

# Thorpepark Academy MTP Learning objective mapping



Year: 5

Class:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	Fairgrounds		Crime and punishment	Space	Harry Potter	Vikings
<b>Science</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li><input type="checkbox"/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li><input type="checkbox"/> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li><input type="checkbox"/> describe the life process of reproduction in some plants and animals</li> <li><input type="checkbox"/> describe the changes as humans develop to old age.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li><input type="checkbox"/> describe the movement of the Moon relative to the Earth</li> <li><input type="checkbox"/> describe the Sun, Earth and Moon as approximately spherical bodies</li> <li><input type="checkbox"/> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li><input type="checkbox"/> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li><input type="checkbox"/> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li><input type="checkbox"/> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li><input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li><input type="checkbox"/> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> a local history study</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> a study of an aspect or theme in British history that</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> a study of an aspect or theme in British history that</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> the Viking and Anglo-Saxon struggle for the</li> </ul>

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			extends pupils' chronological knowledge beyond 1066 (Crime and Punishment through time; History of UK Parliament)	extends pupils' chronological knowledge beyond 1066 (Tim Peake)		Kingdom of England to the time of Edward the Confessor <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots
<b>Geography</b>		Yorkshire study <input type="checkbox"/> 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 <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	North America comparison <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			Uk Vs Europe <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
<b>Computing</b>	Drones <input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Drones <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		<input type="checkbox"/> 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	Research <input type="checkbox"/> 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 <input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
<b>Art</b>	Artist- LS Lowry <input type="checkbox"/> to create sketch books to record their observations and			Artist- Tim Burton <input type="checkbox"/> to create sketch books to record their observations	Franz Marc <input type="checkbox"/> to create sketch books to record their observations	

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	<p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing and painting with a range of materials pencil, paint</li> <li><input type="checkbox"/> about great artists,</li> </ul>			<p>and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing and painting with a range of materials pencil, paint, charcoal</li> <li><input type="checkbox"/> about great artists,</li> </ul>	<p>and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing and painting with a range of materials pencil, paint</li> <li><input type="checkbox"/> about great artists,</li> </ul>	
<b>DT</b>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>			<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<b>RE</b>	<p><b>Expression of Faith</b></p> <ul style="list-style-type: none"> <li>• explain how artefacts and symbols express the beliefs of two different faith members</li> <li>• be creative in showing how believers may express themselves through symbols and artefacts</li> <li>• show understanding of the way participating in a festival may impact on the life of a faith member</li> </ul>	<p><b>Faith in Action</b></p> <ul style="list-style-type: none"> <li>• investigate the work of a religious charity</li> <li>• explore the values that motivate people of faith to respond to a cause</li> <li>• investigate how significant religious people are inspired</li> <li>• explain why significant people of faith acted according to their commitments</li> </ul>	<p><b>Pilgrimage</b></p> <ul style="list-style-type: none"> <li>• compare key places of pilgrimage and identify why a faith member might go there</li> <li>• describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> <li>• show understanding of what is sacred for believers in religious places</li> </ul>			

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	<ul style="list-style-type: none"> <li>reflect and share how religious celebrations have an impact on the community</li> <li>investigate the impact of religious beliefs, values and rules on the life of a believer</li> <li>explain the challenges that believers face when following religious beliefs, values and rules</li> </ul>		<ul style="list-style-type: none"> <li>say why they think religions do charitable work</li> <li>give reasons why people may choose to make sacrifices to improve the lives of others</li> <li>reflect on what influences religious people</li> <li>explain how people are inspired by actions of significant people of faith</li> </ul>		<ul style="list-style-type: none"> <li>reflect on the reasons a faith member may make a special journey</li> <li>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> <li>explain the impact of a sacred place on believers</li> </ul>	
<b>Jigsaw</b>	Being Me in My World	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me Puberty
<b>Music</b>	<input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory		<input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> use and understand staff and other musical notations			<input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.
<b>PE</b>	<b>Boxing/ Games</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Boxing/Games</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Dance</b> perform dances using a range of movement patterns	<b>Gymnastics</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Badminton</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<b>Rugby</b> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team
<b>Thorpepark 50</b>	33) Train 34) Travel on water 15) invention that can fly			11) Museum	41) Make a sandwich 25) Play an instrument	48) Work experience 30) Take part in a sporting event