









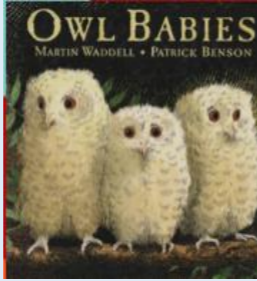


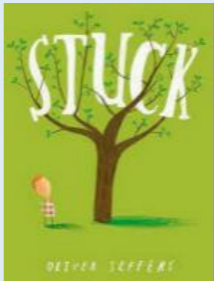
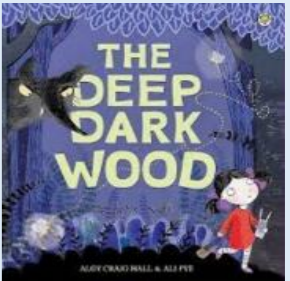

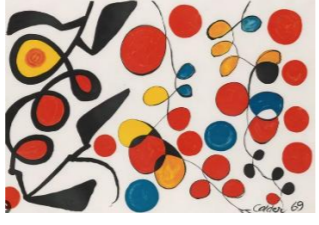






















Lee Mount Academy Curriculum Long Term Plan Year 1/2 2025/26

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Geography / History unit focus						
Enquiry Question	Why is Halifax a great place to live?	Why did Neil Armstrong land on the moon?	What is the same and what is different about England and Kenya?	How did Florence Nightingale and Mary Seacole change the world of nursing?	What clothes should I pack for a day out?	How is the Great Fire of London remembered today?
Golden Threads	Locational Knowledge Human and Physical Mapping		Place Human and Physical Mapping		Weather and Climate	
		Exploration and Invasion		Society & Community		Disaster
ROAP outcomes	Map of Halifax Title, key, compass point and features	 30 SEC SPEECH	 30 SEC SPEECH	Painting frieze frame – characters summarising changes in a video	Posters Map, facts, data including weather, human and physical features	 30 SEC SPEECH
Book Led Literacy						

Understanding the world	Geography Substantive knowledge	<p>Lee Mount is the village where we live. Halifax is the town we live in. England is the country we live in. Europe is the continent we live in.</p> <p>Human features of Halifax include woollen mills, Victorian buildings such as The Piece Hall, Wainhouse Tower, Dean Clough and other landmarks such as Shibden Hall, Victoria Theatre, Eureka and Halifax Minster.</p> <p>Physical features of Halifax include valleys, moorlands, hills, River Calder, Hebble River and Beacon Hill.</p> <p>Maps give information about the world (where and what?). When you 'zoom in' you see a smaller area in more detail. Maps need a title. Maps can be used to talk about everyday life for example, where I live, journey to school, where places are in a locality. Symbols mean something on maps. The direction N on an Ordnance Survey map is shown at the bottom.</p>	<p>There are different countries in the world and flags represent a country. England is in the continent of Europe and Kenya is in Africa. London is the capital city of England Nairobi is the capital city of Kenya. England is in the Northern Hemisphere and Kenya is in both. England and Kenya's population is similar. Australia is near to the Indian Ocean and England is close to the Atlantic Ocean Kenya has seasons, but they are defined by rainfall (wet and dry) rather than the temperature. There are two main rainy seasons (long rains: April-June; short rains: Nov-Dec) and two dry seasons (Dec-March & July-Oct), with warm to hot, sunny weather year-round. Kenya's climate is warm all year because it's near the equator, with hot, sunny, and dry weather for much of the year, but it has distinct rainy seasons (like March-May & Nov-Dec) and dry seasons, and it's cooler in the mountains and hotter/drier in the north. You need to cross water to get to most countries from England (this is also true of Kenya).</p>	<p>There are 4 seasons. Winter is cold and has shorter days. Spring is wet and lighter (typically plants begin to grow). Summer is warm and has longer days Autumn is wet and often cooler. Seasons are in the same order each year linked to the calendar. There are different weather symbols to represent snow, wind, rain, sun, ice, thunder, lightning, cloud and sleet. There can be more than one symbol used to describe the weather. Weather can be measured using thermometers (temperature), rain gauges (rainfall), and windssocks (wind). People use a weather forecast to plan activities and clothes they will wear. People feel different during different weather.</p>		
	History Substantive knowledge	<p>The Moon landing happened in 1969 after years of the space race between America and Russia</p> <p>This was an exciting event less than 70 years after the Wright brothers first flight. Pieces of fabric and wood from the first airplane, the Wright' Flyer travelled to the moon in a lunar module</p> <p>The Moon Landing changed the world for ever. It showed how clever people were who could land men on the moon and made people very excited about what else could be achieved. For two hours Aldrin and Armstrong carried out experiments on the moon and collected rock samples</p> <p>Armstrong Aldrin and Collins were incredibly brave. Would Eagle lift off the moon? Would it join up with Columbia? It was all incredibly complicated and an amazing achievement. Nobody has returned to the moon since 1969</p>	<p>Florence was a British nurse who lived from 1820-1910. She helped improve the sanitation and cleanliness in the hospitals by insisting doctors and nurses wash their hands before treating patients. She was famously known as the lady with the lamp. Mary Seacole was a Jamaican nurse who lived from 1805-1881. Her herbal remedies and frontline care helped save lots of soldiers' lives. Both women went to Crimea to nurse injured soldiers. The Crimean War lasted from October 1853 until February 1856. Women were not highly regarded in the medical profession at the time. Florence is remembered for being the founder of modern nursing with her legacy celebrated through nursing schools, medals, and International Nurses Day on her birthday (May 12th). Mary is remembered as a hero for her determination and for overcoming racism to become a national figure, celebrated with statues and lessons in schools as an inspiring role model for diversity and resilience.</p>	<p>The fire lasted for four days. It destroyed 13,200 houses, 87 churches, and even St Paul's Cathedral. At the time of the fire, most houses were made of wood and the streets were cobbled. People drove around in carts pulled by horses. Samuel Pepys lived during the great fire of London and the Great Plague. He kept a diary about both events. The fire started in a bakery near Pudding Lane on the night of 2nd September 1666. The bakery was owned by Thomas Farriner. A spark from one of his fires probably started the fire. People had to use horse-drawn carts to bring water up to the burning buildings because there were no proper fire engines. People tried to stop the fire spreading by blowing up buildings. This left a gap called a firebreak. The fire stopped when the strong wind dropped and people used gunpowder to create firebreaks. Much of the city was redesigned by Sir Christopher Wren, who rebuilt St Paul's Cathedral with a dome instead of a steeple. Wren also designed The Monument to The Great Fire of London, which was built close to Pudding Lane to commemorate The Fire and to celebrate the rebuilding of the city.</p>		
	RE Believing and belonging 2024-25	C1.3: How can we make good choices?	F1.12: How and why do we care for others?	C1.6: Which books and stories are important?	F1.11: How do Hindu stories help believers live their lives?	F1.14: How do Bible stories show that God keeps promises?
Expressive arts and design	Art Drawing Pablo Picasso Spanish – Cubism  Self Portraits	Painting Alexander Calder American – Abstract 	Printmaking Paul Klee Swiss – Expressionism 	Collage/ Textiles Wassily Kandinsky Russian - Abstract Art 	Sculpture Alexander Calder American – Abstract art  Kinetic / paper	 Inspired by the National Gallery's Take One Picture programme

