

## Alohomora Hogwarts Accio Magic

### RATIONALE:

In the Summer Term Year 5 will be delving into the magical world of Harry Potter. They will be studying extracts from all seven of author JK Rowling's modern day classics, discussing and exploring the use of language and creativity. They will be applying skills from the Music and Art National Curriculum to explore the way the books were transported onto screen, as well as look at our S.M.I.L.E unit, Hopes and Wishes, using Harry's plight for belonging as our guide.

**HOOK:** During the Easter school holidays, all children in Year 5 will receive a letter. A letter from Hogwarts! This letter will outline their unit of study, under the instruction of Professor Browett of Gryffindor and Professor Sibley of Ravenclaw. Later in the unit, a trip to Warner Brothers Studio to further explore the magical world and support their learning, will take place.

### Art

Following the trip to Warner Brothers Studio and looking at the Art department, pupils will create sketches of the Fantastic Beasts that feature heavily throughout the stories.

They will then choose their favourite sketch and, following a series of lessons developing skills within the medium, create their beast out of clay.

This creature will feature within the Forbidden Forest retelling that will take place in English.

### English

During the course of the Summer Term, pupils will use the Harry Potter Narratives as stimuli to writing a range of genres:

The children will write "Howlers" – letters of upset over an issue that has brought distress to the writer.

The children will produce an issue of The Daily Prophet having written their own news articles on the awful events at Hogwarts.

Studying spells will provide the children with the perfect opportunity to create spells of their own applying skills of poetry.

Following our visit to Warner Brothers Studios, the children will have experienced The Forbidden Forest and be inspired to write their own chapter, using *The Philosopher's Stone* as an example text.

Finally, having immersed themselves totally in her Magical World, the children will produce biographies on the creator, JK Rowling.

### Music

When the books became films, a soundtrack was created that now, from only a few bars, most people can recognise in a heartbeat. The children will become familiar with composer John Williams and his work on the first three Harry Potter films.

They will recreate his iconic title composition on instruments of their own choosing and then create a piece of their own music that is inspired by both Williams and the World of Harry Potter.

Supporting this work, the pupils will create non-chronological reports on Williams, making comments on his work not only in the Harry Potter films, but other, famous soundtracks.

### Science - Forces

Using the sport of Quidditch as our inspiration, pupils will look at the force of Gravity and its effects on objects. They will also design an aerodynamic broomstick as part of their work on air resistance. When looking at friction, pupils will investigate possible landing strips for the Weasley family's flying car to stop it crashing into the Whomping Willow.

### P.S.H.E

As part of our S.M.I.L.E unit, Hopes and Wishes, pupils will read and discuss the chapter of *The Philosopher's Stone*, *The Mirror of Erised*. Within this chapter Harry sees his heart's deepest desire. We will explore what we desire and how some dreams are more achievable than others, but it is important to have ambition!

### HOME LEARNING

To support this topic, pupils are asked to create a sweet treat that would be found at Honeydukes in Hogsmeade. They are to draw a labelled design of their sweet treat and create its packaging.

### OUTCOME:

Parents will be invited to "Hogwarts" to take part in Charms lessons, Quidditch lessons, Care of Magical Creatures lessons and share in the work produced by the children throughout the unit.