

## Weeks 1-6

*Week 1: Who was C S Lewis? Biographical study of the man, and his association with Oxford.*

*Week 2: Where did C S Lewis study? Learn about University College, Oxford. Timeline looking at the changes that University College has changed. Customs and traditions of the college. Application process for Oxford is different, why? Argument for/against the traditions and customs.*

*Week 3: Map work – A study of OS maps on Oxford centre, using grid references and compass points.*

*Week 4: TRIP to Oxford centre/ University College? Artwork on the architecture of Oxford. Use an OS map during the trip.*

*Week 5: Plan a walking tour of Oxford, creating a map to go with it that uses a grid reference system.*

*Week 6: Watch the film of the Lion, the Witch and the Wardrobe! Write a movie review/blog/vlog?*

## English in topic lessons

Write a biography of C S Lewis

Analyse the traditions and customs of University College

## *The Lion, The Witch and The Wardrobe*

“You are never too old to set another goal, or to dream another dream.” C S Lewis



## Final outcome

*Design a walking tour of Oxford*

## English

TEXTS:

**Punctuation:** using brackets, dashes or commas to indicate parenthesis

**Sentence construction.** Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using further organisational and presentational devices to structure text and to guide the reader

**Word/language structure:** using commas to clarify meaning or avoid ambiguity in writing• using brackets, dashes or commas to indicate parenthesis

Storytelling

Narrative: using extracts from the Lion, Witch and the Wardrobe to support their writing.

The children will build character descriptions, setting descriptions and focus on the way that the writing makes them feel and how the author has created this effect on the reader (GDS)

Class reader: The Lion, the Witch and the Wardrobe.

Children will be given an extract of the Lion, the Witch and the Wardrobe that they must complete, giving it their own ending. Some children will also be able to investigate the symbolism of characters in the novel, such as Aslan the lion.

Wk 1: Narrative setting using an extract from the text.

Wk 2: Character development using an extract from the text.

Wk 3: Write part of the story using skills developed.

Wk 4: Focused work on SPaG through the text.

Wk 5: Focused work on SPaG through the text.

Wk 6: Write an ending for an extract from Narnia.

## Art

ad16 I can show in my sketch book how I have developed techniques and ideas

ad17 I can describe the range of materials I have used since being in KS1

ad18 I can show examples of drawing using pencil and charcoal.

ad19 I can show examples of painting with different kinds of paint

## Geography

Learn how to read a map with a scale, using coordinates and an OS style map. Focus on the OS map of the centre of Oxford.

ge70 I can use a variety of paper-based and digital resources to locate and identify places and features around the world

ge71 I can read and understand eight points of a compass

ge72 I can use four and six figure grid references

ge73 I understand keys and the symbols on an O.S. map

ge74 I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations

## History

CS Lewis – who was he? why did he study and stay in Oxford?

hi65 I can describe key features and events in the periods and societies I have studied

hi67 I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or peasantry'

hi68 I can ask and answer questions about change and cause and effect

hi69 can ask and answer questions about similarities and differences and their significance

hi70 I can draw informed conclusions by using a range of research skills

hi71 I can produce structured work from an appropriate range of resources relevant to the focus of enquiry

hi72 can use sources of information, including ICT, to find out about events, people and changes in the past

hi97 I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it

## ICT

Co44-45 Collect and use a range of information and present it: photos, tables and graphs, posters, newspaper reports, video and audio recording. Can work across the curriculum. Finished products could go onto school website.

Equipment: Netbooks, functioning learnpads (possibly), cameras (for video and photos), audio recorders.

## Maths

Using the analysis of the children's test scores we will fill gaps necessary prior to beginning Year 6. This will also spiral through the maths curriculum of the four main operations. Shape, fractions and algebra will be continued in their big maths sessions.

## Music

The children will rehearse a suite of music, 11 minutes in length, for a concert at the Sheldonian Theatre titled 'Children of the World'. The concert aims to bring music and languages together and is led by Magdalen College School. Parents will be offered the opportunity to buy tickets for the concert.

They will continue to learn to play the Ukulele.