



LMTW Adventurers Cycle A


	<h2 style="text-align: center;">That's All Folks Autumn 1</h2>
<h3>Art</h3>	<p>Painting How to choose and use different brushes and brush techniques in painting Artist Study - Jack Kirby Look at Jack Kirby and his comic art (most famous for Captain America); identify key features. Pupils are to create and paint their own Captain _____ character, based on their location e.g. Captain Belgium, applying some of the techniques learnt in the skills development task</p>
<h3>PSHE</h3>	<p>Understand that everyone has different strengths and weaknesses Recognise their strengths and how they can contribute to different groups Identify and talk about their own and others' strengths and weaknesses and how to improve Self-assess, understanding how this will help their future actions Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p>

	<h2 style="text-align: center;">Viking Warrior Autumn 2</h2>
<h3>History</h3>	<p>Competency Unit -The Story of Ragnar Lothbrok "Viking Warrior" is a competency-based thematic unit with a history focus, telling the legendary story of Ragnar Lothbrok. He is a Viking "sea lord" who, according to his very famous saga, invaded the ancient Kingdom of Frankia</p>

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	<p>and then the British Isles over 1000 years ago. He is known for wearing “hairy trousers” which protected him on his adventures. Ragnar Lothbrok showed courage by being a very brave warrior and being victorious in many battles. The Vikings were committed to the expansion of their empire. Many place names in northern England still have Viking names. Ragnar was very creative with the clothing that he wore in order to protect himself. He also showed creativity when attacking major cities such as Paris. The Vikings had an exceptionally strong sense of community and Viking language, culture and traditions are still part of many communities in the British Isles and Ireland today.</p> <p>Pupils will learn how;</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Ragnar Lothbrok To know the chronology of invaders and settlers in Britain To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore, may contain more fiction than fact To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions To understand why the Vikings invaded Britain To understand the way in which the past impacts on the present To understand the importance of courage, commitment, creativity and community
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	<h2>Cry Freedom Autumn 2</h2>
<h3>History</h3>	<ul style="list-style-type: none"> To know and understand what slavery is and recognise its different forms To learn about the history of slavery around the world - Europe, Asia, Africa, America To learn about key figures involved in the abolition of slavery To learn about modern-day slavery

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Science	<p>To know that light is reflected from surfaces To find patterns in the way that the size of shadows change</p>
Art	<p>Find out about artists, architects and designers Drawing Use research to inspire drawings from memory and imagination Design and create images and artefacts for clearly defined purpose</p>
Music	<p>Texture Tempo Dynamics Pitch</p>
PSHE	<p>Understand the term 'diversity' and appreciate diversity within school Learn about the need for tolerance for those who are different from us Recognise stereotyping and discrimination Listen to, reflect on and respect other people's views and feelings Challenge stereotyping and discrimination</p>

	<p>May the Force Be with You Spring 1</p>
Science	<p>To know how things move on different surfaces To know that and observe how some forces need contact between two objects and some forces act at a distance To know that and observe how magnets attract or repel each other and attract some materials and not others To describe magnets as having two poles</p>

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	<p>To predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic material</p>
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	<h2>Athens v Sparta</h2> <h3>Spring 2</h3>
<h3>History</h3>	<p>To know the location of Greece</p> <p>To learn about the ancient Greek Empire</p> <p>To understand the importance of Athens and Sparta</p> <p>To know about some of the important battles e.g. The Persian Wars</p> <p>To learn about Greek mythology</p> <p>To discover the legacy of the Ancient Greeks e.g democracy, buildings</p>
<h3>Science</h3>	<p>To know that some objects float in water while others sink</p> <p>To understand that displacement occurs when you place something in liquid</p>
<h3>Art</h3>	<p>Sculpture</p> <p>How to make a coil pot</p> <p>Pupils are then to design and make a Greek pot, using the coil pot technique. Use a range of sources and evidence to inform the designs</p>
<h3>PSHE</h3>	<p>Understand why it is important to listen to others</p>

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	<p>Work cooperatively, showing fairness and consideration to others</p> <p>Reflect on own mistakes and make amends</p> <p>Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>Respond to challenges, including recognising, taking and managing risk</p> <p>Know how to recognise the difference between isolated hostile incidents and bullying</p> <p>Recognise how attitude and behaviour, including bullying, may affect others</p> <p>Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>Talk about their views on issues that affect themselves and their class</p> <p>Identify strategies to respond to negative behaviour constructively and ask for help</p> <p>Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>Respond to challenges, including recognising, taking and managing risk</p> <p>Face new challenges positively and know when to seek help</p>
Computing	<p>Identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed</p> <p>Identify the opportunities computer networks offer for communication and collaboration</p> <p>Verify the accuracy and reliability of the information found, distinguishing between fact and opinion</p> <p>Use key words to search for and select appropriate information from the internet and other digital sources</p> <p>Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Use ICT safely and appreciate the need to keep electronic data secure</p>

