



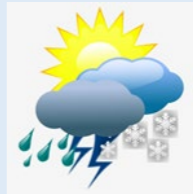



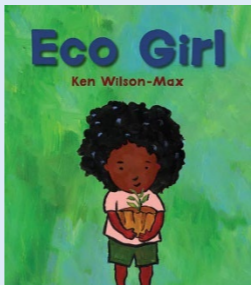
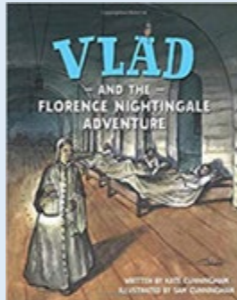




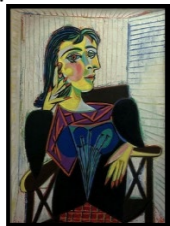

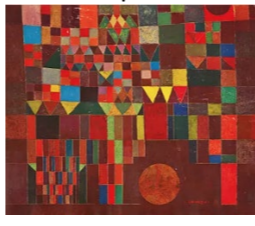

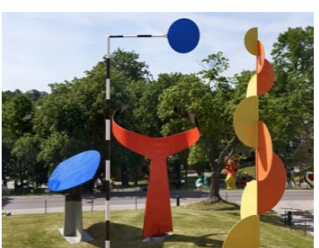

Lee Mount Academy Curriculum Long Term Plan

KS1 Cycle 1



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic Information	Halifax 	Treason & The Gunpowder Plot 	Australia 	Hospitals & Healthcare 	Weather & Seasons 	Fire! Fire! 
Enquiry Question	What makes Halifax a great place to live?	Why do we celebrate bonfire night?	Where would you prefer to live and why?	How did these two famous people change the world?	How does weather change over the year?	Why did the fire on Pudding Lane become the Great Fire of London?
Golden Threads	Location Knowledge Mapping		Locational knowledge Mapping Physical and human geography		Locational Knowledge Physical Geography Human Geography	
		Conflict & Disaster		Society & Community		Conflict & Disaster
Book Led Literacy						
ROAP Outcomes			Holiday brochure		Present a weather forecast	

Understanding the world	Geography	<p>Locate and name hometown and nearest cities</p> <p>Recognise the shape of the British Isles on a map of the world</p> <p>Compare and contrast the local area with a contrasting locality</p> <p>Apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm etc</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</p> <p>Make simple comparisons between different places</p> <p>Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map</p> <p>Add detail to a map from aerial photographs</p> <p>Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is)</p> <p>Draw a simple plan of somewhere that I know using agreed symbols</p> <p>Plan a route using the four points of the compass</p> <p>Describe features of the local area during fieldwork</p>	<p>Compare and contrast the local area with a contrasting locality</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</p> <p>Make simple comparisons between different places</p> <p>Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map</p> <p>Use number/letter coordinates to locate features on a simple map</p> <p>Understand boundaries on a map</p> <p>Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is)</p> <p>Describe the impact that plastic use has on our Earth</p> <p>Explain different choices in the way that plastic is used</p> <p>Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles – link to months of the year</p> <p>Describe geographical similarities and differences of a small area of the UK with a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify and order the seasons and associated weather</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Describe features of the immediate local area during field work</p> <p>Use relative vocabulary (i.e., bigger/smaller/near/far)</p>	
	History	<p>The sub lenses for this unit are monarchy, civilisation and religion. This unit will cover what life was like in Britain at the end of the Tudor period and what life was like for Catholics in England during the reign of James I. It will explore who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament</p> <p>Who was King James 1 of England?</p> <p>Who was Guy Fawkes?</p> <p>What happened in the gunpowder plot?</p> <p>Why do we have bonfire night?</p>	<p>The sub lenses for this unit are industry and empire. It will cover the changes in hospitals and healthcare and significant healthcare workers.</p> <p>How can we find out about the past?</p> <p>Who was Florence Nightingale and why was she important?</p> <p>Who was Edith Cavell and why was she important?</p> <p>Why did Edith and Florence act the way they did?</p> <p>How has the past been represented?</p> <p>How did Florence and Edith change our hospitals?</p>	<p>The sub lenses for this unit are monarchy and civilisation. This unit will cover what London was like in 1666 using simple comparisons between then and the present day. It will explore what happened on the night of 2nd September 1666 when the Great Fire of London started, why the fire spread quickly and how it was tackled. It will introduce key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren.</p> <p>Who was King James 1 of England?</p> <p>Who was Guy Fawkes?</p> <p>What happened in the gunpowder plot?</p> <p>Why do we have bonfire night?</p>	
	RE	<p>How and why do people pray? (How do people pray?)</p>	<p>How is new life celebrated? How do Christians and Muslims celebrate new life?</p>	<p>How can we look after our planet? (How can we work together to take care of our planet?)</p>	<p>How can we make good choices?</p>

