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: 2

The Big Idea
Succeeding

Key Question/Mystery
(To start with and return to)
Who stole the Story Collector's stories?

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

- The children come into the classroom to find that it has been 'trashed'. There is a dragon footprint on the window and other various clues that lead to the children thinking that a dragon did this.
- Children use ican animate to describe what could have happened to the classroom.
- Children make their own 'Dragon Machine' using recyclable materials. What should it have?
- Children explore what will happen to different materials once they are heated.
- Children create their own dragons and write their own information text about them.
- Children create symbols that describe the talents of their own dragon.
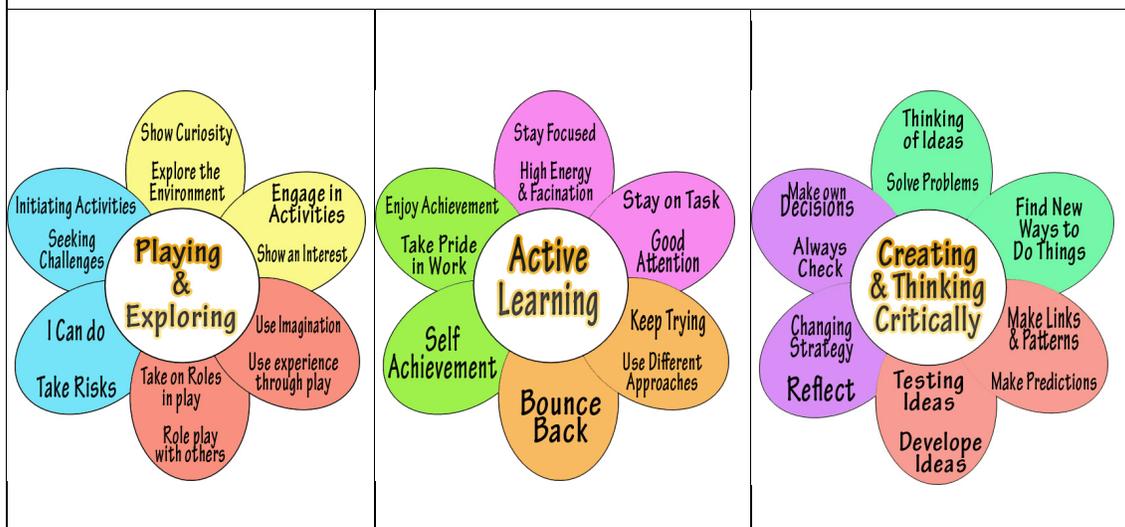
Playing and Exploring *Engagement*	Active Learning *Motivation*	Creating and Thinking Critically *Thinking/learning Process*
• The children come into the classroom to find that the classroom is 'trashed'. There are several clues around the classroom for the children to find that will lead them to think about who could have trashed the classroom. • Children measure the dragon footprints and then make some of their own which are 2, 3, 5 and 10 times bigger. • Looking at pieces of art work which depict dragons. The children explore different art media and create their own pieces of art work. • In the forest children make a willow sculpture and clay models of dragons. • Children are shown an information text about dragons. • Produce fact files about their own dragon. They then write an explanation about their own dragons.	• Children make a model of the dragon machine. What things do you need to include? • Children explore how different materials change when heated. What will happen to these objects/ materials when a dragon breathes on them? • Children write explanations, which explain how a dragon machine works. • Receive a letter from Dragon Security about how some dragons are helpful. Explore different dragons – using the text.	• Using the clues about who 'trashed' the classroom the children make wanted posters that describe who did it. • Children use 'ican animate' to create an animation about what happened when the classroom was destroyed. • They write reports explaining what happened. • Children draw plans of their own dragon machines. • Children think about the places in the world where dragons live. They draw maps showing what they need. • Internet safety – How to stay safe online – Digital Literacy.

Key Skills

Reading	Writing	Number
• Children read information text about dragons and the places that they live.	• Writing reports • Fact files • Looking at different types of	• Measuring footprints. • Making the footprints 2,3, 5 and 10 times bigger or smaller.

• Read poetry linked to dragons.	sentences within texts	• Looking at shapes within their dragon machine design.

Opportunities for Outdoor Learning
Willow weaving in the forest

Reflection on Learning

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	• Writing reports • Fact files • Looking at different types of sentences within texts • Children write explanations, which explain how a dragon machine works. • Receive a letter from Dragon Security about how some dragons are helpful. Explore different dragons – using the text.
Maths	Measuring footprints. Using measurements to work out what would be 10x bigger etc. 3D-shape creating models Data handling

Science	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
RE	• Consider the importance of symbolism in other cultures • How does celebrating Pentecost remind Christians that God is with them always? • What did Jesus teach about God in his parables?
PE	Leap
The Arts	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Humanities	

Identify 8-10 writing outcomes for the term:

• Wanted Posters for the suspects who destroyed the classroom.
• Reports about how the classroom was destroyed.
• An explanation about how the dragon machines work.
• Write predictions about what will happen to different materials when heated.
• Fact files about own dragons.
• Innovation based on the story Dragon Machine.
• Write an explanation about what happens to the different materials when the dragon breathes on them.
• Setting descriptions about where the dragons live.

Opportunities for Home Learning for the term:

	Musical/Auditory		Interpersonal		Naturalistic
	• Write a song about dragons.		•		• Make footprints of different types of dragons.
	Bodily/Kinaesthetic		**Linguistic**		**Spatial**
	• Learn and model skills that		• Produce a		• Make a model

	they could use to defeat a dragon.		project about their own dragon – What does it eat? Where does it live? • Research about Kimondo Dragons and their habitats.			of a dragon using a variety of materials. • Design your own dragon.
	Intrapersonal •		**Logical** • Can you build up a crime scene which shows the clues that the dragons could have left us?		**Spiritual** • Why are dragons important in some cultures?

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.