	<h2>Pharaoh Queen Summer 1</h2>
<p>History/ Geography</p>	<p>Competency Unit The Story of Hatshepsut</p> <p>‘Pharaoh Queen’ is a competency-based thematic unit with a history focus, telling the inspirational story of Hatshepsut. She is famous for being only the third woman to become pharaoh in 3,000 years of Ancient Egyptian history, and the first to attain the full power of the position. Pupils will learn, through her life story, all about her achievements and ongoing legacy.</p> <p>pupils will KNOW the location of Egypt and</p> <ul style="list-style-type: none"> • Know about significant Ancient Egyptian places and individuals • Know about Ancient Egyptian beliefs and practices <p>They will understand</p> <ul style="list-style-type: none"> • How evidence is used to make historical claims • The importance of the River Nile in Ancient Egyptian times

	<h2>Under the Canopy Summer 2</h2>
<p>Geography/ History</p>	<p>Ask and respond to geographical questions and offer their own ideas</p> <p>Identify where significant places are located in the wider world</p> <p>Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Use appropriate geographical vocabulary in communicating findings</p> <p>Use secondary sources of information and ICT as part of investigations</p>

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	<p>Ask and answer a variety of perceptive historical questions</p> <p>Investigate the characteristic features of, and changes within, periods of history that were of global significance</p> <p>Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past</p> <p>Communicate knowledge and understanding in a variety of ways</p>
Science	<p>To learn about and 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</p> <p>To investigate the way in which water is transported within plants</p> <p>To know and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Art	<p>Observational Drawing</p> <p>Using the close-up images provided of birds and flowers from rainforests, pupils should use oil pastels to create observational drawings. Pupils should have the opportunity to practise drawing small sections of their image first e.g. the beak of the toucan or the legs of the frog before attempting to create the complete image</p>
Drama	<p>Mime</p> <p>Teacher in Role</p> <p>Improvisation</p> <p>Link to Geography / History / Citizenship</p> <ul style="list-style-type: none"> • Learn about different identities, communities, cultures and traditions • Use a variety of sources to find out about people, events and changes • Ask and answer questions about the way people lived now and in the past
DT	<p>Use research to inform their design</p> <p>Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients,</p>

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	<p>according to their functional properties and aesthetic qualities</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>
<p>Music</p>	<p>Timbre</p> <p>Dynamics</p> <p>Pitch</p> <p>Texture</p> <p>C/C to Science</p> <ul style="list-style-type: none"> • Learn about the animals that live in the rainforest
<p>PSHE</p>	<p>Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>Listen to and show consideration for other people's views</p> <p>Develop strategies for managing and controlling strong feelings and emotions</p> <p>Empathise with another viewpoint</p> <p>Know how to keep safe and how and where to get help</p> <p>Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>Listen to, reflect on and respect other people's views and feelings</p> <p>Work and play independently and in groups, showing sensitivity to others</p> <p>Manage risk in everyday activities</p> <p>Begin to make responsible choices and consider consequences</p> <p>To know and understand how the make-up of family units can differ</p> <p>Empathise with another viewpoint</p> <p>Form and maintain appropriate relationships with a range of different people</p> <p>Understand how we are all connected by our similarities</p> <p>Work cooperatively, showing fairness and consideration to others</p> <p>Recognise and respect similarities and differences between people</p> <p>Empathise with another viewpoint</p>

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	<p>Understand that family units can be different and can sometimes change</p> <p>Develop strategies for managing and controlling strong feelings and emotions</p> <p>Identify strategies to respond to negative behaviour constructively and ask for help</p> <p>Form and maintain appropriate relationships with a range of different people</p>
Computing	<p>Pupils use Scratch to explore a range of inputs that can be used. When modelling the use of inputs within programming, a written frame of 'When..... then.....' is used to introduce the concept of selection within algorithms.</p> <p>Pupils plan and make games in Scratch to apply their knowledge of repetition, inputs and selection. They plan their games and start programming and they evaluate their games against their plan.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Use selection in programs</p> <p>Work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>