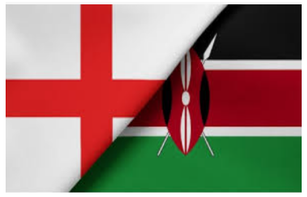
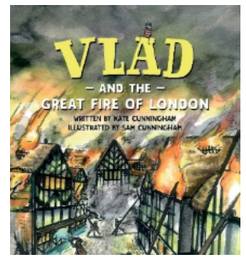
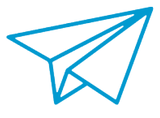
Lee Mount Academy – Year 2
Curriculum Long Term Plan 2026/2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History unit focus						
Enquiry Question	**How do I get home?**	**How have toys changed over time?**	**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**	
		Society and Community		**Society and Community**		**Disaster**
ROAP outcomes	Post a letter home – with the correct address. Bringing back to school to celebrate.	Class Museum	 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	• Our local area is Lee Mount, our town is Halifax, our country is England. (Our continent is Europe). • Features of the immediate local area during fieldwork include school, Shroggs park, church, road, streets, club, shops, hills (in the background). These are called human and physical features. • An address has; house number/name, street name, village, town/city and postcode. • Addresses are important for emergency help, mail and parcels, jobs, money/banks. • Photos give us information about a place. • Maps give information about the world (where and what?) and with digital maps we can zoom in and out—the map changes. • Maps need a title, key, features, compass point and scale.		• 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).		• 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 windsocks (wind). • People use a weather forecast to plan activities and clothes they will wear. • People feel different during different weather.	
	History Substantive Knowledge		• Toys have changed over time. • In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. • Now we have electricity - many modern toys are electrical and can move when you turn them on. • Historically, toys were made of wood and metal. • Our older relatives will have played with different toys to us. • We learn about toys from the past by looking at and reading non-fiction books, talking to people who were around at the time that we want to find out about, watching video clips or TV shows about the time in history we want to find out about, visiting museums, looking at photographs • Some of these toys are similar to toys from the past but some are different. The differences are because of advances in technology, changes in packaging and design, changes in manufacturing (how the toys are made). • Future toys will be different again as technology changes.		• 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		• 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.
	RE Believing & belonging 2024-29	**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?	**F1.15:** What did Jesus teach and how did he live?
Expressive arts and design	Art	**Drawing** Paul Cezanne. French - P. impressionism - Still Life 	**Painting** Vincent Van Gogh Dutch - P. Impressionist 	**Printmaking** F. Hundertwasser Austrian - Modern Art 	**Collage/ Textiles** Piet Mondrian Dutch - Cubism/Modern Art 	**Sculpture** Barbara Hepworth. British – Modern art - Form / Clay 	
	DT		Cook **Gingerbread**		Sew **Pencil Cases**		Build **Moving Pictures**

STEM	Music	Calderdale Music Services – External Provider					
STEM	Science Developing Experts	**Animals and humans – growth** 	**Animals and humans - life cycles** 	**Living things and their habitats** 	**Habitats around the world** 	**Use of materials** 	**Plants** 
		Working Scientifically					
	Computing Kapow	Week 1 Y2 Lesson 1 Online Safety **Bee-Bot (K)**	Week 1 Y2 Lesson 2 Online Safety **Introduction to Data (K)**	Week 1 Y2 Lesson 3 Online Safety **Scratch Junior (K)**	Week 1 Y2 Lesson 4 Online Safety **Digital Printing (TC)**	Week 1 Y2 Lesson 5 Online Safety **Pictograms (TC)**	Week 1 Y2 Be Internet Legends Pillar 1 Sharp **Stop Motion (K)**
Physical Development	PE Beyond the physical	**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 an 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. 
Personal Development	PSHE/ SCARF	SCARF **Me and My Relationships**	SCARF **Valuing Differences**	SCARF **Keeping Myself Safe**	SCARF **Rights and Responsibilities**	SCARF **Growing and Changing**	SCARF **Being My Best**