





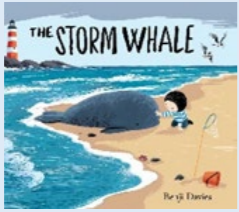
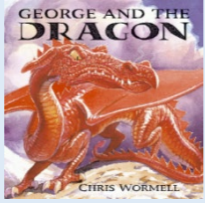



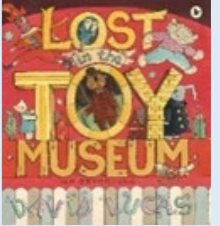





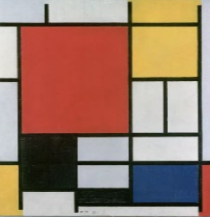


Lee Mount Academy Curriculum Long Term Plan

KS1 Cycle 2



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic Information	Our School in Lee Mount 	Towers & Turrets 	Hot & Cold 	Marvellous Monarchs 	All Around the UK 	Toys – A Journey Through Time 
Enquiry Question	What makes a good map?	Why did monarchs build castles? Where is the perfect place to build a castle?	Would it be hotter or colder at the top of the Earth? What is it like in hot/cold climates?	Who was the most successful monarch?	How is the local area different to a seaside town? Where would you prefer to live and why?	How can we find out about toys in the past?
Golden Threads	Locational Knowledge Physical Geography Human Geography Mapping		Locational knowledge Mapping Physical and human geography		Locational Knowledge Place Knowledge Physical Geography Human Geography	
		Power		Power		Society & Community
Book Led Literacy						
ROAP Outcomes	A map of Lee Mount	Non-chronological report	Weather report from around the world	Monarch fact file	Design a postcard and send it back from the seaside.	Explanation of the games played.

Understanding the world	Geography	<p>Is able to say their address</p> <p>Identify less familiar features of the local area</p> <p>Begin to use basic geographical vocabulary to refer to key physical features</p> <p>Begin to use basic geographical vocabulary to refer to key human features</p> <p>Understand directions and where things are using prepositional language</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p> <p>Make a map of a short, familiar route</p> <p>Use own symbols</p> <p>Use relative vocabulary (i.e. bigger/smaller/near/far)</p>		<p>Name and locate the world's 7 continents, 5 oceans, equator and the North and South Pole</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied with support</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</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>Name and sort human geographical features from hot and cold locations</p> <p>Apply basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, mountain 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>Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is)</p>		<p>Name, locate and identify the 4 countries of the United Kingdom</p> <p>Use 2 different types of maps to identify the UK and its countries</p> <p>Begin to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop</p> <p>Understand directions and where things are using prepositional language</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p>	
	History		<p>The sub lenses for this unit are empire and monarchy. This unit will cover significant buildings throughout history building on from the year 1 topic of majestic monarchs. It will look at the changes in castles over time and compare different types of castles and the reasons for the changes. It will look at the key features of a castle and their relevance to it's purpose.</p> <p>Why did monarch build castles?</p> <p>Where did Kings and Queens live through time?</p> <p>What are the key features of a castle?</p> <p>How have castles changed over time?</p>	<p>The sub lenses for this unit are empire and monarchy. This unit will introduce some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day.</p> <p>It will focus on their lives and which palaces and castles were significant to them.</p> <p>Why did monarchs build castles?</p> <p>Who were the kings and queens of the past?</p> <p>Who was Queen Victoria and where did she live?</p> <p>Who was the first Queen Elizabeth?</p> <p>How do we remember Queen Elizabeth II?</p> <p>Who is our current monarch?</p> <p>Where did Kings and Queens live through time?</p>	<p>The sub lenses for this unit are trade, industry and civilisation. It will cover changes in toys over the past 60 years.</p> <p>How can we find out about toys in the past?</p> <p>What are toys like now?</p> <p>What was my favourite toy when I was a baby?</p> <p>What were our family members toys like as a baby and how do we know?</p> <p>What were our older relatives' toys like and how do we know?</p> <p>How have toys changed since our older relatives' were little?</p>		
	RE	<p>How and why do we care about people? (Why do we care?)</p>	<p>How do we celebrate special occasions?</p>	<p>What does it mean to belong to a Church or a Mosque?</p>	<p>Which books and stories are special?</p>	<p>Who brought messages about God and what did they say?</p>	

