



Lights, Camera, Action! Years 5/6 Summer Term 2

Areas of learning

As **Geographers** we will learning how to name and locate countries and cities in the UK. We will learn how to identify human and physical characteristics of the UK and will identify their human and physical characteristics. We will consider where in the UK places relating to Harry Potter would be and why. As part of this geographical work we will learn how to use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build our knowledge of the UK.

As **Scientists** we will be focusing on learning about light. We will recognise that light travels in straight lines and we will learn to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. We will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

As **designers** we will be creating our own clay house in the style of Hagrid's.

WOW Activities

Class reader – Harry Potter and the Philosophers Stone
WOW – Create Hagrid's hut from clay and straws.
Children will follow mathematical instructions to create and decorate their own witches hat. Children will create their own Harry Potter trivia for everyone to take part in.
Using triangulation - design and create a model of the Hogwarts footbridge to support weights. Teams compete against eachother.
Finale —Harry Potter Banquet in the Great Hall. Children will create their own pumpkin themed healthy snack and cauldron cakes as a refreshment to be served during this event.

Outdoor Learning

As outdoor learners we will:

- Learn the rules of and play quidditch.
- Use the outdoor stage for role-play/drama.
- Re-enactments of key scenes from film/book.
- Using the wooded area as the forbidden forest. Children will devise and create their own mythical creatures.
- Outdoor filming with l pads of a chosen scene from the Harry Potter books.
- Teams of reporters interviewing each other after key points in the book.

Independence

As independent learners we will:

- Rehearse/revise lines for class performances.
- Conduct research on several topics for use in extended writes.
- Read JK Rowling books independently.
- Contribute to the creation of success criteria in class
- Choice of text types linked to topic ensuring correct features are used.

Maths Across the Curriculum.

As mathematicians we will:

- Use knowledge of measure to create potions.
- Create timetables for the Hogwarts Express.
- Complete problems linked to the Hogwarts express.
- Create dimensions and elevations for designing a hut.
- Create plans for area and perimeter of areas around Hogwarts (Great Hall etc.)

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

Caring for my own Magical Creature Guide
 Non-fiction writing about magical creatures
 Explanation text for your using your own Broomstick
 Persuasive advert for selling your own 'George and Fred' creation for their joke shop
 Newspaper report for Daily Prophet (ICT moving picture)
 Hogwarts Ghost Story – choose one of the ghosts and write a story about how they became a ghost

Using mathematics

Calculating

•We will be shopping in Diagon Alley and solving a range of multi-step money problems

Interpreting data

•We will read and interpret Hogwarts school timetables

Measuring

•We will solve ratio problems associated with what ratio of ingredients is needed for creating our own Butterbeer?
 •Create a scaled diagram of Hogwarts

Using ICT

Communication

Children will create a news report for the Daily Prophet using ICT. This will include a moving picture.

Children will create their own invitations to the Great Hall Banquet using Publisher.

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.