

Wizarding World

Purpose and Aims

- **Children will develop an understanding of the history of magic**
- **Children will study an artist and create a piece of collaborative in the style of the artist.**
- **Children will develop an understanding of exploring the world of magic.**
- **Children will be able to use coordinates, grid references and compass points.**
- **Discover if witches and wizards are real**

Oracy Outcomes:

Seek clarification by actively seeking to understand others' points of view.

Independent Writing opportunity (from previous units)

Explanation text – how to play Quidditch

Character description- mythical creatures – Phoenix, troll, unicorn, goblins, basilisk, centaurs, 3 headed dog, house elf

Recount - Harry Potter studios

Sequence of learning

- **Exploring the history of magic**
- **Exploring the world of magic**

English/Text type/writing outcomes

Letter – Harry Potter
Hogwarts letter (tea staining)

Exploring the history of magic

Launch day: (no swimming)

Dress up, Wizard hats, gloop, potion (bicarb experiments)

Trips/Visitors

Harry Potter Studios 4/5/22

NC requirements:

Science (light):

Pupils should be taught: Need light to see, dark absence of light. – light reflected from surfaces – light from sun can be dangerous – shadows formed

<p>Expand letter to include information about different subjects they will learn at Hogwarts.</p> <p>Explanation – how to play quidditch</p> <p>Independent -</p> <p>Character description – mythical creature</p> <p>Recount – Harry Potter studios</p>	<p>Order dry ice</p> <p>Smoke machine</p> <p>Design own house emblem</p> <p>Floating candles (battery powered tea lights, toilet roll.)</p> <p>Make wizard hat</p> <p>Science – light</p> <p>History:</p> <p>King Arthur/Merlin Sword in the stone – round table</p> <p>Are witches/wizards real? - (Ancient Roman/Greek)</p> <p>History of Gloucester - Roman</p> <p>Music:</p> <p>-Appraisal of music.</p> <p>- Show a picture & children create music to accompany</p> <p>Art:</p>		<p>when light blocked – changes in shadow size</p> <p>History - a local history study * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality –Roman Gloucester.</p> <p>*Britain’s settlement by Anglo-Saxons and Scots – Arthur and the round table.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Music - *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory</p>
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	<p>Chuck Close collaborative art for hall display – Harry Potter characters</p> <p>Design and make wands.</p> <p>Computing</p> <p>Hour of code – Harry Potter</p> <p>Cross curricular – digital art, garage band, research mythical creatures</p> <p>Create PPT – are wizards/ witches real?</p> <p>Forest school: whittle a wand, cauldron over open fire, build Hagrid’s hut.</p> <p>PE – Quidditch – team sport developing throwing and catching skills and defending</p>		<p>Art - to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * about great artists, architects and designers in history.</p> <p>Computing - use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>PE - use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate. and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous</p>
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			activity challenges both individually and within a team
<p>Diary – Harry Potter’s trip to Hogsmead/Day of getting the letter to Hogwarts</p>	<p><u>Exploring the world of Magic</u></p> <p>Geography:</p> <p>Design own map of magical world</p> <p>Locality of Gloucester/Churchdown and human/physical features of Churchdown</p> <p>DT:</p> <p>Moving book of mythical creatures – mechanisms</p> <p>Cooking – Savoury Howlers https://mommymoviemagic.com/savory-harry-potter-howler-recipe/</p> <p>Make butter beer</p> <p>Computing – green screen (invisibility cloak), gifs, moving gifs</p>	<p>Local Walk – Gloucester cathedral, Gloucester museum, Local walk of Churchdown</p>	<p>Geography - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Human geography, including: types of settlement and land use.</p> <p>DT - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>

	<p>Cross curricular – Use word to type letter – edit; font, colour, images.</p> <p>Forest school: whittle a wand, cauldron over open fire, build Hagrid’s hut.</p> <p>PE – athletics – ‘Troll invasion obstacle course’</p> <p>Music -Compose a piece of music for their house (play some demo pieces and children identify instruments. Appraisal of music.</p>		<p>Computing - use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>PE - develop flexibility, strength, technique, control and balance</p>
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