



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

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

Year Group:
3

The Big Idea
Journeys

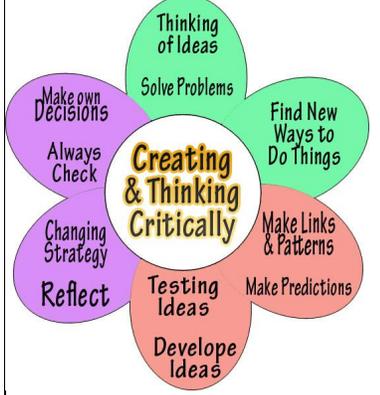
Key Question/Mystery
(To start with and return to)

How do our decisions affect the final destination of our journey?

Hooks for Learning

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

- Outside children find evidence of an explosion and footprints leading to a book and a ripped part of a letter saying help.
- Children discover the next part of the letter and need to go on journey around Cranbrook making decisions and choices along the way.
- On the playground children explore how shadows are formed and how light can affect the length of a shadow.
- Children find a message in a bottle in the pond.
- Children go on a boat trip down the River Exe and explore what they can see, hear, smell and touch.
- An explorer comes to visit and shares his experiences from his journeys.
- Children design and create their own seawigs.

<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> 
<p>Children ask questions to discover who the footprints could belong to and why the person needs help. Who could it belong to? How can we help?</p> <p>In Athletics, children explore the olympic games linking to Ancient Greece.</p> <p>Children explore how shadows are formed and how they change.</p> <p>Children ask questions to discover who left the message in the bottle. How did it get there? Who is it from?</p> <p>Children go on a boat trip down the River Exe and explore what they can see, hear, smell and touch.</p> <p>Children think of questions they want to ask the Explorer about his journeys.</p>	<p>Whilst on a trip around Cranbrook, children explore the affect their choices can have on the outcome of a journey.</p> <p>Children apply their understanding of light and dark to help Mr Sparkles on his quest.</p> <p>In Science, children use different approaches to plan an investigation about shadows.</p> <p>Using their experiences from the boat trip, children write a poem about a journey on the River Exe.</p> <p>In Music, children use a range of percussion instruments and their voices to create a soundscape of a river and the journey it takes.</p> <p>Whilst exploring the text Oliver and the Seawigs,</p>	<p>Using the story mountain and Story Paths books children apply their understanding of how a story is written to help them to write their own stories.</p> <p>Children explore the Journey of Odysseus and think about the choices he made and the impact these had on his journey. Using empathy, children think about what they would have done in his shoes to help him to solve problems.</p> <p>On the playground children explore how shadows are formed and how light can affect the length of a shadow. Using compasses and metre sticks children record and measure how their shadow changes over time.</p> <p>Children explore how water travels through plants to keep them alive.</p>

<p>Children design their own seawigs and think about how they are adapted to their environment.</p> <p>What is the journey of a seed? Why is this journey important?</p> <p>Using dance, children create a sequence to show the journey of a seed.</p>	<p>children explore how Oliver persevered, asked for help and is brave and think about why these qualities are important.</p> <p>In French, children explore a journey down the River Seine. Thinking about how to say what they have seen.</p> <p>Children explore which soil around school is the best for growing plants. Children keep a plant diary to record changes they can see over time.</p> <p>Using words and phrases to describe a river. Children create a poem in the shape of a river.</p>	<p>In Geography, children discuss and explore how rivers change over time.</p> <p>Children explore the qualities and skills that a good explorer needs and think about how they can develop these skills. Children look at how journey's can change and how we can be prepared for this.</p> <p>Children explore how body hygiene and looking after yourself is important for your health.</p> <p>How are plants adapted to grow and live in and around river beds?</p>
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Key Skills

Reading

Weekly guided reading sessions.
 Shared reading of class texts during English lessons.
 Class story.

Writing

Handwriting practice
 Star Writes
 Cross Curricular writing
 Guided writing sessions

Speaking and Listening

Thunks
 Maths reasoning talking about understanding in number talks.
 ABC - Agree, Build, Challenge