STEM	DT		<p>Textiles 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>Mechanisms Use levers or slides. Begin to understand how to use wheels and axles.</p>		<p>Food 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>
	Music	Calderdale Music Services – External Provider					
STEM	Science Developing Experts	All about animals 	Seasonal changes 	Uses of everyday materials 	Exploring everyday materials - 2 	Plants 	Animals and humans – lifecycles 
		← Working Scientifically →					
	Computing Kapow	Week 1 Y1 Lesson 1 Online Safety Computing Systems & Networks - Improving mouse skills (K)	Week 1 Y1 Lesson 2 Online Safety Algorithms Unplugged (K)	Week 1 Y1 Lesson 3 Online Safety What is a computer? (K)	Week 1 Y1 Lesson 4 Online Safety Algorithms & Debugging (K)	Week 1 Y1 Lesson 5 Online Safety Word Processing (K)	Week 1 thinkuknow.co.uk - Online Safety Rocket to the Moon (K)
Physical Development	PE Beyond the physical	<p>Agility. Balance. Coordination Master basic movements including agility, balance and coordination.</p> 	<p>Throw. Prepare. Catch Master basic movements including throwing and catching.</p> 	<p>Jump. Shape. Create Develop flexibility, technique, control and balance.</p> 	<p>Duel. Win. Lose Team games developing simple tactics for attacking and defending</p> 	<p>Run. Jump. Throw Use running, jumping and throwing in isolation and combination.</p> 	<p>Target. Control. Combine Master basic movements including throwing and coordination.</p> 
		<p>Look. Run. Throw Team games developing simple tactics for attacking and defending</p> 	<p>Hands. Feet. Equipment Object control developing coordination and control.</p> 	<p>Fair. Share. Dare Embed values such as fairness and respect.</p> 	<p>Inspire. Create. Perform Perform dance using a range of movement patterns.</p> 	<p>React. Roll, Retrieve Master basic movements including striking and coordination.</p> 	<p>Send. Receive. Return Master basic movements such as sending and receiving.</p> 

Personal Development	PSHE/ SCARF	 Me and My Relationships	 Valuing Differences	 Keeping Myself Safe	 Rights and Responsibilities	 Growing and Changing	 Being My Best
	Enrichment/ Trips and Experiences	Geography fieldwork Landmarks in Halifax 	Wonder dome visit 	Kenya day in school 	Florence Nightingale workshop Lotherton Hall 	Geography fieldwork Weather and climate 	Role play 'Putting out the fire of London' 