



# 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: 2 Phase 2**

**The Big Idea**

**Journeys**

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

**Can you go on a journey without even moving?**

## Hooks for Learning

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

- Pirate Pete sends a letter telling us he is marooned on an Island and doesn't know where that Island is.
- We get sent clues: sound bites, and pictures to help us to find out where he is.
- The children discover where Pirate Pete is located and have to help him survive in the forest.
- Children are asked to make Pirate Pete a raft which will safely sail him from his Island to a safer Island. They need to act quickly to get him closer to finding the treasure-as Anne Bonny is approaching.
- Children get an urgent message from evil Anne Bonny who is gaining pace on finding the treasure while Pirate Pete is stuck.
- Children need to help Pirate Pete survive against the elements. They design a shelter for Pirate Pete.

<p>Playing and Exploring <i>Engagement</i></p>	<p>Active learning <i>Motivation</i></p>	<p>Creating and Thinking Critically <i>Thinking/learning Process</i></p>
<p><i>Discover sound bites and images from Pirate Pete-where is he?</i></p>	<p>Children explore coordinates and research maps, continents and oceans.</p>	<p>Children research Madagascar: Climate, animals, foods, people, religion.</p>
<p>Children are sent book The Big Book of Beasts and are immersed in the text.</p>	<p>Children explore text 'How to Hide a Lion at School'</p>	<p>What is a journey: Can you go on a journey in your imagination?</p>
<p>Children find out about Madagascar-the climate, animals, insects, foods etc they make comparisons with our country.</p>	<p>Children explore Oceans-naming and locating.</p>	<p>What does Pete need to survive in Madagascar-what might be a risk to him? What do our bodies need? Explore body parts-what we need to keep healthy.</p>
<p>Children design and make shelters for Pirate Pete to protect him in Madagascar.</p>	<p>We design and make shelters for Pirate Pete to protect him in Madagascar.</p>	<p>What does Pete need to survive in Madagascar-what might be a risk to him? What do our bodies need? Explore body parts-what we need to keep healthy.</p>
<p>Children will research the best materials to use for shelters -why?</p>	<p>Children will research the best materials to use for shelters -why?</p>	<p>What does Pete need to survive in Madagascar-what might be a risk to him? What do our bodies need? Explore body parts-what we need to keep healthy.</p>
<p>Children are sent a message from Anne Bonny-She is gaining pace. We need to help Pirate Pete escape quickly. We design boats and explore materials.</p>	<p>Children are sent a message from Anne Bonny-She is gaining pace. We need to help Pirate Pete escape quickly. We design boats and explore materials.</p>	<p>Children are sent a message from Anne Bonny-She is gaining pace. We need to help Pirate Pete escape quickly. We design boats and explore materials.</p>

# Key Skills

## Reading



Daily recap of phonics and development of independent reading skills. Some children will start using the Accelerated Reader scheme.

Daily Guided Reading sessions.

Supporting careful reading, understanding and comprehension.

Shared read of our class text.

## Writing



A range of writing styles with a focus on Year 2 spelling, punctuation and grammar, in particular: punctuating sentences with full stops, Capital letters and extending our sentences with adjectives.

Also, focus on joined handwriting for those children ready for this.

A range of quality Cross-curricular writing.

Stories, recounts, investigations and predictions.

## Number



To develop 'growth mindset' when facing how we learn Maths.

Continued development in the understanding of place value.

Focus on shape space and measure:

Learning to tell the time.

Naming 2D and 3D shapes and using language: faces, vertices.

A range of hands-on activities to support weighing and measuring.

Resources to support explanation rather than to help to complete a task.

More focus on drawing images, numberlines and using mathematical facts to solve problems.

Daily number talk sessions.

My Maths homework

## Opportunities for Outdoor Learning



Exploring the changing seasons

- Forest school afternoon. Swallows first half term and Finches second.
- Plants:
- Observe and describe how seeds and bulbs grow into mature plants and find out about how plants need water, light and a suitable temperature to grow and stay healthy.

## Opportunities to Promote British Values

- Democracy- To develop an understanding of the democratic process in Britain and how citizens can influence decision making through this process.
- The rule of law- Children learn how to know the difference between right and wrong.
- Individual liberty- Pupils are introduced to the language of choice and use this to make informed choices and decisions.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Reflection on learning



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

<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Spoken language – philosophy/ thinks – articulate and justify answers, arguments and opinions; consider and evaluate different viewpoints, attending to and building on the contributions of others; speak audibly and fluently; participate in discussions; ask relevant questions.</li> <li>The Big Book of Beasts (Fiction)</li> <li>Penguins (non fiction)</li> <li>How To Hide a Lion At School.</li> </ul>
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<p><b>Maths</b></p>	<p>Hamilton Planning. An emphasis on strategies to support multiplication, division, addition and subtraction. Drawing a range of images to support us and pushing use of number facts.</p> <p>Lots of focus on shape, space and measure-a range of afternoon hands-on practical activities to extend this.</p>
<p><b>Science</b></p>	<p><b><u>Plants and Animals</u></b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants and find out about how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• Naming and labeling body parts-what do we need to keep us healthy.</li> <li>• Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals for survival.</li> </ul>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• <i>Continue to explore Christian concepts exploring what The Bible says and placing these ideas within the wider Bible story.</i></li> <li>• <i>To explore Bible stories and parables linking to key events that are part of a Big Story of the Bible.</i></li> <li>• <i>Explore what The Texts mean to Christians.</i></li> <li>• <i>Discuss The Parable of the Pearl Of Great Price.</i></li> </ul>
<p><b>PE</b></p>	<p>LEAP Gymnastics and dance.</p>
<p><b>The Arts</b></p>	<p>Research Artist Lowry and make our own Lowry landscapes of Cranbrook.</p>
<p><b>DT/Computing</b></p>	<p>Designing and making a boat that will stay afloat. Design and make a shelter to protect Pirate Pete from dangerous weather conditions/climate and animals.</p> <p>Computing: Discovery coding and animations</p>
<p><b>Humanities</b></p>	<p>Research and find out about Jacques Cousteau's journey.</p> <p>Geography: Researching the Indian continent. Children will develop their knowledge about The World, The United Kingdom. Locational Knowledge Children will name and locate the continents of the world and five Oceans.</p>

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

- Story based on 'How to Hide a Lion at School.
- Non-Fiction Poster-The Big Book of Beasts.
- Star Write: Write a survival guide for Pirate Pete in Madagascar.
- To write a riddle about an animal 'What am I?'
- Penguins-Exploring different types of texts and writing facts about animals.
- To write about real events in history-Jacques Cousteau.
- Extend our writing across the curriculum-to include recounts and descriptive writing.

## Opportunities for Home Learning for the term:

	<p><b>Musical/Auditory</b> Can you find out about Madagascar? What's the Climate like? Who lives there? Where is it? What animals live there?</p>		<p><b>Interpersonal</b> Talk about what journeys you've been on. Can be any kind of journey.</p>		<p><b>Naturalistic</b> What are the names of all the continents? Where are they?</p>
	<p><b>Bodily/Kinaesthetic</b> Can you make your own shelter? Inside or outside?</p>		<p><b>Linguistic</b></p>		<p><b>Spatial</b> Can you make a plan/map of where you live? Can you add detail e.g a key to indicate what certain features are.</p>
	<p><b>Intrapersonal</b> Can you find out about what Jacques Cousteau invented?</p>		<p><b>Logical</b> Can you draw a map with co ordinates?</p>		<p><b>Spiritual</b> Can you find out about other religious festivals around the world?</p>

Every class will use a scrapbook 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 physically or electronically.