

## The Lion, The Witch and the Wardrobe

Year 4: Autumn 2

### HOOK

**Journey to magical worlds:** Investigating different texts about imaginary worlds. Children create their own imaginary world through Art and drama. Children reflect on our school values: what would the expectations be in your new world?

### Seal/PSHE:

Good to be me: Exploring the themes of respect, courage and perseverance through The Lion, The Witch and The Wardrobe, and relating these to their own lives at school and home.

### Religious Education: Angels

Describing and evaluating the importance of angels. Discussing and reflecting on the themes of hope and forgiveness.

### Design Technology

Design and construct a magical light box , incorporating the circuit and lamp built in science.

### Art and Design

Illustrate the light box with images inspired by Narnia snow scenes.

### PE : Gymnastics

Travelling in different ways, creating sequences using movements of flight.

### RATIONALE:

Imagine if you found a magical portal that could transport you to another world? For many years, the classic story, The Lion, The Witch and The Wardrobe, by C. S. Lewis, has offered a world of intrigue and imagination to children - and adults. Inspired by this tale, children will delve deep into their imaginations and create their own magical worlds while exploring and deepening their understanding of themes such as forgiveness, courage, hope and friendship.

### Literacy: The Lion, The Witch and the Wardrobe

Drama and persuasive writing: Magical world travel brochures organising paragraphs around a theme or main idea, and applying presentational devices and persuasive language

Narrative description developing characters, settings and plots: Letters from the battle field

#### Deeper Learning:

Letter from Aslan on the eve of the battle

#### Grammar and Punctuation:

Using expanded noun phrases,  
Extend the range of sentences with more than one clause  
Fronted adverbials followed by a comma

Spelling: Homophones, unstressed vowels, adding -ly to form an adverb.

#### Reading:

Developing inference, language for effect and exploring themes including use of presentational devices to guide the reader in non-fiction

### Outcome: Narnia

Sharing the magical world of Narnia through: Writing, Art and Design, DT and Science

### COMPUTING

**Word Processing:** Children will develop their word processing skills, and apply this to publishing their writing.

### TOPIC MATHS

Outdoor learning: 3D shapes and symmetrical patterns

### Science

#### Electricity

Construct a circuit to light a magical light box.

Pupils should be taught to:

- . Identify common appliances that run on electricity
  - . Construct a simple series electrical circuit
  - . Identify whether a lamp will light in a simple series circuit
- Recognise a switch opens and closes a circuit
- . Recognise some common insulators and conductors

**Working scientifically: Recognise factors other than those we are changing may have an effect and seek to control these factors (what change, measure and what keep same).**

### MUSIC

Angels- Performing songs vocally and creating own instrumental interlude for a song.