












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
Rhythm of Life

Key Question/Mystery
(To start with and return to)
What does the Blueprint make? Is it a good idea?

Hooks for Learning

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

- Samba Immersion Morning
- Last blueprint from Dr Why –
- What is the invention that the Time Thief stole?
- Who can grow the tallest bean plant?
- How long until the water is all gone?

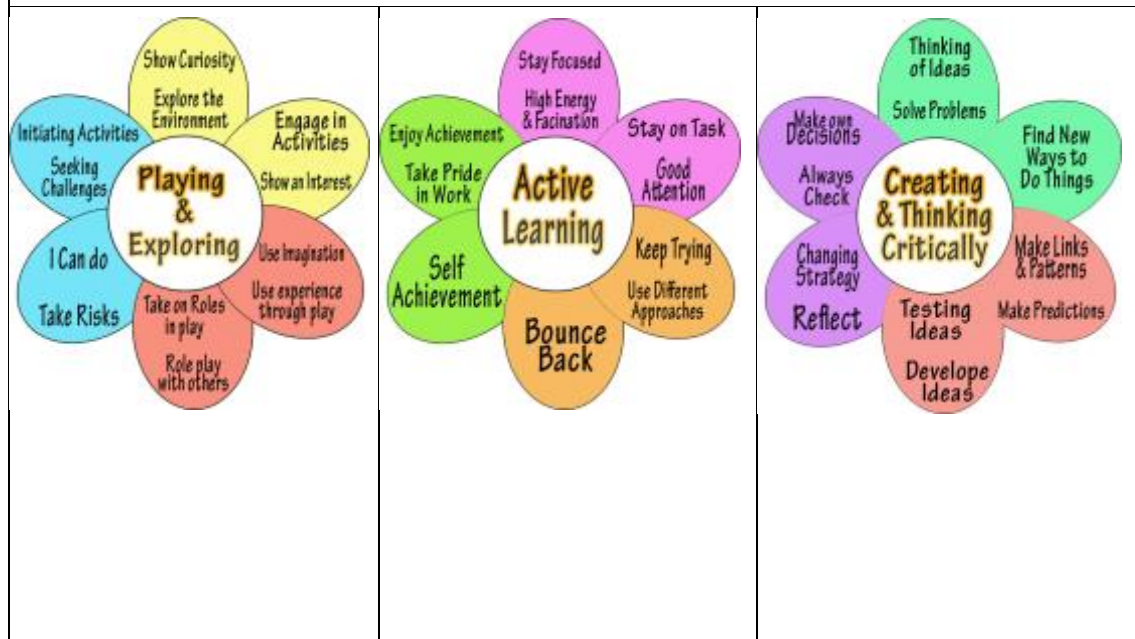
Playing and Exploring <i>Engagement</i>	Active Learning <i>Motivation</i>	Creating and Thinking Critically <i>Thinking/learning Process</i>
<p>Children learn how to dance 'Samba Style'</p>  <p>Children learn to play samba rhythms on drums and percussion instruments they make</p>  <p>Images of Samba dance captured from dance – frieze frame; made into Giacometti type sculptures</p>  <p>Planting a seed, and watching it grow – time lapse photography</p>  <p>How long does it take to evaporate water? Where has it gone? Can we slow down the melting of an icecube?</p> 	<p>Using Ipads to film sequences of frieze frame sculptures ; put to Samba percussion that children have created</p>  <p>What makes a plant grow well? Create a fair test to establish best conditions for a plant to grow in St Martin's</p>  <p>Making water last – experimenting with containers to reduce evaporation of water.</p>  <p>Making Giacometti sculptures using wire and clay; explore skeletal structure of limbs and balance needed for sculptures.</p>  <p>Use timelapse photography to create a time line of growth of plant/ evaporation of puddle</p> 	<p>What is needed to sustain life? – reflect on the blueprint to consider whether you can ever have too much of a good thing? How do we feel after Samba day – can we do this every day? Children encouraged to develop understanding of 'responsibilities'</p>  <p>Consider impact of 'blue print' invention on different parts of the world; animals and habitats. Develop a balanced viewpoint.</p>  <p>Understanding what is needed for a healthy life; healthy plant</p>  <p>Why are plants different? How do crops survive in a dry habitat? What will Dr Why need to consider when he is developing hi invention to create more crops?</p>  <p>How are our values similar/different to a person who follows Islam? (Make links to Mirror book)</p> 

