






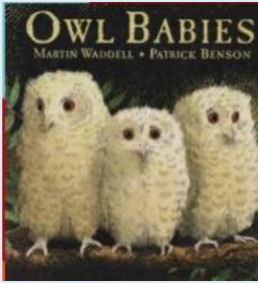

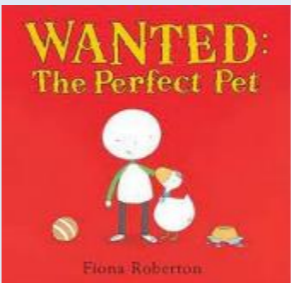
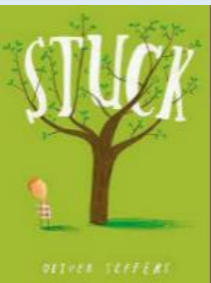
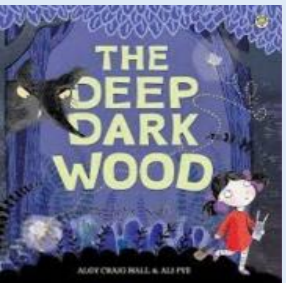








# Lee Mount Academy Curriculum Long Term Plan

## KS1 Cycle 1



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Topic Information</b>	<b>Halifax</b> 	<b>Treason &amp; The Gunpowder Plot</b> 	<b>Australia</b> 	<b>Hospitals &amp; Healthcare</b> 	<b>Weather &amp; Seasons</b> 	<b>Fire! Fire!</b> 
<b>Enquiry Question</b>	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?
<b>Golden Threads</b>	Location Knowledge Mapping		Locational knowledge Mapping Physical and human geography		Locational Knowledge Physical Geography Human Geography	
		Conflict & Disaster		Society & Community		Conflict & Disaster
<b>Book Led Literacy</b>						
<b>ROAP Outcomes</b>			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>C1.3: How can we make good choices?</p>	<p>F1.12: How and why do we care for others?</p>	<p>C1.6: Which books and stories are important?</p>	<p>F1.11: How do Hindu stories help believers live their lives?</p>

Expressive arts and design	Art	<p><b>Drawing</b> Pablo Picasso Spanish – Cubism</p>  <p>Self Portraits</p>	<p><b>Painting</b> Alexander Calder American – Abstract</p> 	<p><b>Printmaking</b> Paul Klee Swiss – Expressionism</p> 	<p><b>Collage/ Textiles</b> Wassily Kandinsky Russian - Abstract Art</p> 	<p><b>Sculpture</b> Alexander Calder American – Abstract art</p>  <p>Kinetic / paper</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>
	DT		<p><b>Textiles</b> 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><b>Mechanisms</b> Use levers or slides. Begin to understand how to use wheels and axles.</p>			<p><b>Food</b> 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>
STEM	Music	Calderdale Music Services – External Provider					
	Science	<p><b>Animals, including humans (Y1)</b> 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><b>Seasonal Changes – Focus on Autumn and Winter</b> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Plants (Y1)</b> 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><b>Animals, including Humans (Y2)</b> 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><b>Animals, including Humans (Y2)</b> 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><b>Plants (Y2)</b> 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	<p style="text-align: center;">← Working Scientifically →</p>					
		Wk 1 Y1 Lesson 1 Online Safety Computing Systems & Networks - Improving mouse skills (K)	Wk 1 Y1 Lesson 2 Online Safety Algorithms Unplugged (K)	Wk 1 Y1 Lesson 3 Online Safety What is a computer? (K)	Wk 1 Y1 Lesson 4 Online Safety Algorithms & Debugging (K)	Wk 1 Y1 Lesson 5 Online Safety Word Processing (K)	Wk 1 thinkukonw.co.uk - Online Safety Rocket to the Moon (K)

Physical Development	PE	<b>Agility. Balance. Coordination</b> Master basic movements including agility, balance and coordination.	<b>Throw. Prepare. Catch</b> Master basic movements including throwing and catching.	<b>Jump. Shape. Create</b> Develop flexibility, technique, control and balance.	<b>Duel. Win. Lose</b> Team games developing simple tactics for attacking and defending	<b>Run. Jump. Throw</b> Use running, jumping and throwing in isolation and combination.	<b>Target. Control. Combine</b> Master basic movements including throwing and coordination.
		<b>Look. Run. Throw</b> Team games developing simple tactics for attacking and defending	<b>Hands. Feet. Equipment</b> Object control developing coordination and control.	<b>Fair. Share. Dare</b> Embed values such as fairness and respect.	<b>Inspire. Create. Perform</b> Perform dance using a range of movement patterns.	<b>React. Roll, Retrieve</b> Master basic movements including striking and coordination.	<b>Send. Receive. Return</b> Master basic movements such as sending and receiving.
Personal Development	PSHE/ SCARF	<b>Me and My Relationships</b> Why we have classroom rules (Y1) Thinking about feelings (Y1) Good friends (Y1) How are you listening? (Y1) Our ideal classroom (1) (Y2) Our ideal classroom (2) (Y2) How are you feeling today? (Y2)	<b>Valuing Differences</b> Same OR different? (Y1) Unkind, tease or bully? (Y1) It's not fair! (Y1) What makes us who we are? (Y2) How do we make others feel? (Y2)	<b>Keeping Myself Safe</b> Healthy me (Y1) Super sleep (Y1) What could Harold do? (Y1) Good or bad touches? (Y1) Harold's picnic (Y2) How safe would you feel? (Y2)	<b>Rights and Responsibilities</b> Harold's wash & brush up (Y1) Around and about the school (Y1) How should we look after our money? (Y1) Getting on with others (Y2)	<b>Growing and Changing</b> Inside my wonderful body (Y1) Taking care of a baby (Y1) Surprises and secrets (Y1) Keeping privates private (Y1) A helping hand (Y2) Respecting privacy (Y2)	<b>Being My Best</b> I can eat a rainbow (Y1) Eat well (Y1) Harold learns to ride his bike (Y1) Catch it! Bin it! Kill it! (Y1) You can do it! (Y2) Harold's postcard – helping us to keep clean and healthy (Y2)
	Enrichment/ Trips and Experiences						