






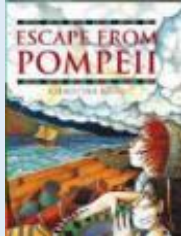
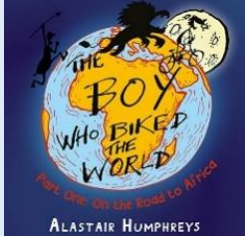

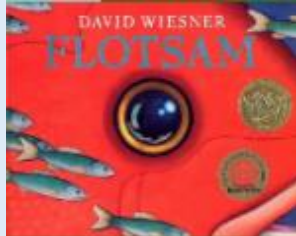





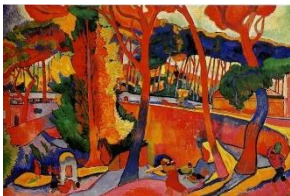



Lee Mount Academy Curriculum Long Term Plan

LKS2 Cycle 2



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topics Information	Angry Earth 	Romans 	Africa 	Mayans 	Wonderful Whitby 	Ancient Greeks 
Enquiry Question	Why do volcanoes and earthquakes occur in certain parts of the world? What is so dangerous about the ring of fire? Would you live near a volcano?	How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?	Where would people visit in Africa?	How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?	How is Whitby different than Halifax? What makes Whitby a popular tourist destination?	How did early Greece begin and what was it like there? What was lifelike in the city-states of Greece? How did Alexander the Great expand Greek power and influence?
Golden Threads	Physical Geography Human Geography		Locational knowledge Physical and human features e.g. rivers Tourism		Locational Knowledge Place Knowledge Physical Geography Human Geography Mapping	
		Exploration & Invasion		Power		Society & Community
Book Led Literacy						
ROAP Outcome	Non – chronological report about a natural disaster	Performance of the battle formation with own shields	Information Leaflet	Cooking master class with parents involving chocolate	Comparison between Whitby and Halifax with collected data.	Democracy speech

Understanding the world	Geography	<p>Label 7 continents, 5 oceans, the equator and the north and south pole</p> <p>Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another</p> <p>Explain structure and formation of volcanoes and the cause of earthquakes</p> <p>Explain the effect of natural disasters on people's lives</p> <p>Explain the link between climate change & extreme weather</p> <p>Explain ways that people have adapted to manage extreme weather</p> <p>Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day)</p> <p>Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world</p>		<p>Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude</p> <p>Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities</p> <p>Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>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 non-European country</p> <p>Explain why one physical area is more suited to a purpose than another</p> <p>Offer own ideas to geographical questions</p> <p>Investigate features and themes of locations in-depth at one level (i.e. micro or macro)</p> <p>Make comparisons between places based on different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p> <p>Name and locate key topographical features of the river Nile</p>		<p>Name and locate counties and cities of the United Kingdom</p> <p>Use maps and atlases to fully study the UK and find routes across the UK</p> <p>Describe and understand geographical similarities and differences through studying the human and physical geography of two places in the UK</p> <p>Make comparisons between places using different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p> <p>Explain why land is used in different settlements</p> <p>Use 4 figure grid references to locate and describe features on a map</p> <p>Draw a sketch map of the local area including ordnance survey symbols</p> <p>Use the 8 points of the compass to describe locations in relation to others (the village hall is south east of the church)</p>	
	History		<p>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies.</p> <p>How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?</p>		<p>The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming.</p> <p>How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?</p>		<p>The sub lenses for this unit are civilisation, trade, settlement, empire and monarchy. It will cover the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE.</p> <p>How did early Greece begin and what was it like there? What was life like in the city-states of Greece? How did Alexander the Great expand Greek power and influence?</p>
	RE	CL2.3: How do the 5 pillars help Muslims to lead a good life?	FL2.12: How does the Bible help Christians to live a good life?	CL2.4: Why do the lives of the Gurus inspire Sikh believers?	CL2.5: How do ancient stories influence modern celebrations?	FL2.13: Why do people follow inspirational leaders?	
	MFL	Phonics 1 & 2 (Extra language) I am learning Spanish	Animals (Early teaching)	I know how... (Early teaching)	Fruits (Early teaching)	In the classroom (Intermediate)	Do you have a pet? (Intermediate)

Expressive arts and design	Art	<p>Drawing Amitra Sher Gil</p>  <p>Indian Hungarian - P. impressionism Figurative drawing In the Ladies enclosure</p>	<p>Painting Edward Munch</p>  <p>Norwegian - Expressionism Colour use and emotions The Scream</p>	<p>Print Making Andre Derain</p>  <p>French - Fauvism L'Etasque</p>	<p>Collage/ Textile Salvador Dali</p>  <p>Spanish Surrealism Photo montage The Dream</p>	<p>Sculpture Anthony Gormley</p>  <p>British – Contemporary art Card construction/scale</p>	
	DT	<p>Mechanisms Alter product after checking, to make it better. Select most appropriate tools/techniques. Explain alterations to product after checking. Grow in confidence about trying new/different ideas. Use levers and linkages to create movement. Use pneumatics to create movement.</p>		<p>Food & Nutrition Explain how to be safe/hygienic. Think about presenting product in interesting/attractive ways. Understand ingredients can be fresh, pre-cooked or processed. Begin to understand about food being grown, reared or caught in the UK or wider world. Describe eat well plate and how a healthy diet = variety/balance of food and drinks. Explain importance of food and drink for active, healthy bodies. Prepare and cook some dishes safely and hygienically. Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>		<p>Structure Measure carefully to avoid mistakes. Make a strong, secure structure. Ensure product is strong and fit for purpose.</p>	
	Music	Calderdale Music Services – External Provider					
STEM	Science	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Animals, including humans (Y3) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Animals, including humans (Y4) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
Working Scientifically							

	Computing	Online Safety	Collaborative Learning	Further Coding with Scratch	Online Safety	Website Design	Computational Thinking
Physical Development	PE	Inspire. Create. Perform. Perform dance using a range of movement patterns.	Strike. React. Rally. Master basic movements including striking and coordination.	Agility. Balance. Coordination. Master basic movements including agility, balance and coordination.	Run. Jump. Throw. Use running, jumping and throwing in isolation and combination.	Duel. Win. Lose. Team games developing simple tactics for attacking and defending.	Jump. Shape. Create. 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 I am fantastic! (Y3) Friends are special (Y3) What makes me Me! (Y4) Making choices (formerly Ed6 learns to be human) (Y4)	Valuing Difference Our friends and neighbours (Y3) Zeb (Y3) Can you sort it? (Y4) Islands (Y4)	Keeping Safe Alcohol and cigarettes: the facts (Y3) None of your business (Y3) Help or harm? (Y3) Danger, risk or hazard? (Y4) Picture Wise (Y4)	Rights and Responsibilities Harold's environment project (Y3) Earning money (Y3) Who helps us stay healthy and safe? (Y4) How do we make a difference? (Y4)	Growing and Changing My changing body (Y3) Moving house (Y4) Period positive (Just Y4)	Being my Best I am fantastic! (Y3) Body team work (Y3) Top talents (Y3) What makes me Me! (Y4) Making choices (formerly Ed6 learns to be human) (Y4)
	Enrichment/ Trips and Experiences	Earthquake disaster day in school	Murton Park Roman Workshop			Whitby residential/ day visit	Workshop Living History – Ancient Greeks

