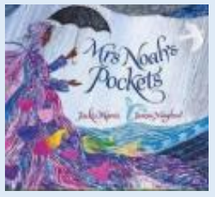
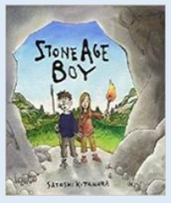
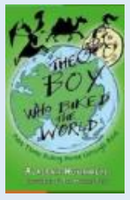
Lee Mount Academy Curriculum Long Term Plan

LKS2 Cycle 1

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topics Information	H_2O 	Stone Age 	Halifax to Europe 	Ancient Egyptians 	Beautiful Britain 	Local History – John Mackintosh 
Enquiry Question	What is a river? Why were canals needed and why are they now obsolete?	Was Stone Age man simply a hunter-gatherer? How did life change when Stone Age man began to farm?	What were the needs of early settlers? What is the significance of place names in Britain? What kind of settlements do we have and how have they changed through time?	How did the River Nile contribute to the power within Ancient Egypt?	Why do people visit key countries in Europe? What are the similarities and differences between 2 or more countries in Europe (including England)?	What was the impact of Mackintosh on our local area?
Golden Threads	Locational knowledge Mapping Physical and human geography including climate change Fieldwork		Locational knowledge Physical and human geography Mapping		Locational knowledge Mapping Physical and human geography	
		Society & Community		Power		Exploration & Invasion
Book Led Literacy						
ROAP Outcomes	Rivers non-chronological report	Voice over with information about the Stone Age linked to trip.	Travel brochure	Parent showcase	Tour guide script	Factual chocolate box

Understanding the world	*Geography*	Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Locate and name key British rivers. Draw a sketch route of a river with key features Sequence and briefly describe the water cycle Understand the role of renewable energy sources and the role of carbon capture Offer own ideas to geographical questions Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and line graphs, and digital technologies		Locate and name 5 key countries in Europe Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting European country Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e., micro or macro) Make comparisons between places based on several sources of the same type Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Identify five ordnance survey symbols		Identify UK seas Locate and name 5 key UK cities Describe and understand key aspects of human geography, including: types of settlement and land use Order types of settlements – hamlet, village, town, city etc Describe the different ways land is used in different types of settlements Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Use the 8 points of the compass to describe locations (NW, SW etc) Describe features of two locations during fieldwork – including digital technology (webcams etc)	
	History		The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover the how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. What was life like in the Palaeolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?		The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy and rebellion. This unit will cover how early civilisation started within Egypt. It will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. It will look at the Egyptian gods and what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history. What is the chronology of Ancient Egypt? What was life like in early Egypt? Did Ancient Egyptians write anything down? How did the River Nile contribute to the power within Ancient Egypt? What did the Ancient Egyptians believe about the afterlife? What were the consequences of invasion on the Old Kingdom of Ancient Egypt? What were the success of the New Kingdom? Who was Ramses II? How did the Egyptian Empire end?		The sub lenses for this unit are, trade, society and community. This unit will cover look at the invention of making new sweets and promoting a national saving scheme during WWII. Who was John Mackintosh? What is he famous for?
	RE	CL2.1: What faiths and beliefs can be found in our country and community?	C:2.2: How do different people express their spirituality?	CL2.6: How do Jews use stories to remember God's covenant?	FL2.14: How are the stories of Holy Week important to Christians?	FL2.11: How do creation soties help people understand the world?	
	MFL	Phonics 1 & 2 (Extra teaching) Instruments (Early Language)	Seasons (Early language)	Vegetables (Early language)	Ice-creams (Early language)	Presenting myself (Intermediate)	Goldilocks (Intermediate)

<table>
<tr><td rowspan="3">Expressive arts and design</td><td>Art</td><td>Drawing
Hilary Pecis
American - Contemporary
 
Still life
Still life (Lily and books</td><td>Painting
Claude Monet
 
French - Impressionism
Blending / Acrylics
Water Lilies</td><td>Print Making
Andy Warhol
 
American - Pop Art
Stenciling/Screen Printing
Marilyn Monroe</td><td>Collage/ Textile
Henri Matisse
 
