

Unit planner: How much of a muggle are you? 11 weeks

<p>Lead Subjects: Literacy, D&T, Art,</p> <p><u>National curriculum subject</u></p> <p><u>Literacy</u></p> <p>Pupils should be taught to:</p> <p>Organise work using paragraphs to group related material. Use inverted commas to punctuate direct speech Draft and write, narratives, creating settings, characters and plot. Draft and write non-narrative material. Plan writing by discussing writing that is similar. Plan by discussing and recording ideas. Draft and write by recording ideas in a given structure. Spell words correctly from the year 3 literacy appendix. Proof read own work to check for errors in spelling, grammar and punctuation. Evaluate and edit own work using Purple Polishing Pens to make corrections. Read work out loud to a group or the whole class with fluency and accuracy. Write using a legible joined script.</p> <p><u>Science</u></p> <p>Pupils should be taught to:</p> <p>Notice that light is reflected from surfaces. Recognise that they need light in order to see things and that dark is the absence of light. Recognises that the light from the sun can be dangerous and that there are ways to protect the eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows changes. Identify and describe the function of different parts of flowering plants. Explore what a plant needs to live. How does this vary? Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants.</p> <p><u>Geography</u></p> <p>Pupils should be taught to:</p> <p>Make plans and maps using symbols and keys. Name and locate the cities of the UK. Name and locate the countries that make up the UK. Ask and respond to geographical questions.</p> <p><u>RE</u></p> <p>See SACRE document</p> <p><u>PSHE</u></p> <p>Pupils should be taught to:</p> <p>Respect equality and diversity in relationships. Know about different groups and communities. To recognise and manage own emotions.</p> <p><u>Music</u></p>	<p>Starter: OWL or Hagrid? Letter inviting them to come to Hogwarts Outcome: Short film on Hogwarts</p> <p>Objective: How will you become a wizard?</p> <ul style="list-style-type: none"> • All children to discuss what life would be like as a wizard, what similarities and differences can they think of to their life now? • Measurement- maths- instructions- lit- potions class, can children follow instructions and write their own. • What plant makes the best potion? Explore plants - identifying functions of the different parts. What do plants need to live? How is water transported in plants? Look at the life-cycle of a plant. • PE- competitive sport- look at Quidditch have a quick game- link this to other competitive sport for taught unit. <p>• Poetry focus- spells, looking at rhyming structure, how is a spell similar to a traditional poem? Children to write their own poems- research into roots of language. • Initial newspaper report- The Boy Who Lived.</p> <p>Objective: What makes the perfect wand?</p> <ul style="list-style-type: none"> • Market research- what wands are available in the world of HP? • What kind of wand do you think you would have? What would its core be? • Children to create detailed product diagrams of their wand. <p>• Children to make their wand using a range of materials, discuss the importance of natural materials in a magical wand. • Science- light-using light to see, and understanding shadows- link to the light from a wand experiment using a range of light sources. • Discuss the importance of safety from the sun.</p> <p>Objective: Where would you go on an adventure?</p> <ul style="list-style-type: none"> • Literacy taught unit. • What is the structure of an adventure story? • What makes adventure stories exciting? <p>• Look at basic story mountain structure then extend this to the HP style with multiple peaks, can the children use this structure? • Children to apply their previous learning regarding setting and character descriptions to writing their own unique short story set in a magical world.</p> <p>Objective: Can you put yourself in Harry's shoes? Discrete RE Unit 3 Values-What matters most?</p> <ul style="list-style-type: none"> • PSHE- what does your family look like? • The importance of any family structure being 'normal' as long as there is care and support. • How can you be the best person for your family? <p>• Who are your role models within your family/ your area? • Change- how do we cope with change? What can make things scary? • What are my values? • What are the most valuable things in life?</p> <p>Objective: Are you ready to be a Daily Prophet reporter?</p> <ul style="list-style-type: none"> • Read a range of newspaper articles and identify the key features both structural and linguistic. • Children to read appropriate section of HP to find out the key information for their report. <p>• Philosopher's stone has been stolen- children to report the event including key suspects (character description) and other info. • ICT use- record short clips to use as QR codes in newspapers- like the Daily Prophet- coming to life.</p> <p>Objective: Where in our world, or another, is Hogwarts?</p> <ul style="list-style-type: none"> • Geography- visit platform 9 $\frac{3}{4}$ in school- where are we in the UK? What are the different areas of the UK like? Can you locate the UK on a world map? Can you identify Leicester? • Where could Hogwarts be? Look at different possible maps. <p>• Maths/Geog- Map work using maps of the castle- can you plan a route, read a map and use a key. • ICT- beebots- can you use your beebot to find the Room of Requirement? • PSHE - Explore dangers/ hazards linked to railway and road safety.</p> <p>Objective: Which HP character are you most like? Discrete RE Unit 4 Who inspires me?</p> <ul style="list-style-type: none"> • RE- who inspires us? Look at Harry Potter as a character is he inspiring? Who inspires him and why? • Reflect on our personal inspirations. • Consider inspirational people in major world religions focus Christianity. • What is a secret? <p>• Music- character descriptions can we represent a character's personality using music? Graphic notation, appraise the compositions. • Literacy- character descriptions from the book. • Fantastic beasts and where to find them- looking at monsters, can you create your own monster and write a description. Children to attempt to draw another child's monster only using the description.</p> <p>Pupil led learning:</p>
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<p>Pupils should be taught to:</p> <p>Listen with direction to a range of high quality music</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Play and perform in solo or ensemble contexts with confidence</p> <p><u>ICT</u></p> <p>Pupils should be taught to:</p> <p>Use simple search technologies and recognise that some sources are more reliable than others.</p> <p>Design, write and debug simple programs that control or simulate virtual events.</p>	<ul style="list-style-type: none"> • Drawing a partner's monster to assess accuracy. • A day in the life of a wizard, diary entry. • Recreate the Harry Potter theme tune using a range of musical instruments and create graphic notations. 	<ul style="list-style-type: none"> • 	
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> • Newspaper report • Recount • Character description • Adventure story • Recipe • Spell/poem 	<ul style="list-style-type: none"> • Harry Potter and the Philosopher's Stone • Fantastic Beasts and Where To Find Them 	<ul style="list-style-type: none"> • Internet Research • Multi-media • Green screen • Seesaw 	<ul style="list-style-type: none"> • Written piece throughout Literacy teaching. • Newspaper report at start and end of unit to show clear progression. • D&T skills assessed through wand manufacturing. • Music skills assessed through composition and appraisal of music.