

Thorpepark Academy MTP Learning objective mapping



Year: 6

Class: AR TJ/AO EW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Gangsta Granny	Survival	WW2	WW2	Ancient Greece	Thorpepark 50
Science	<p>Evolution and Inheritance</p> <p>*Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Investigation skills</p> <p>*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with *increasing accuracy and precision</p> <p>*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>*using test results to make predictions to set up further comparative and fair tests</p> <p>*using simple models to describe scientific ideas</p> <p>*reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>*identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Living things their habitats</p> <p>* Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>*Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Investigation skills</p> <p>*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with *increasing accuracy and precision</p> <p>*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>*using test results to make predictions to set up further comparative and fair tests</p> <p>*using simple models to describe scientific ideas</p> <p>*reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>*identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Light</p> <p>*Recognise that light appears to travel in straight lines.</p> <p>*use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>*Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>*Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them.</p> <p>Electricity</p> <p>* Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>*Compare and give reasons for the variations in how the components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches.</p> <p>*Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Investigation skills</p> <p>*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with *increasing accuracy and precision</p> <p>*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>*using test results to make predictions to set up further comparative and fair tests</p> <p>*using simple models to describe scientific ideas</p> <p>*reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>*identifying scientific evidence that has been used to support or refute ideas 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living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>*Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Investigation skills</p> <p>*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with *increasing accuracy and precision</p> <p>*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>*using test results to make predictions to set up further comparative and fair tests</p> <p>*using simple models to describe scientific ideas</p> <p>*reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>*identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Animals including humans</p> <p>* Identify and name the main parts of the humans' circulatory system, and describe the functions of a heart, blood vessels and blood.</p> <p>*Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>*Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Investigation skills</p> <p>*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with *increasing accuracy and precision</p> <p>*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>*using test results to make predictions to set up further 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<p>History</p>	<p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs using case studies such as John, Anne and Victoria) *A local history study</p>		<p>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- *A local history study</p>		<p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>*A local history study</p>
<p>Geography</p>	<p>Location knowledge 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 Human and physical geography describe and understand key aspects of: *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to</p>	<p>Location knowledge 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p>Location knowledge 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</p>		<p>Place knowledge 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 Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use</p>	<p>Human and physical geography describe and understand key aspects of: *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use</p>

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Computing	Information technology Understand computer networks including the Internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content		Digital Literacy Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact *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		Algorithms and programming *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
Art	William Morris *to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.					Henry Moore *to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.
DT	Design *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 *Generate, develop, model and communicate their ideas		Design *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		Design *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	

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	<p>through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer – aided design</p> <p>Make</p> <p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>*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</p> <p>Evaluate</p> <p>*Investigate and analyse a range of existing products</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Cooking and nutrition</p> <p>*Understand and apply the principles of a healthy and varied diet</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		<p>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer –aided design</p> <p>Make</p> <p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>*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</p> <p>Evaluate</p> <p>*Investigate and analyse a range of existing products</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>*Understand and use mechanical systems in their products</p> <p>*Understand and use electrical systems in their products</p>		<p>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer –aided design</p> <p>Make</p> <p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>*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</p> <p>Evaluate</p> <p>*Investigate and analyse a range of existing products</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Cooking and nutrition</p> <p>*Understand and apply the principles of a healthy and varied diet</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	
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					Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
RE	<p>Justice, Freedom and remembrance</p> <ul style="list-style-type: none"> *explore issues of justice and freedom consider religious teachings of forgiveness and reconciliation describe what freedom means to people of faith *show understanding of the beliefs and feelings of faith members who have experienced injustice *identify the impact of a religious teaching such as forgiveness on a believer's actions *identify the impact that reconciliation has on community harmony *explain what freedom means to them *share experiences of injustice and explain their hopes and dreams for a just world *give examples of conflicts that have been resolved within the family, school or community *appreciate the power of forgiveness and reconciliation in the world 		<p>Living a Faith</p> <ul style="list-style-type: none"> *Investigate different forms of worship *investigate religious rituals that show identity and belonging in different religious traditions *show how forms of worship are expressions of belief *show how the milestones of life give a sense of identity and belonging for faith members *express thoughts about the importance of worship for faith members *discuss the impact of rites of passage on faith members, their family and community 		<p>Hopes and Visions</p> <ul style="list-style-type: none"> *investigate the life and key teachings of faith founders and make links with key religious beliefs *consider some ultimate questions *explain the significance of the key teachings of faith founders for faith members *identify what makes some questions ultimate *offer answers to an ultimate question from different faith perspectives *consider how key teachings may impact on faith members and the community *suggest answers to some ultimate questions *compare their responses to an ultimate question with that of a faith member, respecting all viewpoints 	
Jigsaw	Being me in my world	Anti- Bullying Week Celebrating difference	E safety Week Dreams and Goals	Healthy Me	Changing Me	Changing Me
Music	<ul style="list-style-type: none"> *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *develop an understanding of the history of music 	<ul style="list-style-type: none"> *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *use and understand staff and other musical notations 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music
PE	<p>Badminton/Games</p> <ul style="list-style-type: none"> *Use running, jumping, throwing and catching in isolation and in combination * play competitive game, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Gymnastics/Games</p> <ul style="list-style-type: none"> *Develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination * play competitive game, modified where appropriate and apply basic principles 	<p>Invasion Games</p> <ul style="list-style-type: none"> *Use running, jumping, throwing and catching in isolation and in combination * play competitive game, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Invasion Games</p> <ul style="list-style-type: none"> *Use running, jumping, throwing and catching in isolation and in combination * play competitive game, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Outdoor & Adventurous</p> <ul style="list-style-type: none"> *take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Dance</p> <ul style="list-style-type: none"> *Perform dances using a range of movement patterns *compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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		suitable for attacking and defending				
Thorpepark 50		Den Building Beat a Fear			Instrument Ride a Bike	Humber Bridge Theme Park Woods Tie a tie