French - Fauvism
Paper cuts
Sadness of the King</td><td>Sculpture
Joan Miro
 
Spanish – Surrealism
Papier mâché/ Mod Roc</td><td>TAKE ONE…
Inspired by the National Gallery's Take One Picture programme</td></tr>
<tr><td>DT</td><td></td><td>Mechanisms
Select appropriate tools / techniques.
Alter product after checking, to make it better.
Begin to try new/different ideas.
Use simple lever and linkages to create movement.</td><td></td><td>Structures
Use appropriate materials.
Work accurately to make cuts and holes.
Join materials.
Begin to make strong structures.</td><td></td><td>Food
Carefully select ingredients.
Use equipment safely.
Make product look attractive.
Think about how to grow plants to use in cooking.
Begin to understand food comes from UK and wider world.
Describe how healthy diet = variety/balance of food/drinks.
Explain how food and drink are needed for active/healthy bodies.
Prepare and cook some dishes safely and hygienically.
Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</td></tr>
<tr><td>Music</td><td colspan="6">Calderdale Music Service – External Provider</td></tr>
<tr><td rowspan="2">STEM</td><td rowspan="2">Science</td><td>States of matter
Compare and group materials together, according to whether they are solids, liquids or gases
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</td><td>Light
Recognise that they need light in order to see things and that dark is the absence of light.
Notice that light is reflected from surfaces.
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
Find patterns in the way that the size of shadows change</td><td colspan="2">Forces and magnets
Compare how things move on different surfaces
Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
Observe how magnets attract or repel each other and attract some materials and not others.
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
Describe magnets as having 2 poles.
Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</td><td>Plants
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
Investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</td><td>Living things and their habitats (Y4)
Recognise that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.</td></tr>
<tr><td colspan="5">Working Scientifically</td></tr>
</table>

	Computing	Online Safety	Networks and the Internet	Programming – Scratch	Online Safety – ThinkUKnow	Journey inside a Computer	Video Trailers
Physical Development	*PE*	**Inspire. Create. Perform.** Perform dance using a range of movement patterns.	**Strike. React. Rally.** Master basic movements including striking and coordination.	**Throw. Prepare. Catch.** Master basic movements including throwing and catching.	**Run. Jump. Throw.** Use running, jumping and throwing in isolation and combination.	**Duel. Win. Lose.** Team games developing simple tactics for attacking and defending.	**Symmetry. Balance. Travel.** Develop flexibility, technique, control and balance.
		Hands. Feet. Equipment. Object control developing coordination and control.	**Look. Run. Avoid.** Team games developing simple tactics for attacking and defending.	**React. Roll. Retrieve.** Modified games to develop fielding skills.	**Fair. Share. Dare.** Embed values such as fairness and respect.	**Pass. Position. Patience.** Team games developing simple tactics for attacking and defending.	**Accuracy. Power. Distance.** Throwing for distance, height and accuracy.
Personal Development	*PSHE/ SCARF*	**Me and My Relationships** Thunks (Y3) How can we solve this problem (Y3) Human machines (Y4) Different feelings (Y4) When feelings change (Y4) Under pressure (Y4)	**Valuing Difference** Let's celebrate our differences (Y3) Friend or acquaintance (Y4) What would I do? (Y4) The people we share our world with (Y4) That is such a stereotype! (Y4)	**Keeping Safe** Raisin challenge (1) (Y3) How dare you! (Y4) Medicines: Check the label (Y4) Know the norms (formerly tell ED6) (Y4) Keeping ourselves safe (Y4) Raisin challenge (2) (Y4)	**Rights and Responsibilities** Its your right (Y4) In the news! (Y4) Safety in numbers (Y4) Volunteering is cool (Y4) Logo quiz (Y4) Harold's expenses (Y4) Why pay taxes? (Y4)	**Growing and Changing** Basic first aid (Y3) My feelings are all over the place! (Y4) All Change! (Y4) Period positive **(Just Y4)** Secret or Surprise? (Y4) Together (Y4)	**Being my Best** Getting on with your nerves! (Y3) SCARF hotel (Y4) Harold's Seven R's (Y4) My school community (1) (Y4)
	Enrichment/ Trips and Experiences	River Calder Cromwell Bottom	Scammonden Outdoor Experience – Stone Age Day	French experience day	Bagshaw Museum Batley	Harlow Carr	Nestle