



# 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**  
**Rhythm of life**

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

We receive a letter from the Time Traveller telling us that he has escaped Calcutta and has now found himself in a rainforest. Can you help the time traveller to hide from danger using the book? 'How to hide a lion in school'. How will we fix the time machine to help the time traveller get home safely?

## Hooks for Learning

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

- Children are also introduced to the theme Rhythm of life-we play different types of music and let the children move to the music however they wish. We discuss rhythm.
- A package arrives hidden in our rooms. It contains a letter and a new book 'How to hide a lion in school'. It explains the Time Traveller has travelled to a rainforest and we must learn our new book to help him to hide.
- We receive a voicemail from the Time Traveller telling us that in the rainforest he has found the wreckage of a machine-the dragon machine! He realises that the dragon machine was trying to get him home safely but he must have crashed along the way.
- We use clues to find out where the Time Traveller is. Our mission is to get home? But where?
- We are sent a package containing book 'How to be a pirate'. We invent our own poems about how to survive in the rainforest.

<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>Letter arrives at the office</p> 	<p>Children read the letter and ask questions.</p> 	<p>Reflecting, making their own decisions, team reflecting.</p> 
<p>Voicemail from Time Traveller in rainforest.</p> 	<p>Children explore text 'How to hide a lion in school'</p> 	<p>Thinking of ideas, developing ideas.</p>
<p>Children research what it's like to be in the rainforest environment.</p> 	<p>Children explore animals and plants who inhabit the rainforest.</p> 	<p>Make links and patterns, reflect.</p>
<p>Children discover that the Time Traveller crash landed in a dragon machine.</p> 	<p>Using clues children have to find out where the Time Traveller is and how to get him home.</p> 	<p>Show curiosity about clues connected to The Time Traveller.</p>
<p>We try to find out where the Time Traveller's home is-we are sent clues along the way.</p>		<p>Making own decisions, developing ideas and changing strategy to work out how to get the Time Traveller home.</p>

# Key Skills

## Reading



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

We are reading carefully rather than quickly. We are discussing the text with each other and enjoying a range of texts.

We are answering questions about books-in guided sessions and on AR.

## Writing



A range of writing styles with a focus on Year 2 spelling, punctuation and grammar, in particular: punctuating sentences with full stops, exclamation and question marks, using the present and past tense. Also, focus on joined handwriting for those children ready to move on to this.

We are extending our sentences using conjunctions.

We are using commas for lists. We are using apostrophes for possession.

We are talking about verbs, adverbs. We are focusing on types of sentences and a range of writing styles including poetry.

## Number



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

We are developing our reasoning skills so that we can apply them into different contexts.

We are really focusing on strategies we can use without resources-drawing our own number lines to solve calculations. Also drawing our own images.

We are also really focusing on reading questions carefully and understanding what the question is asking us to do-where is the number sentence hiding in a word problem?

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.

2D and 3D shape.

Recall and use multiplication and division facts for 2,5,10 times tables.

Using and applying what we have learnt in problem solving situations.

Adding and subtracting two digit numbers.