Number

Number talk sessions
 Guided Maths sessions
 NRICH maths activities
 My Maths

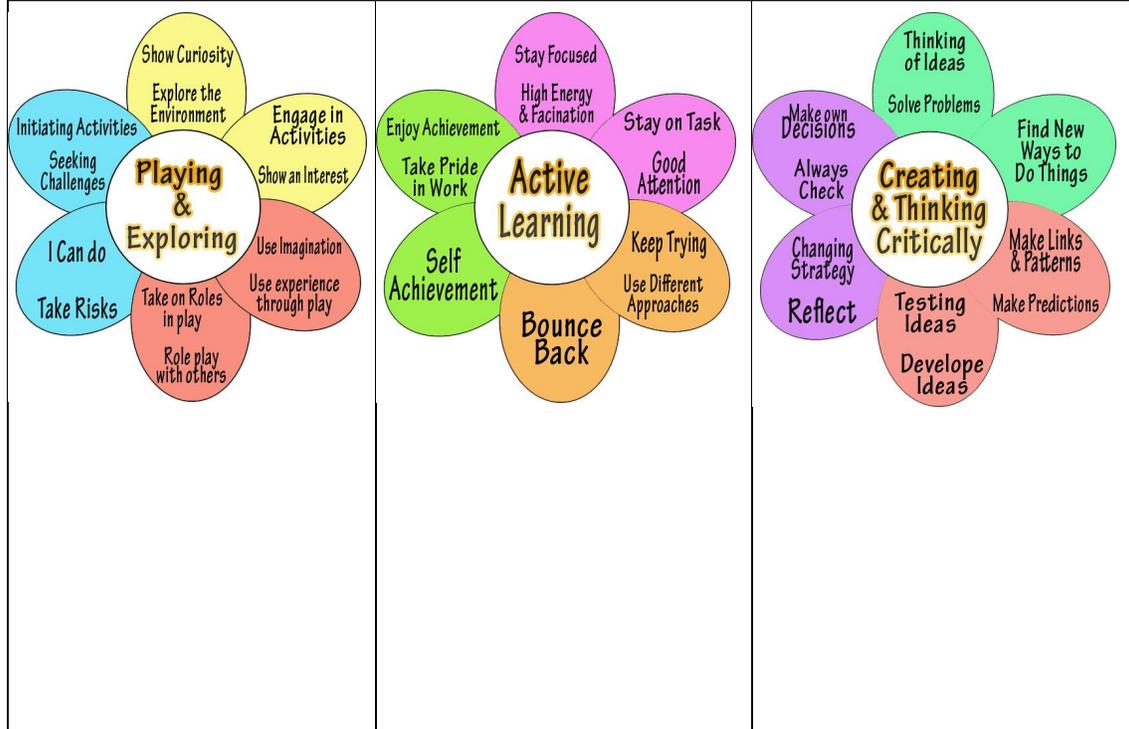
Opportunities for Outdoor Learning

Exploring the journey of a seed
 Looking at how water is transported in plants
 Looking at patterns of shadows.
 Planting flowers and testing conditions

Opportunities to Promote British Values

Understanding and respecting other faiths- Judaism
 Ancient Greece- Democracy and Rule of Law
 Individual liberty- Moses setting the Saves free

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<h3>Literacy</h3>	<p>Babcock sequences:</p> <ul style="list-style-type: none"> Story Paths Marvin and Milo A River Oliver and the Seawigs <p>Cross Curricular writing:</p> <ul style="list-style-type: none"> Letters and diary entries about Odysseus' journey. Recount of journey around Cranbrook and the choices made. Non fiction writing about how rivers are formed.
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	<p>What can see on the River Seine?</p> <p>Plant diary</p>
<p>Maths</p>	<p>Hamilton Trust Planning</p> <p>Number Talks</p> <p>Measuring shadows</p> <p>Measuring plants</p>
<p>Science</p>	<p>The journey of light</p> <p>The journey of a seed</p> <p>The journey of water in a plant</p> <p>Plants:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Light:</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>

RE	Famous journeys in the Bible - Moses journey
PE	Create a dance to show a journey of a seed Ancient Greek Olympic games
The Arts	Botanical art- Henry Moon, Shirley Slocock, Joseph Banks Using mirrors to create self-portrait or symmetrical patterns Draw around shadow to create silhouette portraits Draw the journey of a river Make a Greek pot and paint a scene from Odysseus' journey Music: creating the sounds of a river's journey
DT	Sundial Shadow puppets Use wire and tissue paper to create a model of a plant with labels
Humanities	History: Odysseus' journey Geography: The journey of a river
MFL (KS2)	A journey along the River Seine. I can see... <i>Je peux voir...</i>

Identify 8-10 writing outcomes for the term:

- Write a guide for how to grow a healthy plant
- Write a persuasive letter to Odysseus/ diary entry of part of journey
- Story Paths: Children write a narrative
- Recount of journey around Cranbrook and the choices made.
- A River: Children write a narrative poem about a journey
- Non fiction writing about how rivers are formed.
- Marvin and Milo: children write an explanatory text in the form of a cartoon strip
- Oliver and the Seawigs: children write a narrative from a different point of view

- What can I see on the River Seine?

Opportunities for Home Learning for the term:

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

Every class will use 'Buzz Boards' to encourage questioning and reflection and will produce a 'Learning Story' for each theme. The 'Learning Story' will tell the story of learning, both in terms of content and the way in which learning happened. Children will be encouraged to engage with the learning stories, the stories can be created in physically or electronically.