Expressive arts and design	Art	<p>Drawing Pablo Picasso Spanish – Cubism</p>  <p>Self Portraits</p>	<p>Painting Alexander Calder American – Abstract</p> 	<p>Printmaking Paul Klee Swiss – Expressionism</p> 	<p>Collage/ Textiles Wassily Kandinsky Russian - Abstract Art</p> 	<p>Sculpture Alexander Calder American – Abstract art</p>  <p>Kinetic / paper</p>	
	DT		<p>Textiles Measure textiles Join textiles together to make a product, and explain steps taken. Carefully cut textiles to produce accurate pieces. Explain choices of textile Understand that a 3D textile structure can be made from two identical fabric shapes.</p>	<p>Mechanisms Use levers or slides. Begin to understand how to use wheels and axles.</p>			<p>Food Explain hygiene and keep a hygienic kitchen. Describe properties of ingredients and importance of varied diet Say where food comes from (animal, underground etc.) Describe how food is farmed, home-grown, caught. Draw eat well plate; explain there are groups of food. Describe “five a day” Cut, peel and grate with increasing confidence</p>
	Music	In Harmony Opera North – External Provider					
STEM	Science	<p>Seasonal Changes – Focus on Autumn and Winter observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals, including humans (Y1) 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>Plants (Y1) identify and name a variety of common and garden plants, including deciduous evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals, including Humans (Y2) notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Animals, including Humans (Y2) Knows that exercise is important to humans and can explain why. Knows the different food groups and the benefits of each as part of a healthy, balanced diet. Knows which food groups common foods belong to. Knows about general hygiene and its importance and can state examples of hygienic practice</p>	<p>Plants (Y2) observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
	Computing	← Working Scientifically →					
	Improving Mouse Skills (Weeks 1-5) Online Safety	Algorithms Unplugged (Weeks 1-5) Online Safety	Rocket to the Moon (Weeks 1-5) Online Safety	What is a Computer? (Weeks 1-5) Online Safety	Algorithms & Debugging (Weeks 1-5) Online Safety	Word Processing (Weeks 1-5) Online Safety	

Physical Development	PE	<p>Multi skills Move into space to send and receive a ball. Perform a wider range of rolling, throwing, striking, kicking, catching and gathering skills, with control and accuracy to pass and shoot. Use effective body position to throw and catch.</p>	<p>Dance Describe how their body feels after dance activities and how they feel during dance. Know where their heart is and understand why it beats faster when exercising. Create a sequence with spatial awareness and greater control. Describe sequences and say what they liked and why. Use previous learning of responding to stimuli with movement with increased control and expression. Use copying and mirroring when learning and completing dance sequences. Use previous learning to compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end).</p>	<p>Gymnastics Devise, repeat and perform short sequences with clear beginning, middle and end. Use different combinations of equipment showing control, accuracy and fluency. Travel by rolling forward, backwards, sideways. Demonstrate shapes, e.g. straight, curved Jump in a variety of ways (star, tuck and pencil), landing with control and balance.</p>	<p>Ball skills – Attack V Defence Know how to score and keep the rules of the games. Make simple decisions about when and where to run. Choose and use simple tactics to help their partners and make it difficult for their opponents.</p>	<p>Tennis Apply skills learnt to a range of simple games. Throw a range of implements into a target area with consistency and accuracy. Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.</p>	<p>Athletics Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Apply skills learnt to a range of simple games.</p>
	Personal Development	<p>PSHE/ SCARF Me and My Relationships Why we have classroom rules (Y1) Our Feelings (Y1) Thinking about feelings (Y1) Our ideal classroom 1 (Y2) Bullying or teasing? (Y2)</p>	<p>Valuing Differences Harold's school rules (Y1) Same OR different? (Y1) Unkind, tease or bully? (Y1) What makes us who we are? (Y2) My Special People (Y2)</p>	<p>Keeping Myself Safe Healthy me (Y1) Super sleep (Y1) Harold loses Geoffrey (Y1) What should Harold say? (Y2) Harold's picnic (Y2)</p>	<p>Rights and Responsibilities Harold's wash & brush up (Y1) Around and about the school (Y1) Taking care of something (Y1) Getting on with others (Y2) When I feel like erupting (Y2)</p>	<p>Growing and Changing Life stages – plants, animals, humans (Y1) Inside my wonderful body (Y1) Taking care of a baby (Y1) Then and now (Y1) A helping hand (Y2) Sam moves away (Y2)</p>	<p>Being My Best I can eat a rainbow (Y1) Eat well (Y1) Harold has a bad day (Y1) You can do it! (Y2) Harold's bathroom (Y2)</p>