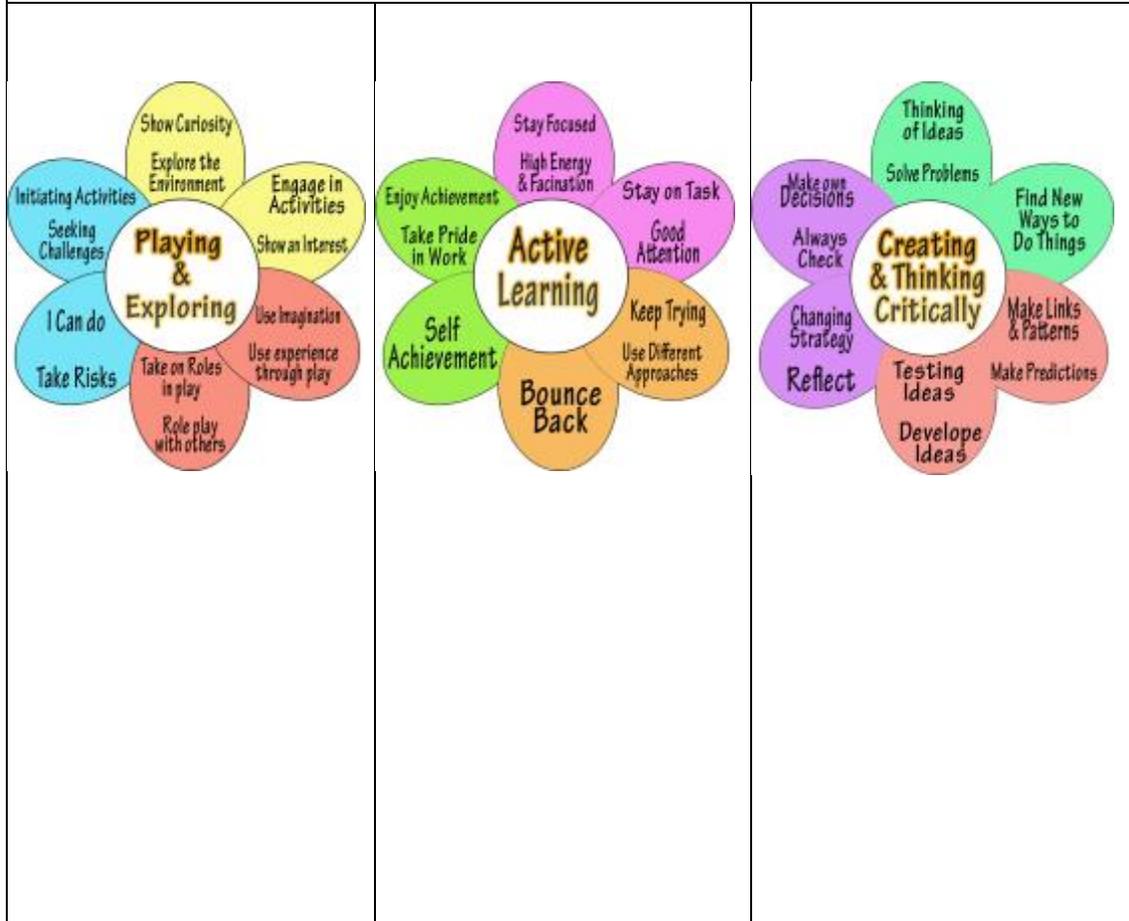
# Opportunities for Outdoor Learning



Exploring the changing seasons

- Forest school afternoons. Swallows first half term and Finches second.
- Children to experiment to find a material that will be suitable for making a boat. Children investigate scientifically, present their findings and explain their reasoning.
- Children to investigate plants and adaptations to their environment. Where do they live and why?

## Reflection on Learning



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

<p>English</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>• How To Hide a Lion In School-Helen Stephens</li> <li>• Lord of The Forest-Caroline Pitcher.</li> <li>• How To Be a Pirate-Cressida Cowell.</li> <li>• How To Survive In The Arctic.</li> </ul>
<p>Maths</p>	<p>Rising stars linked to our work in English and themed learning.</p> <p>Preparation for SATS May 15<sup>th</sup>-</p>
<p>Science</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> </ul>
<p>RE</p>	<p><i>Linking with the British Values of:</i></p> <ul style="list-style-type: none"> <li>• <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i></li> <li>• <i>Individual liberty.</i></li> </ul> <p><i>Gospel</i>  <i>Understanding Christianity:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the good news Jesus brings?</i></li> <li>• <i>What does it mean to have peace in your heart?</i></li> </ul>
<p>PE</p>	<p>LEAP-Dance focus to go with theme.</p>

<p><b>The Arts</b></p>	<p>To use a range of materials creatively.</p> <p>Observational drawings of plants.</p> <p>Patterns of animal fur,skin etc</p>
<p><b>DT/Computing</b></p>	<p>Designing and making small world habitats-rainforest.</p> <p>ICT using beebots-global positioning to help locate Time Traveller.</p>
<p><b>Humanities</b></p>	<p>Children will continue to develop their knowledge about The World, The United Kingdom.</p> <p>Locational Knowledge</p> <p>Children will name and locate the continents of the world and five Oceans.</p> <p>Human and physical Geography</p> <p>Children to identify key physical features such as: beach, forest, mountain and ocean. Key human features: city, town and village.</p>
<p><b>Identify 8-10 writing outcomes for the term:</b></p> <ul style="list-style-type: none"> <li>• Recount of Easter Break</li> <li>• Star write-How to hide the Time Traveller in the Rainforest.</li> <li>• Story: How to hide an animal in school.</li> <li>• How to be a pirate-poem.</li> <li>• How to survive in the Arctic/rainforest.</li> <li>• Star write-instruction (how to make a shelter-to hide the time traveller)</li> <li>• The Lord of The Forest-story.</li> <li>• A letter to the Time Traveller asking him for clues as to where his home is.</li> </ul>	

**Opportunities for Home Learning for the term:**

	<p><b>Musical/Auditory</b></p> <p>Can you find some music that has a distinctive rhythm. Can you perform and teach us a dance to it?</p>	 <p><b>Interpersonal</b></p> <p>Find out about family trees-how far does your family go back.</p>	 <p><b>Naturalistic</b></p> <p>Find out about what animals live in the rainforest. How do they survive and how have they adapted to their environment?</p>
---	--	--	---

	<b>Bodily/Kinaesthetic</b> Find out about habitats in the rainforest. Can you make your own habitat out of junk modeling/anything you like?		<b>Linguistic</b> Write an explanation about how you built your habitat.		<b>Spatial</b> Can you take pictures of habitats near you? Are they different depending on where you live-city, countryside etc?
	<b>Intrapersonal</b>		<b>Logical</b> <b>Magic Squares</b> Have a go at this simple problem that requires perseverance and logical thinking. <a href="https://nrich.maths.org/1819">https://nrich.maths.org/1819</a>		<b>Spiritual</b> Can you find out more about Jesus's 12 disciples. We already know about Matthew but who else was an important influence on Jesus?

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.