Year Group - 4	Term - Summer 1
Name of Unit Overview –	10

## Magic



Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

## Context, Big Questions and Wider World impact

- ✓ To immerse the children in a quality text and inspire imagination and creativity
- ✓ Is there a place for magic in the world?
- ✓ To look at popular culture and its impact on society
- ✓ Is science the basis for magic?
- ✓ Magic in the movies

Subject specific learning areas				
Science		Suggested journey of the unit		
Prior learning and where the objectives are revisited later in the year.	Key year group learning			
<ul> <li>Previous years – KS1</li> <li>How to set up a test</li> <li>Close observations</li> <li>Revisit within this year</li> <li>Hydrophobia and hydrophilia which were discussed on Science day</li> </ul>	<ul> <li>Can we?</li> <li>Use the Walking Water experiment to set up simple practical enquiries, comparative and fair test</li> <li>Detail the results of the Walking Water experiment to make systematic and careful observations</li> <li>Report on findings from the Magic Milk experiment, including oral and written explanations of hydrophobia and hydrophilia</li> <li>Use results of the Walking Water experiment to, make predictions, suggest improvements and raise further questions</li> <li>Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul> <li>Week 1 (3 day week)         <ul> <li>Literacy – gathering vocabulary for our magic story. Describing doors into a magical kingdom</li> <li>Art – beginning to sketch dragon's eyes</li> <li>Harry Potter introduction – watching Harry Potter and the Philosopher's Stone</li> <li>Trip to the Warner Brother's Studio Tour, writing workshop</li> </ul> </li> <li>Week 2         <ul> <li>Literacy – model writing of our story based in a magical land</li> <li>Art – finishing our sketches of dragon's eyes</li> </ul> </li> </ul>		

	Do we know?	<ul> <li>Science – looking at substances that can be both liquid and solid</li> </ul>
Humanities – History & Geography		Week 3
Prior learning and where the objectives are revisited later in the year.	Key year group learning	<ul> <li>Literacy – independent writing of a magical story</li> <li>Art – Kandinsky inspired art</li> <li>Science – looking at substances that can be both liquid and solid</li> <li>Week 4         <ul> <li>Literacy – explanation text of how a spell works</li> <li>Art – sculpting clay owls</li> <li>Science – looking at substances that are hydrophobic and hydrophilic</li> <li>Topic – create maps (using grid references and a symbol key) of their magical world</li> </ul> </li> <li>Week 5         <ul> <li>Literacy – modelled write of a biography</li> <li>Art – Night sky silhouette art inspired by Van</li> </ul> </li> </ul>
Previous years KS1  NSEW Verbally giving instructions Drawing simple maps  Revisit within this year  Countries of the UK Physical features of the UK Countries of Europe	<ul> <li>Use maps, atlases, globes and digital / computer mapping to locate countries in Europe and across the world</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to explore the United Kingdom</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	
Art and Design & Design Technology		Gogh (magical creature silhouettes - Science – walking water experiment – thinking
Prior learning and where the objectives are revisited later in the year.	Key year group learning	about evaporation and absorption  Topic - writing our own spells  Week 6  Computing – filming our spells and creating our own magic  Art – Hogwarts chalk art  Literacy – independent write of how a spell works
<ul> <li>Modelling / sculpting</li> <li>Sketching</li> <li>Painting</li> </ul>	<ul> <li>Can we?</li> <li>Create a silhouette picture inspired by Van Gogh's Starry nights</li> <li>Sculpt clay owls</li> <li>Sketch dragon eyes</li> <li>Create a piece of artwork inspired by Kandinsky</li> </ul>	

Computing and Technological Understanding						
Prior learning and where revisited later in	•	re Key year group learning				
<ul> <li>Type text into differer change its style by appropriate for the following text boxes images.</li> </ul>	nt programs and plying a range of diposters by	<ul> <li>Type and design documents using ICT by creating an electronic version of their biography</li> <li>Learn rules for creating neat word processed work.</li> <li>Produce a multimedia video with music and narration of the spells they have created</li> </ul>				
Vocabulary Oracy activities	Mythical Mystical Ancient Uninviting Precise Battered Moonlit Inky Flickered Pulsated	Crumbling Invisible Shimmering Glowing Illuminated Embedded Engulfed Flickering Spellbinding Tingled Eerie Elaborate Archaic Gnarled	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?  Trips/ Visits / Experiences	Harry	Harry Potter Studio Tours Writing Workshop Need to have seen at least one Harry Potter film (watch in class) Studio tour will immerse them in the film universe Workshop will inspire the fiction writing unit	
	Discrete subject learning focus areas					
Music	Charanga		RE		overy RE – Judaism idering how Jews can best show their commitment od	
PE	Jasmine Real PE Physical – Agility,	static balance	PSHE	Savir Fund	ng Iraising	
MFL	Spanish					
Final quality products	Clay owls Published story Van Gogh inspired Spell video	night sky artwork	Home learning opportunities	Art p	roject of their choice based around the theme of magic	