

# Thorpepark Academy MTP Learning objective mapping



Year: 2

Class: LN AP VW/AS

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/Theme</b>	Under the Sea -> Toys	Toys	Kings and Queens	Thorpepark Cafe	Amy Johnson	Animals / Africa
<b>Science</b>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>*identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>*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>notice that animals, including humans, have offspring which grow into adults</p> <p><b>Investigation skills</b></p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment</p> <p>*performing simple tests</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p>*gathering and recording data to help in answering questions.</p>	<p>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>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Investigation skills</b></p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment</p> <p>*performing simple tests</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p>*gathering and recording data to help in answering questions.</p>		<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>*identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>*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>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b>Investigation skills</b></p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment</p> <p>*performing simple tests</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p>*gathering and recording data to help in answering questions.</p>		<p>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>*identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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><b>Investigation skills</b></p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment</p> <p>*performing simple tests</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p>*gathering and recording data to help in answering questions.</p>

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<p><b>History</b></p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>		<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Significant historical events, people and places in their own locality.</p>	
<p><b>Geography</b></p>	<p>name and locate the world's seven continents and <b>five oceans</b></p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>			<p>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</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use basic geographical vocabulary to refer to key physical features and key human features</p>	<p>name and locate the <b>world's seven continents</b> and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
<p><b>Computing</b></p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p>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.</p>	

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	<p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>					
<b>Art</b>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>to use a range of materials creatively to design and make products</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<b>DT</b>		<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>evaluate their ideas and products against design criteria</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, <b>levers, sliders</b>, wheels and axles], in their products.</p> <p>evaluate their ideas and products against design criteria</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and use mechanisms [for example, levers, sliders, <b>wheels and axles</b>], in their products.</p> <p>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</p>	
<b>RE</b>	<p>Remembrance Belonging</p> <p>*find out about different religious festivals and rituals</p> <p>*find out about how a person of faith lives their life</p>		<p>Believing</p> <p>*Identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions</p> <p>*explore beliefs and find out what people of faith believe</p>		<p>Questions, questions</p> <p>*explore creation stories from holy books</p> <p>*ask, think and talk about some big questions of meaning, purpose and truth</p>	

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	*explore how values provide rules for living *explore the idea of committing to a faith		explore and discuss sacred stories			
<b>Jigsaw</b>	Being me in my world	Celebrating Differences	Relationships	Healthy me	Dreams and Goals	Changing me
<b>Music</b>	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	play tuned and untuned instruments musically			Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<b>PE</b>	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *perform dances using simple movement patterns.	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *perform dances using simple movement patterns.	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *participate in team games, developing simple tactics for attacking and defending	*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  *perform dances using simple movement patterns.
<b>Thorpepark 50</b>	44 – The Deep	26 – Sing a song 50 - Performance		41 – Make a sandwich		38 – Visit a zoo 6 – Meet a wild animal