Expressive arts and design	Art	<p>Drawing Paul Cezanne French - P. Impressionism</p>  <p>Still Life</p>	<p>Painting Vincent Van Gogh Dutch - P. Impressionist</p> 	<p>Printmaking F. Hundertwasser Austrian - Modern Art</p> 	<p>Collage/ Textiles Piet Mondrian Dutch - Cubism/Modern Art</p> 	<p>Sculpture Barbara Hepworth British – Modern art</p>  <p>Form / Clay</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>
	DT		<p>Mechanisms Begin to measure and join materials, with some support. Describe differences in materials. Suggest ways to make material/product stronger.</p>		<p>Food Describe textures. Wash hands & clean surfaces Think of interesting ways to decorate food. Say where some foods come from, (i.e. plant or animal). Describe differences between some food groups (i.e. sweet, vegetable etc.) Discuss how fruit and vegetables are healthy. Cut, peel and grate safely, with support.</p>		<p>Textiles Measure, cut and join textiles to make a product, with some support. Choose suitable textiles</p>
	Music	In Harmony Opera North – External Provider					
STEM	Science	<p>Everyday materials (Y1) distinguish between an 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>Seasonal Changes – Focus on Spring and Summer observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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>Uses of everyday materials (Y2) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		
	Computing	<p>Bee Bots (Year 1) Weeks 1 – 5 Online Safety</p>	<p>Digital Imagery (Year 1) Weeks 1 – 5 Online Safety</p>	<p>Introduction to Data (Year 1) Weeks 1 – 5 Online Safety</p>	<p>Scratch Jr (Year 2) Weeks 1 – 5 Online Safety</p>	<p>Stop Motion (Year 2) Weeks 1 – 5 Online Safety</p>	<p>International Space Station (Year 2) Weeks 1 – 5 Online Safety</p>

← Working Scientifically →

Physical Development	PE	<p>Multiskills Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass Pass and move to receive a ball Describe what they have done or seen others doing. Copy what they see and say why it is good</p>	<p>Dance Know to warm up and cool down after dance. Describe and explain their own and other movements. Create and repeat sequences with beginning, middle and end. Use previous learning of responding to stimuli with movement with increased control. Use changes in speed, direction and level when moving. Repeat and copy body shapes using a range of body parts. Explore motifs around a theme that can be linked to make a sequence. Compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end).</p>	<p>Gymnastics Create and repeat sequences with a beginning, middle and end. Watch and describe accurately a short sequence of basic actions using appropriate language. Copy a partner's sequence. Perform basic travelling actions. Hold body shapes in stillness. Move safely and confidently with awareness of space, each other, mats and apparatus. Use changes of level, direction and speed whilst moving. Copy and create simple movement sequences with and without apparatus with a beginning, middle and end. To recognise how their body feels when it is still and how it feels during activity.</p>	<p>Ball Skills Change speed and direction of movement (avoiding collision). Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass Pass and move to receive a ball. Describe what they have done or seen others doing. Copy what they see and say why it is good</p>	<p>Athletics Understand the concept of aiming. Show control and accuracy for rolling, underarm throwing, striking and kicking a ball</p>	<p>Ball Skills Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass. Pass and move to receive a ball. Use skills differently, trying to win by changing the way they use skills in reaction to partner/opponent</p>
		Whistles/Personal Development	<p>PSHE/ SCARF</p>	<p>Me and My Relationships Our Special People balloons (Y1) Good friends (Y1) How are you listening? (Y1) Types of bullying (Y2)</p>	<p>Valuing Differences Who are our special people? (Y1) It's not fair! (Y1) An act of kindness (Y2)</p>	<p>Keeping Myself Safe Harold loses Geoffrey (Y1) What could Harold do? (Y1) Good or bad touches? (Y1) Fun or not? (Y2)</p>	<p>Rights and Responsibilities Harold's money (Y1) How should we look after our money? (Y1) Harold saves for something special (Y2)</p>
	Enrichment/ Trips and Experiences						