simple programs	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
<b>Art</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers	To use a range of materials creatively to design and make products To know about the work of a range of artists, craft makers and designers, describing the	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern,	To use a range of materials creatively to design and make products	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and

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	and designers, describing the differences and similarities between different practices and disciplines and making links to their own work	differences and similarities between different practices and disciplines and making links to their own work		texture, line, shape, form and space		making links to their own work To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>DT</b>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Build structures exploring how they can be made stronger, stiffer and more stable</p>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Design purposeful, functional appealing products for themselves and others based on design criteria Generate, develop model and communicate their ideas through taking, drawing, templates, mock ups and where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>

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				Explore and use mechanisms in their products		
<b>RE</b>	<p>recognise what makes a person unique AT1</p> <p>say how faith members are the same and how they are different AT1</p> <p>retell faith stories about caring for others AT1</p> <p>compare themselves to others AT2</p> <p>talk sensitively about people of different faiths AT2</p> <p>say why they think people of faith may help others AT2</p>	<p>say why religious people celebrate an important life event AT1</p> <p>name religious ceremonies connected with important times of life AT1</p> <p>talk about religious symbols and artefacts in an important religious ceremony AT1</p> <p>talk about their important life events AT2</p> <p>say what they think matters most in a religious ceremony AT2</p> <p>say why symbols and artefacts are important at certain times of life AT2</p>	<p>recall some creation stories from holy books of different faiths AT1</p> <p>say why the world is a special place for faith members AT1</p> <p>say how religious people treat the world with respect AT1</p> <p>reflect on a variety of creation stories AT2</p> <p>say why they think the world is a special place AT2</p> <p>talk about ways that everyone can play their part in caring for the world AT2</p>	<p>retell a faith story AT1</p> <p>know which faith a story comes from AT1</p> <p>say what they think a faith story means for the believer AT2</p> <p>say why the story is important to the faith member AT2</p>	<p>name some religious festivals and celebrations AT1</p> <p>describe and explain some traditions linked to religious festivals AT1</p> <p>reflect on important days in the year and how faith members celebrate them AT2</p> <p>ask questions about the ways in which people of faith celebrate AT2</p> <p>name different ways in which people may worship AT1</p> <p>talk about what they find interesting or puzzling about the ways people worship AT2</p>	<p>describe and compare forms of worship common to more than one faith AT1</p> <p>share views on the importance of worship in the life of a believer AT2</p> <p>name different parts and important artefacts in a place of worship AT1</p> <p>describe how the building and its artefacts are used in different ways AT1</p> <p>make a response to being in a place of worship and the artefacts they see there AT2</p> <p>reflect on how faith members use the place and the artefacts AT2</p>
<b>Jigsaw</b>	<b>Being me in my world</b>	<b>Celebrating Differences</b>	<b>Relationships</b>	<b>Healthy me</b>	<b>Dreams and Goals</b>	<b>Changing me</b>
<b>Music</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music	Listen with concentration and understanding to a range of high quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes
<b>PE</b>	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and

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	begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	to apply these in a range of activities  *perform dances using simple movement patterns.	begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	begin to apply these in a range of activities  *perform dances using simple movement patterns.	begin to apply these in a range of activities  *perform dances using simple movement patterns.
<b>Thorpepark 50</b>	Local area study	Run through leaves	Visit an art gallery Plant it, grow it , eat it	Visit a farm Bug hunt	Visit a sporting stadium	Design a sandwich Take part in a sporting event Eat an ice cream on the beach Build a sandcastle

- \*asking simple questions and recognising that they can be answered in different ways
- \*observing closely, using simple equipment
- \*performing simple tests
- \*identifying and classifying
- \*using their observations and ideas to suggest answers to questions
- \*gathering and recording data to help in answering questions.