



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 Phase 2

The Big Idea
Belonging

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

Do you have to be in one place to belong?

Hooks for Learning

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

- Children discover a message in a bottle in the school pond. We ask questions about where it came from.
- Children also receive a map. The piece of map is a clue as to where Pirate Pete is currently sailing.
- We receive a treasure chest which we will fill with stories and trinkets that we collect during our English sequences.
- Rob Pudner will come in dressed as Pirate Pete and tell a story about his life and ask for the children's help.
- We find a chest with a book in it (the Disgusting sandwich Story).
- We are sent a piece of map from India. This then leads us to find out and research India.

<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 a message in a bottle in the pond-why is it there?</i></p>	<p>Children explore the message in a bottle and ask questions. <i>Who is it from? Where are they? How can we help?</i></p>	<p>Children go on a bug hunt and identify and classify mini beasts in our local environment.</p>
<p>Children are sent 'The Disgusting Sandwich' and go on a disgusting sandwich hunt.</p>	<p>Children explore text 'The Disgusting Sandwich, Augustus and his smile, How to Wash a Woolly Mammoth and Penguins'</p>	<p>What does it feel like to belong? Do we have to be in one place to belong? Children discuss this and apply to Pirate story.</p>
<p>Children are sent new texts and with each new text a piece of map-telling us where Pirate Pete should travel to next to find the treasure.</p>	<p>Children explore different religions connected with where Pirate Pete is in the World.</p>	<p>Children observe what happens to a sandwich over time-what changes can they see and why?</p>
<p>Children have a storytelling day with Rob Pudner acting as Pirate Pete.</p>	<p>Children explore their place on earth in relation to the rest of the world. Research different countries and continents.</p>	<p>How do other religions celebrate important events? What is life in India like? Compare our lives in Cranbrook with a child's in India.</p>
		<p>Children explore continents and oceans and our place in the world. Children discuss relational size difference between planet, country, continent, city.</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.

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 pre-cursive handwriting for those children ready for this.

Cross-curricular writing.

Number



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

Counting in steps of 2,3,5 and 10 from 0.

Developing understanding of place value.

Comparing, ordering, writing numerals up to 100.

Addition and subtraction, including recalling facts up to 20 fluently.

Exploring place value by comparing numbers 'is 19 and 90 the same? Why? What do you notice.'

Daily number talk sessions.

My Maths homework

Opportunities for Outdoor Learning



Exploring the changing seasons

- Forest school mornings. Swallows first half term and Finches second.
- Exploring Habitats: we are going to go on mini beast hunts and then observe minibeasts that we found and use charts to classify them. Children to explain 'I know it's a spider because it has...'
- Making minibeast/small animal homes to keep them safe and sheltered.
- Outdoor cooking- making purple pancakes and apple fritters. Children discuss making fires and safety.



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>English</p>	<ul style="list-style-type: none"> • 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. • The Disgusting Sandwich (Fiction) • Augustus and His Smile (Fiction) • Penguins (non fiction) • How To Wash a Woolly Mammoth (Instructions)
<p>Maths</p>	<p>Hamilton Planning. First half Term place value and exploring the number system-seeing and comparing numbers using a range of resources and noticing patterns.</p>

<p>Science</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
<p>RE</p>	<p><i>Creation</i> <i>Who made the world?-exploring our surroundings, who made this?</i> <i>Retell the story of Creation-it's the beginning of the 'Big Story' of the Bible. Discussing what the story tells Christians about God, Creation and The World.</i> <i>Think, talk and ask questions about living in our amazing world. Pupils will know that God created the universe, The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for The World because it belongs to God.</i></p>
<p>PE</p>	<p>LEAP focusing on aesthetic movement and ball skills.</p>
<p>The Arts</p>	<p>To use a range of materials creatively to design and make products. Research Fibonacci-look at patterns in nature. Observational drawing.</p>
<p>DT/Computing</p>	<p>Designing and making packaging for sandwiches. Woolly mammoth shampoo bottle designing and making. ICT-Computer online safety.</p>
<p>Humanities</p>	<p>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. Human and physical Geography Children to identify key physical features such as: beach, forest, mountain and ocean. Key human features: city, town and village.</p>

Identify 8-10 writing outcomes for the term:

- Recount of Summer Holiday
- Star Write: write and describe mini beast from hunt.
- The Disgusting Sandwich- A story with expanded noun phrases. (A smelly, gooey pond)
- Augustus and his smile-Expanded noun phrases and similes.
- How To Wash a Woolly Mammoth-Instructions using steps and bossy verbs. (e.g push, pull, put, wash)
- Penguins-Exploring different types of texts and writing facts about animals.
- Research about India poster.
- Writing about different types of Religions including Christianity and Buddhism.

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Can you find some music from other parts of the world to share with the class?</p>		<p>Interpersonal Talk about belonging: what clubs, people, places do you belong to? Draw a picture/write about them.</p>		<p>Naturalistic Find out about what lives beneath the ocean? How deep is the ocean? What's the biggest sea creature alive today? Smallest?</p>
	<p>Bodily/Kinaesthetic Can you make a den that would be suitable for a small animal? What would they need in their home to keep them warm, to play with, to eat and where could they sleep?</p>		<p>Linguistic Write an explanation about how you built your den. Write about how you built it and why this is a suitable habitat for your chosen animal.</p>		<p>Spatial 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>

	Intrapersonal	 Logical Look at the Fibonacci Sequence- https://www.mathsisfun.com/numbers/fibonacci-sequence.html What have you discovered about Fibonacci and patterns in nature? Can you make your own number sequences following a simple rule?	 Spiritual Find out about the Creation Story. How many days did it take for God to make the world? Which parts of the world did he make when?
---	----------------------	--	--

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.