


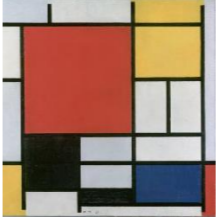




Lee Mount Academy Curriculum Long Term Plan

KS1 Cycle 2



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>C1.1: What does it mean to belong to a community or belief?</p>	<p>C1.2: How are symbols used to welcome new life?</p>	<p>C1.4: How and why do some people pray?</p>	<p>F1.13: What do religions/worldviews say about our wonderful world?</p>

STEM	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	Calderdale Music Services – External Provider						
	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>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</p>	<p>Living things and their habitats 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>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>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>Wk 1 Y2 Lesson 1 Online Safety Bee-Bot (K)</p>	<p>Wk 1 Y2 Lesson 2 Online Safety Introduction to Data (K)</p>	<p>Wk 1 Y2 Lesson 3 Online Safety Scratch Junior (K)</p>	<p>Wk 1 Y2 Lesson 4 Online Safety Digital Printing (TC)</p>	<p>Wk 1 Y2 Lesson 5 Online Safety Pictograms (TC)</p>	<p>Wk 1 Y2 Be Internet Legends Pillar 1 Sharp Stop Motion (K)</p>	

← Working Scientifically →

Physical Development	PE	Agility. Balance. Coordination Master basic movements including agility, balance and coordination.	Throw. Prepare. Catch Master basic movements including throwing and catching.	Jump. Shape. Create Develop flexibility, technique, control and balance.	Duel. Win. Lose Team games developing simple tactics for attacking and defending	Run. Jump. Throw Use running, jumping and throwing in isolation and combination.	Target. Control. Combine Master basic movements including throwing and coordination.
		Look. Run. Throw Team games developing simple tactics for attacking and defending	Hands. Feet. Equipment Object control developing coordination and control.	Fair. Share. Dare Embed values such as fairness and respect.	Inspire. Create. Perform Perform dance using a range of movement patterns.	React. Roll, Retrieve Master basic movements including striking and coordination.	Send. Receive. Return Master basic movements such as sending and receiving.
Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships Our Feelings (Y1) Feelings & Bodies (Y1) Our Special People balloons (Y1) Bullying or teasing? (Y2) Don't do that (Y2) Types of bullying (Y2) Being a good friend (Y2) Let's all be happy (Y2)	Valuing Differences Harold's school rules (Y1) Who are our special people? (Y1) My Special People (Y2) When someone is feeling left out (Y2) An act of kindness (Y2) Solve the problem (Y2)	Keeping Myself Safe Harold loses Geoffrey (Y1) What should Harold say? (Y2) I don't like that! (Y2) Fun or not? (Y2) Should I tell? (Y2) Some secrets should never be kept (Y2)	Rights and Responsibilities Taking care of something (Y1) Harold's money (Y1) When I feel like erupting (Y2) How can we look after our environment (Y2) Harold saves for something special (Y2) Harold goes camping (Y2)	Growing and Changing Then and now (Y1) Who can help? (2) (Y1) Sam moves away (Y2) Basic first aid (Y2) Haven't you grown! (Y2) My body, your body (Y2)	Being My Best Harold has a bad day (Y1) Pass on the praise (Y1) Harold's bathroom (Y2) My day (Y2) My body needs... (Y2) What does my body do? (Y2)
	Enrichment/ Trips and Experiences						