

## MAIN DRIVER (eg Science/Hist/Geog)

Is Magic real? What is magical about the world?  
Geography ‘the magic of exploration and discovering new worlds’.

Chemistry – I can create potions, and change solids, into liquids and gas and back again.

- **Sc4/3.1 States of Matter**
- Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases
- Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Water cycle.

## NUMERACY

Ma4/2.1a  
count in multiples of 6, 7, 9, 25 and 1,000

Ma4/2.2a add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Ma4/3.1a **convert between different units of measure**

Ma4/3.1b measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Ma4/3.1c find the area of rectilinear shapes by counting squares

Ma4/3.1e read, write and convert time between analogue and digital 12 and 24-hour clocks

Ma4/3.1f solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Diary entry  
(WAGOLL INTRODUCE)  
My first day at Hogwarts.  
(Writing based off the immersion day.

## WOW/IMMERSION

Magic workshop  
Get pupils to believe in magic.  
Wednesday – Entire Magic day.

## LITERACY

- **En4/3.3 Composition**
- En4/3.3a Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- En4/3.3b Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using [simple organisational devices](#)
- En4/3.3c Evaluate and edit by: assessing the effectiveness of their own and others' writing suggesting improvements
- En4/3.3d proofread for spelling and punctuation errors
- En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## NOVEL STUDY

Harry Potter and the Philosopher’s Stone – J.K Rowling

## MAIN OUTCOME

To create our own spells and potions to sell to parents at a magic café. This potions will be free to parents however, donations will be welcomed.

Instruction booklet to sell to parent at the magic café so pupils can create potions at home.

PSHE  
Friendships and relationship orientated to encourage class harmony. Accepting difference and making a very evident link to the range of characters in Harry Potter.

Persuasive letter to Rachel on why we should hold a magic café for parents.

Persuasive writing to parents to attend the magic café.

Non Chron one week  
Dragon fact file.

Chron report (2 weeks).  
Dragon attack! – Immersion session to start.

SPAG  
En4/3.1a use further prefixes and suffixes and understand how to add them (English [Appendix 1](#))  
En4/3.1c spell words that are often misspelt (English [Appendix 1](#))  
En4/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
i. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  
ii. using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
iii. using conjunctions, adverbs and prepositions to express time and cause  
iv. using conjunctions, adverbs and prepositions to express time and cause  
v. using fronted adverbials

PE  
PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  
PE2/1.1b play **competitive games**, modified where appropriate, and apply basic principles suitable for attacking and defending  
PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

Science/Hist/Geog (when not the main driver)  
• **Hi2/2.1 Local History**  
• Pupils should be taught about an aspect of local history  
• *For example:*  
• *a depth study linked to one of the British areas of study listed above)*  
• *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*  
• Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

CREATIVE  
I show reflections in my art – Mirror from philosophers stone. – Could possibly add digital images to this. Mirror image with fantastic beast on their shoulder.  
Drawing our Hogwarts portraits showing expression when faced with different scenarios.

ICT  
Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  
Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact