



# 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**

**Discoveries**

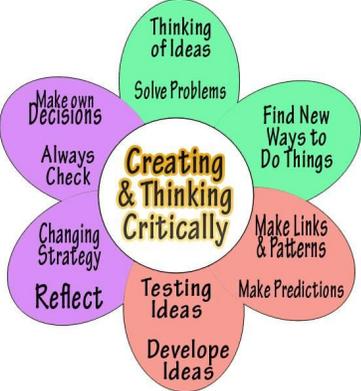
**Key Question/Mystery**  
(To start with and return to)

**How have famous discoveries impacted our current lives?**

**Hooks for Learning**

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

- Mr Wainwright contacts the children and informs them that the magical story box is now working. He gives the children a rock that he has found along with a code. What can they find out about the rock?
- Children receive a story about the Battle of Caledonia. What is this about? What is the link with the rock?
- Water bomb catapult - Children make a water bomb catapult. How does this work? What are the forces acting on it? Why did the Romans use catapults?
- Look at various Roman artefacts - What does this tell us about the life of a Roman Soldier?
- Roman battle - using tactics that were used by the Romans.
- Children have a debate - Should the Celts join the Romans or protect their land?
- Mr Wainwright contacts the children and explains how he has met \*\*\*\* who is a scientist and he has realised that he doesn't have any stories about famous scientists in his library. He wants to learn about how their discoveries have been so influential. He gives us a story about Marie Curie. Can we find out about our own scientists and write their biographies for his library?
- Children have a piece of string, on the end of which is a spoon. Why can we hear the sound if someone taps the spoon and the string is in our ears, if no one else can hear the sound?
- Who can make the best string telephone?

<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>• Children make a water bomb catapult. How does it work? What did the Romans use to make their catapults?</li> <li>• The children learn about Marie Curie. How did her discovery help the lives of many?</li> <li>• The children research about a famous scientist of their choice. They then write a biography for their scientist for Mr Wainwrights library.</li> <li>• Children are given string and a spoon and in pairs think about why if the spoon is tapped can only the person holding the strings to their ears hear the sound?</li> <li>• Children are given information about Leonardo Da Vinci who discovered that sound travel in waves.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a virtual tour of Vindolanda Roman Fort. How do we know so much about life during Roman times? Children explore roman artefacts - what do they tell us about Roman life?</li> <li>• Children are Roman soldiers and explore 'tortoise' using their shields. Why was this so effective?</li> <li>• The children are shown a selection of musical instruments. How can we make a sound? give the children the statement 'Something has to move for a sound to be made' Do you agree?</li> <li>• Play a drum - how do we hear the sound? Explore how sound travels. Children complete an investigation to explore how sound</li> </ul>	<ul style="list-style-type: none"> <li>• Children are shown a rock, which has a code. What do you think this code could be? Children share their ideas.</li> <li>• Children develop their map skills to find the exact location on an OS Map. What land features can they find on the map?</li> <li>• Children complete a SWOT survey of the location. Why did the Romans choose this location for a Roman Fort?</li> <li>• What was life like in Britain before the Romans invaded?</li> <li>• Children create their own Roman shields.</li> <li>• Children have a debate - should the Celts join the Romans?</li> <li>• How do sounds change as we move away from the source?</li> </ul>

<ul style="list-style-type: none"> <li>• Children explore how we can make a sound louder and quieter.</li> <li>• Children make a simple instrument using an elastic band. They explore how they can change the pitch. What statements can we make? How does the length of the elastic band effect the pitch?</li> </ul>	<p>travels through different materials.</p>	<ul style="list-style-type: none"> <li>• The children plan and carry out a test to explore how they can make the best string telephone.</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>• Writing information texts about famous scientists that have made discoveries through time for Mr Wainwrights library.</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

