



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

The Big Idea Creating

Key Question/Mystery
(To start with and return to)
Who is the Story Collector?

Hooks for Learning

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

- Storytelling Curriculum – Children find a bottle in the forest, which contains a story
- Children meet the Story Collector.
- Create own disgusting sandwich recipes.
- Vote and decide on which sandwiches are the best and most popular.
- Create animals for their own imaginative habitats.
- Children write own stories and send them to the story collector.
- Children create own role play area of the story collectors shop.
- Create own story bottles for different stories and genres.
- Publish stories.
- Other people who find a different story visit the children in school.
- Children write to the story collector telling him about the visitors.

<p style="text-align: center;">Being Happy Engagement</p>	<p style="text-align: center;">Being Stretched Motivation</p>	<p style="text-align: center;">Being Excited About Not Knowing Thinking/learning Process</p>
<ul style="list-style-type: none"> • Children create own learning environment. What do we want or need in our classroom and outdoor area? • Write a letter, which explains where they found the bottle. • Children create own disgusting sandwiches in the forest. • Meet the story collector. Children prepare questions prior to the visit. • Story collectors gives the children 'The disgusting sandwich' story to say thank you. • Children explore the habitats of the animals in the story. • What other habitats are there? What animals live in these habitats? Sort animals to the correct habitat. How have they adapted to suit their habitat? 	<ul style="list-style-type: none"> • 1 is snail 10 is crab. The children create own disgusting recipes and write calculations. • Children write descriptions of who the bottle belongs to. • Write an explanation, which describes how the bottle got to the forest. • Children write to the address at the bottom of the story, asking them questions and explaining that they have found the story bottle. • Children create role play area of the story collectors study. • Children create their own bottles using clay for different types of stories. • Children create their own flying machines – choosing the most suitable material. 	<ul style="list-style-type: none"> • Children find a bottle, which belongs to the story collector in the forest. Children write questions about where it has come from. • Write descriptions of own creatures for a made up habitat. These are then sent to the story collector. • The story collector asks the children for help with a story that he is trying to write. He gives them a made up habitat. What creatures could live there? Children create their own creatures that could live in the habitat? These are then sent to the story collector. • Learning about the very first aeroplane flight.

Opportunities for Reflection

- Buzzboard – children reflecting on their learning.
- Carpet time.
- Children to complete comments in a scrapbook about their learning.
- Opportunities for children to reflect on their learning in their books.
- 1:1 pupil conferencing about their learning.
- Reflection during and after practical activities – photographs with post-it notes from observations.
- Planning books – comments.

Key Skills

Reading

- Reading the different stories that the story collector sends us.
- Children tell stories to each other.

Writing

- Write stories for the story collector.
- Write sets of instructions for the 1 is snail 10 is crab potions.
- Write recipes.

Number

- Data collection – which is the most popular sandwich?
- 1 is snail 10 is crab. Children create own ways of making 16 using these numbers.
- Children create own disgusting recipes using these calculations.

Opportunities for Outdoor Learning

- Children find the bottle in the forest. What clues are there about where it has come from?
- Look at the habitats around the school. Which animals live in our forest?
- Children create own disgusting sandwiches using what is in the forest.
- Measure activities outside.
- Story telling activities outside.
- Role play area and writing area.
- Opportunities for continuous provision outside – making storytellers workshop.

Reflection on Learning

Engagement

Motivation

Thinking

Cross-Curricular Links

Literacy	The disgusting Sandwich Writing descriptions of the bottle. Writing stories for the story collector Writing recipes Explanation texts about animals and their habitats. Instructions how to make a flying machine Instructions to make a disgusting sandwich. Making films showing learning.
Maths	Made maps of the park in the story Ordering instructions. Measuring apparatus for the flying machine Data handling for results relating to the most successful flying machine.

<p>Science</p>	<p>§ explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>§ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>§ identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>§ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>RE</p>	<p>Belonging</p>
<p>PE</p>	<p>Leap</p>
<p>The Arts</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p>Humanities</p>	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through events.</p>

Identify 8-10 writing outcomes for the term:-

1. Children write descriptions of who the bottle belongs to.
2. Write an explanation, which describes how the bottle got to the forest.
3. Write a letter, which explains where they found the bottle.
4. Write descriptions of own creatures for a made up habitat. These are then sent to the story collector.
5. Recipes of their own disgusting sandwich.
6. Write description of the story collector. Have you seen the story collector?
7. Write own stories and send to the story collector.
- 8.

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.