



# St Martin's C of E Primary and Nursery School Learning Narrative

	<b>Musical/Auditory</b>		<b>Interpersonal</b>		<b>Naturalistic</b>
	<b>Bodily/Kinaesthetic</b>		<b>Linguistic</b>		<b>Spatial</b>
	<b>Intrapersonal</b>		<b>Logical</b>		<b>Spiritual</b>

**Year Group: 4**

**The Big Idea**

**Journeys**

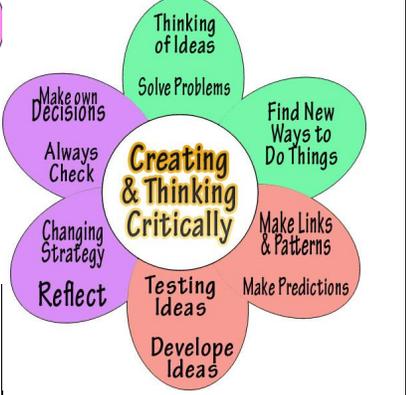
**Key Question/Mystery**  
(To start with and return to)

How can a journey help us to understand how the world works?

**Hooks for Learning**

(experiences which excite, motivate and hook the children into the learning to come)

- Mr Wainwright contacts the children and gives them clues for them to find out where he is.
- Children are shown a tooth - who and what type of creatures does it belong to. What information can we tell about the creature just by looking at the tooth?
- Create a working model of the digestive system to develop children's understanding of what happens in the digestive system.
- Children are given a number of tasks and problems that they need to solve using electrical circuits.
- Children are given a selection of equipment and are asked to use this to make their own watermills.

<h2 style="text-align: center;">Playing and Exploring Engagement</h2> 	<h2 style="text-align: center;">Active Learning Motivation</h2> 	<h2 style="text-align: center;">Creating and Thinking Critically Thinking/learning Process</h2> 
<ul style="list-style-type: none"> <li>• Recreate an area of a mountain range in a 3D model.</li> <li>• Show children teeth from different animals and they are asked to identify the animal that they could belong to giving reasons for their choices.</li> <li>• The children are given various equipment and are asked to make their own watermills, which can be used to generate electricity.</li> <li>• How are human teeth different from those of a Jaguar and why?</li> <li>• Journey of the digestive system - children carry out an investigation making the digestive system.</li> <li>• Children explore the effective of acid in the digestive system they</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Wainwright is stuck and needs to children's help. He gives them a series of electrical challenges.</li> <li>• Can you make a working circuit without using wires? Children explore materials which conduct electricity.</li> <li>• Children will be able to identify which circuit work and those that don't they will find solutions so that they do work.</li> <li>• How is electricity generated?</li> <li>• In the Himalayan village there is no mains electricity. what can they use to help them to generate electricity?</li> <li>• Children carry out an investigation to find the best place in the school to put solar panels.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Wainwright is in an the Himalayas. He gives the children clues who need to use their map skills to find his location.</li> <li>• What do we know about mountains? Where are they? Children use map skills to correctly locate mountains around the world.</li> <li>• How are mountains formed? Children explore how they are formed. Model tectonic plates using hard boiled egg.</li> <li>• What is the weather and climate like in the mountains? Why is it cold in the mountains even in a hot country?</li> <li>• What is life like in a Himalayan village?</li> <li>• Children learn how an electrical circuit works. They will use a model to explain their thinking and explain how a simple circuit works.</li> </ul>

<p>look at the effect of acid on eggs.</p>		<ul style="list-style-type: none"> <li>• Date handling looking at where the UK's electricity comes from.</li> <li>• Why do we need to find new ways to create energy?</li> <li>• Look at different forms of renewable energy. How is it created? What are the advantages and disadvantages?</li> </ul>
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## Key Skills

<h3>Reading</h3> <ul style="list-style-type: none"> <li>• Guided Reading Sessions.</li> <li>• Reading Response Activities.</li> <li>• Accelerated Reader.</li> </ul>	<h3>Writing</h3> <ul style="list-style-type: none"> <li>• Children write a description of a journey through the mountains.</li> <li>• Writing persuasive letters to educate people on renewable energy.</li> </ul>	<h3>Number</h3> <ul style="list-style-type: none"> <li>• Daily number talk sessions</li> </ul>	<h3>Speaking and Listening</h3> <ul style="list-style-type: none"> <li>• Participate in class discussions by listening and sharing their ideas while building on and challenging the ideas of others to extend each others thinking.</li> </ul>
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## Opportunities for Outdoor Learning

- Looking at food chains within the forest and identifying which species are producers and which are consumers.
- Classifying animals according to their physical characteristics – how can we classify the different species in our forest?
- Children make watermills and test them in the forest.
- Children make aboriginal art using natural dyes in the forest and other natural materials.