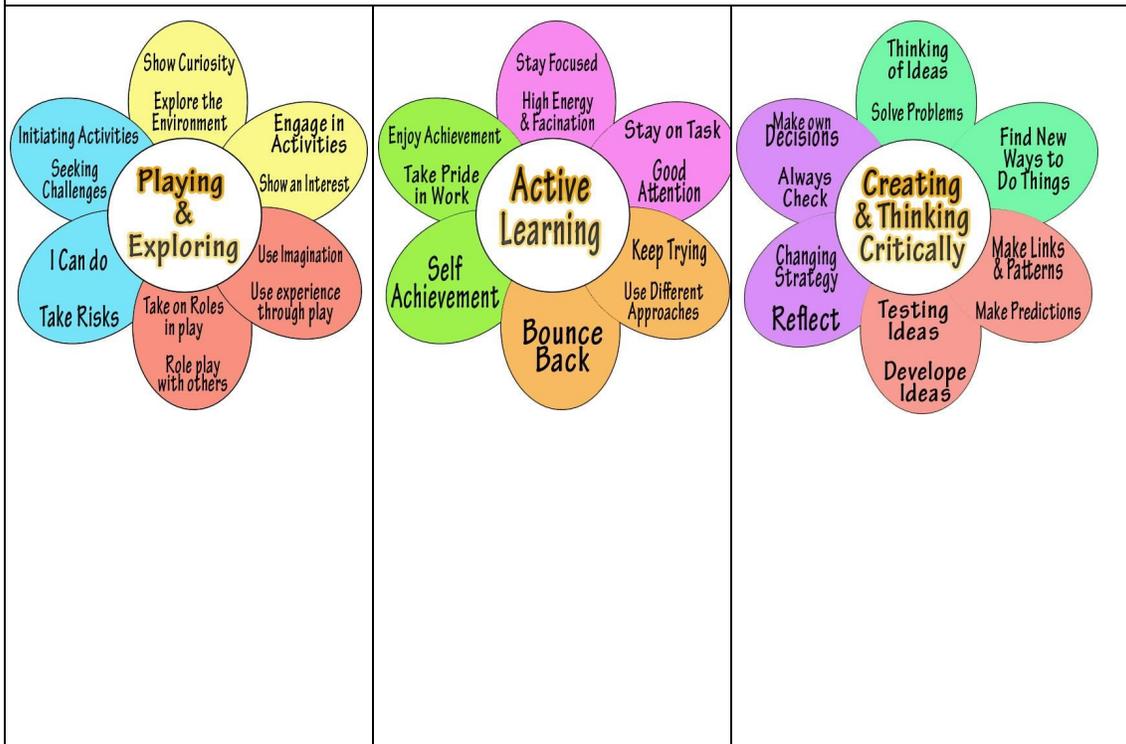
- Children can whittle spoons like the Romans did.
- Have a Celt v Roman battle
- Create their own Roman mosaic art and frame it using materials in the forest.
- Make Roman numeral clocks in the forest using the natural resources.
- Children use their Roman shields to explore the ‘tortoise’ and other Roman tactics.
- The children can create their own soundscape of the forest/sound map.

## Opportunities to Promote British Values

- Democracy – The children are going to have a debate whether they should protect their land or whether they should join the Roman army. The children are also going to learn about Roman democracy.
- The rule of law - The children are learning about what life was life for Roman soldiers. They will learn what rules had to be followed within the Roman army and will write about what it is life to be a Roman soldier from the soldiers point of view.

- Mutual respect - The children are learning about Roman culture and comparing and contrasting how that is different to the culture of modern day. In R.E. the children will be looking at the Muslim faith and again will compare and contrast how their culture differs from our own.
- Individual liberty - In computing the children will be looking at being responsible online. They will identify whose responsibility it is to be the best that they can be when online.

## Reflection on Learning



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

<b>English</b>	Babcock teaching sequences
<b>Maths</b>	Hamilton trust planning <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>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> </ul>

	<ul style="list-style-type: none"> <li>● Setting up simple practical enquiries, comparative and fair tests</li> <li>● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <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>● Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>● Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>● Identify how sounds are made, associating some of them with something vibrating</li> <li>● Recognise that vibrations from sounds travel through a medium to the ear</li> <li>● Find patterns between the pitch of a sound and features of the object that produced it</li> <li>● Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>● Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
RE	<ul style="list-style-type: none"> <li>● How can we live and who can inspire us?</li> <li>● Understanding Christianity (Why do Christians call the day Jesus died Good Friday)</li> <li>● How did Mohammed inspire the Muslim faith?</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>
Computing	<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> </ul>

	<ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</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>
History	<ul style="list-style-type: none"> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> </ul>
Geography	<ul style="list-style-type: none"> <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>
<p><b>Identify 8-10 writing outcomes for the term:</b></p> <ul style="list-style-type: none"> <li>• Children to write an information text about a Roman artifact.</li> <li>• Children to write a diary entry of a Roman soldier.</li> <li>• Write a guide from their research of famous scientists through time.</li> <li>• Children to write their own narrative in the style of The Battle of Caledonia.</li> <li>• Children to write up their findings from their science experiment with the string and the spoon saying what they found out.</li> <li>• Analysis of why the Roman soldiers chose to settle where they did.</li> <li>• Write an argument for a debate – should you join the Roman army?</li> <li>• Children write a newspaper article on a scientific discovery.</li> </ul>	

*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></p> <p>-Create a song that the Roman soldiers could sing to boost morale within the army.</p>		<p><b>Interpersonal</b></p> <p>-Write an information leaflet about a Roman fort.</p>		<p><b>Naturalistic</b></p>
	<p><b>Bodily/Kinaesthetic</b></p> <p>-Make a model of the Roman baths. -Make a Roman mosaic. -Make top trump cards of Roman Gods.</p>		<p><b>Linguistic</b></p> <p>-Write a story that is set during the Roman times. -Create a story based on a Roman artefact</p>		<p><b>Spatial</b></p> <p>-Looking at the local area of Cranbrook where would you build a fort and why?</p>
	<p><b>Intrapersonal</b></p> <p>-Find a Roman recipe and make it.</p>		<p><b>Logical</b></p> <p>-Research an aspect of Roman life which interests them and present it. -Write calculations using Roman numerals for someone to solve.</p>		<p><b>Spiritual</b></p> <p>-Write a diary entry from a Roman soldier</p>

*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.*