Key Skills		
<p>Reading</p> <p>Researching about plants that live in harsh climates Mini comprehensions to embed some of the ideas needed to hold discussions eg climate change; poverty;</p>	<p>Writing</p> <p>Quick writes</p>	<p>Number</p> <p>Applying number in contexts – measuring plants; Scaling down for sculptures Time – for recounts; months and seasons, for changes in weather, day length</p>

Opportunities for Outdoor Learning

- Using the outdoor shelters for story time.
- Using the play pod for inventions
- Outdoor class room space for handwriting and maths interventions.
- Completing class work outside
- Plant seeds
- Samba dance outside

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)










<p>English</p>	<p>Recount text – Beatrice’s Dream – Life in a Kenyan Slum – consolidating use of fronted adverbials; developing a variety of sentence structures; securing paragraphing Tin Forest Mirror – Jeannie Baker – Compare and Contrast</p>
<p>Maths</p>	<p>Measuring the growth of the plant Scaling drawings for Giacometti sculptures Day length in different parts of the world</p>

<p>Science</p>	<p>Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> Investigate – how can we delay evaporation of water and what impact would this have on countries where water is scarce? <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p>RE</p>	<p>How should we live and who can inspire us? – link with Mirror by Jeannie Baker - Islam</p> <p>Multi faith module (incl 8 hours different faiths)</p> <p>Spec. Understanding Christianity Links</p> <ul style="list-style-type: none"> (When Jesus Left what was the Impact of Pentecost?)
<p>PE</p>	<p>Samba dance</p>
<p>The Arts</p>	<p>ICT – time lapse photography; frieze frame</p> <p>Computer Science – Espresso 3b</p> <p>Digital Literacy – Writing good emails.</p> <p>IT- Animations</p> <p>Giacometti sculptures – link with skeleton understanding in science</p> <p>Making instruments; samba workshops</p>
<p>Humanities</p>	<p>Water – creating water from air we breathe; looking at the water cycle linking with solar warming; ice cap melting; how has our weather changed?</p> <p>Look at impact of lack of sufficient water; heat; food has on people around the world, and how certain environments lend themselves to certain diets – eg a Mediterranean diet; a seafood diet;</p>

Identify 8-10 writing outcomes for the term:

1. Our Samba Day (a recount)
2. Science investigation – How can make the plant grow strongest?
3. Science investigation – How long until the water is gone? How can we prevent evaporation?
4. Balanced Argument – what are the benefits and limitations of the 'Blueprint' invention?
5. Persuasive letter to the time thief to ensure the Blueprint invention is never made.
6. Compare and Contrast – using Mirror as a stimulus – compare lives and/or religions
7. The Tin Forest
- 8.

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Make a Samba percussion routine using kitchen objects and record each element.</p>		<p>Interpersonal As a family consider whether your life is in balance – do you have too much of one thing and not enough of another – decide to increase one element and decrease another eg increase movement and decrease time on computers/tablets.</p>		<p>Naturalistic Keep a water diary – how much does your family use each day? How could you save water?</p>
	<p>Bodily/Kinaesthetic Create a samba dance routine to share with class.</p>		<p>Linguistic Perform and then write up a science investigation about what happens to your pulse when you exercise.</p>		<p>Spatial Make a musical percussion instrument</p>
	<p>Intrapersonal How can some plants/animals survive with little or no water? Research different plants and animals that have developed ingenious adaptations for making water last.</p>		<p>Logical Create a time diary for a weekend day; identify how many hours/minutes are spent in each activity.</p>		<p>Spiritual What would be like to be Dr Why and be held captured? How would he feel? What would be your plans of escape?</p>

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.