## Opportunities to Promote British Values

- Democracy – Is promoted through the learning ambassador system where the children work with staff members and are nominated and voted for the role by their peers.
- The Rule of Law –
- Mutual Respect – The children will be learning about the culture of a village that live within the Himalayan Mountains. They will be making comparisons between their culture and ours.
- In R.E. the children will be learning about
- Individual liberty -

# Reflection on Learning



## Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p><b>English</b></p>	<p>Evie and the Wild Wood - Children will write their own description of a journey through a mountain environment.</p> <p>Persuasive Letter - Children will then write their own letter persuading people to use renewable energy.</p> <p>Paperbag Prince</p> <p>I Don't believe it Archie - Children will write their own comedy stories based on the mishaps that Mr Wainwright has.</p>
<p><b>Maths</b></p>	<p>Hamilton trust planning</p> <ul style="list-style-type: none"> <li>● Place value</li> <li>● Addition and subtraction</li> <li>● Shape and data</li> <li>● Multiplication and division</li> <li>● Time and data</li> <li>● Division and fractions</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>● Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>● Setting up simple practical enquiries, comparative and fair tests</li> </ul>

	<ul style="list-style-type: none"> <li>● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>● Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>● Describe the simple functions of the basic parts of the digestive system in humans</li> <li>● Identify the different types of teeth in humans and their simple functions</li> <li>● Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>● Identify common appliances that run on electricity</li> <li>● Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>● Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>● Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>● Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
RE	<ul style="list-style-type: none"> <li>● Worship Pilgrimage and sacred places.</li> <li>● Understanding Christianity (When Jesus Left what was the Impact of Pentecost?)</li> </ul>
PE & Dance	<ul style="list-style-type: none"> <li>● Use running, jumping, throwing and catching in isolation and in combination</li> <li>● Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>● Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● Perform dances using a range of movement patterns</li> <li>● Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
Art	<ul style="list-style-type: none"> <li>● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>
Music	
Design & Technology	<ul style="list-style-type: none"> <li>● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>● Understand how key events and individuals in design and technology have helped shape the world</li> </ul>

<h2>Computing</h2>	<ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<h2>History</h2>	<ul style="list-style-type: none"> <li>●</li> </ul>
<h2>Geography</h2>	<ul style="list-style-type: none"> <li>● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
<h2>MFL (KS2)</h2>	<ul style="list-style-type: none"> <li>● Listen attentively to spoken language and show understanding by joining in and responding</li> <li>● Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>● Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>● Present ideas and information orally to a range of audiences*</li> <li>● Read carefully and show understanding of words, phrases and simple writing</li> <li>● Appreciate stories, songs, poems and rhymes in the language</li> <li>● Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>● Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>● Describe people, places, things and actions orally* and in writing</li> <li>● Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the</li> </ul>

language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Identify 8-10 writing outcomes for the term:

- Write a persuasive letter to encourage people to use renewable energy.
- Write a narrative of a walk through the mountains.
- Make a leaflet about teeth and how we look after our own teeth.
- Children write a diary entry from someone that lives in a village in the mountains.
- Write an explanation about how electricity is made.
- Children to write an information guide on renewable energy.
- Write a narrative for Mr Wainwright in the style of I don't believe it Archie
- Write an explanation about how the digestive system works.
- Children to write an explanation on the formation of mountains.

*If you have a history focus for a term you need to include a geography day (key skills) and ensure that the next term has a geography focus and a history day (key skills). There must be a balance across the year and across curriculum areas; you need to refer to national curriculum and work as a phase to ensure breadth and balance.*

## Opportunities for Home Learning for the term:

*(Daily reading, phonics/spelling games and on-going access to My Maths)*

	<p><b>Musical/Auditory</b> Write a poem about living in the mountains.</p>	 <p><b>Interpersonal</b> Design and make a game involving either electrical circuits, Mountain life, renewable energy or journey of food in the digestive system.</p>	 <p><b>Naturalistic</b> Paint a mountain range and write a setting description.</p>
	<p><b>Bodily/Kinaesthetic</b> Design your own toy with an electrical circuit.  Create a model of a tooth and explain which type of animal it could have come from.  Make a working model of a form of renewable energy.</p>	 <p><b>Linguistic</b> Write an information guide on the journey that food takes through the digestive system.  Write a newspaper report about renewable energy.  Create a tourist leaflet concerning a mountain environment.</p>	 <p><b>Spatial</b> Create a diagram to show a food chain in a mountain environment.</p>

	<p><b>Intrapersonal</b> Write a diary extract about a journey they have taken.</p>		<p><b>Logical</b> Explore mountain recipes and have a go at making one.</p>		<p><b>Spiritual</b></p>
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*Every class will use 'Buzz Boards' or a class scrap book to encourage questioning and reflection and to give children opportunities to use the language of learning to describe the process of learning. Every class will annotate the learning flowers in an age/stage appropriate way.*

*Every class to spend time at the beginning of the year engaging with Being the Best You Can Be and the Principles and Practicalities documents and returning to these throughout the year.*