



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

Surprising

Key Question/Mystery

(To start with and return to)

**Is there more to discover on our planet and
is everything as it seems?**

Hooks for Learning

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

- Dinosaur footprints around the school
- Video from 'Y' from MI7 (Mysterious Investigations)
- More footprints left with slime.
- Fossil excavation in class
- Secret Drop Box
- Making our own rocks.
- Programming robots
- Processing the scene in investigation teams.
- Setting up MISS (Mysterious investigation school squad)
- Release of hoax videos
- Setting up spy school
- Becoming spies looking for member of large hoax organisation.
- Completing spy missions and keeping it a secret from everyone.
- Enigma code.

Playing and Exploring *Engagement*

Excavating fossils.



Creating model building of the school.



Making their own rocks and crystals.



Assessing the scene as a group with individual tasks. Measuring, taking samples, taking photos, mapping the area.



Setting up MISS so that no one else knows.

Books and resources that have been left in the drop box and video form 'Y'



Working out logo for undercover organization.



The Programming robots.



Designing their own flanimal and fossil.



Researching about new creatures. Learning about the war.



Active Learning *Motivation*

To find out if the footprints are actually dinosaur footprints – scaling.



How are fossils made? Then writing their own instructions.



Design their own creatures and think about how they have adapted and suit their habitat.



Access drop box without being caught.



How to find footprints using the coordinates given by 'Y'.



Use the robots to help investigate.



Writing invisible messages using lemon juice and candle.



Finding the teacher for the undercover hoax team.



Finding out different ways to send and receive messages.



How did the spies operate during the war and what was their job?

What did it feel like to be a spy during the war?



Creating and Thinking Critically *Thinking/learning Process*

How do rocks form?



Using investigation to prove that it is not a dinosaur.



Deciding how to make fossil skeleton for their creature.



Where does their creature live and why? Locate on map.



What could be making the footprints?



How can we investigate the teachers in school without them knowing.



Putting together torn up letters and newspaper cuttings.



Programme robots to access a classroom without being detected. Writing programmes and then debugging.



Writing and decoding messages written to each other.



How can we keep this spy school a secret.



Thinking of questions about spies? And then solving.



Where do spies operate? How do you become a real spy?

Key Skills

Reading

Reading coded messages.
Reading resources sent by 'Y'
Salt dough recipes.
Research on fossils and rocks and animals
Finding out about spies during the war.

Writing

Writing secret messages.
Developing a secret code.
Writing a report of the scene that they find. Case file.
Writing ID card for spy school

Number

Scaling of dinosaur bones to find out if it is a dinosaur.
Measuring the footprints.
Measuring the excavated fossils.
Measuring out solution for geode.
Programming robots.
Coordinates for drop box and footprints.

Opportunities for Outdoor Learning

Use of the forest – with Miss Maz, footprint identification, make their own footprints.
Creating outdoor space/garden.
Use of undercover area for story time.
Phonics using chalk on the playground.
Making videos outside and developing in the classroom.
Photos to support learning projects.
Searching for footprints.
Create a spy hideout/meeting place.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	<p>Writing instructions for making rock geode and crystals. Instructions for how to excavate a fossils. Write up theory of why it can't be a dinosaur, Describing the scene of the footprints, what they did and what questions they have. Fact file of flossil and where it was found and why. Where it lives and how it has adapted to it's habitat. Write up club rules. History report on spies during the war.</p>
<p>Maths</p>	<p>Scaling of dinosaur bones to find out if it is a dinosaur. Measuring the footprints. Measuring the excavated fossils. Measuring out solution for geode. Programming robots. Coordinates for drop box and footprints.</p>

<p>Science</p>	<p>Rocks</p> <p>Excavate fossils, Make our own geodes and crystals, BBC interactive rock sort, make our own fossils,</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> • <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> • <i>recognise that soils are made from rocks and organic matter</i> <p>Animals</p> <p>How animals adapt to their habitat, what they need to eat in order to survive, what they need from a habitat, why does your creature need bones, what are fossils?</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>identify that humans and some other animals have skeletons and muscles for support, protection and movement</i>
<p>RE</p>	<p>Symbols and Religious expression</p>
<p>PE</p>	<p>Badminton, Football, Cricket, Gymnastics.</p>
<p>The Arts</p>	<p>Creating and designing their own Flanimal Making their own flossil out of salt dough.</p>
<p>Humanities</p>	<p>Geography – looking at maps of the school, aerial photos, maps of the world and different habitats, rock formation possible volcanoes. History – Spies during the war.</p>

Identify 8-10 writing outcomes for the term:

1. How to trap a dinosaur – Instructions.
2. How to excavate a fossil.
3. How to make a geode rock.
4. Aliens: An owner's guide
5. Describing the scene of alien invasion.
6. Case file proving/disproving dinosaur theory.
7. Description of made up Flanimal, explanation about it's habitat and where it is found and why.
8. Alien video: Literacy Shed Clement-Murin.com – Narrative, comic book.
9. Narrative on spies (Mimi and the Dragon)
10. Report about spies in the war
11. Newspaper article on spies during the war.
- 12.

Opportunities for Home Learning for the term:

- Create their own creature that could have invaded the school
 Write a description about their creature and how it fits with its habitat
 Explain how fossils are formed.
 Write or create their own computer programme, using Apps (See teacher)
 Make their own fossil and take photos of them excavating it.
 Write diary entry for life as a spy in the war.
 Set up their own spy club.
 Research about what spies had to do during the war.

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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.