



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

Adventure-Can we research famous adventurers throughout time and take part in our own adventures?

Key Question/Mystery

(To start with and return to)

A letter and a book is sent from the time traveller who is stuck in Egypt with the mummies curse-The time travelling clock is also mummified so won't work-Can we help??

The only way to rid him from the mummy's curse is to travel to another continent- how can we help the time traveller on his adventure across the red sea from Egypt to India?

Can we find out about famous adventurers throughout time-to help us with the journey-and to be brave?

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)

- A package arrives at the office addressed to year 2. Written on the back is the word 'Help!'
- Inside the package is a letter from the time traveller covered in sand. The time traveller has the mummy's curse and is stuck in time and at the Egyptian Pyramids. To rid himself of the mummy's curse he must leave the continent immediately. He hitches a ride on a camel and arrives at the red sea where he finds a small boat-he sends us a video link to show the journey across the sea to India. The children write stories to document his journey.
- Alongside this we will reading the book Around The World In 80 Days by Jules Vern and finding out about famous adventurers.
- In Calcutta we will be meeting the famous adventurer Amelia Earheart who was the first woman to fly solo across the Atlantic. We will meet her part way through her attempt to circumnavigate the world.

<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>Package arrives at the office</p> 	<p>Children exploring the parcel and asking questions.</p> 	<p>Reflecting, making their own decisions, team reflecting.</p> 
<p>Video link from Time Traveller-Children watch journey from Egypt to India.</p> 	<p>Children explore text 'Around the World in 80 Days' and also the text 'Traction Man'</p> 	<p>Thinking of ideas, developing ideas.</p>
<p>Children are sent 'Around the World in 80 Days' as an overarching text.</p> 	<p>Children explore Ancient Egypt, explorers and the period of history connected to this time. (character profiles)</p> 	<p>Make links and patterns, reflect.</p> <p>Find new ways to do things.</p>
<p>Children discover that the Time Machine has been mummified.</p> 	<p>Children explore their place on earth in relation to the rest of the world. Research different countries and continents.</p> 	<p>Show curiosity about the artist and his artworks and engage in activities connected to this.</p> <p>Making own decisions, developing ideas and changing strategy to make the time machine successful.</p>

Key Skills

Reading



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

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.

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.
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 make individual airplanes which will go on a test flight. We will then measure distances travelled and make conclusions about materials used.

Reflection on Learning



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. • Traction Man by Mini Grey. • Around The World in 80 Days by Jules Vern. • The Dragon Machine by Helen Ward. • The children will lead us to another Fiction/Non Fiction texts through discussion.
<p>Maths</p>	<p>Rising stars linked to our work in English and themed learning.</p>

<p>Science</p>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
<p>RE</p>	<p><i>Linking with the British Values of:</i></p> <ul style="list-style-type: none"> <i>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Individual liberty.</i> <p><i>Gospel</i> <i>Understanding Christianity:</i></p> <ul style="list-style-type: none"> <i>What is the good news Jesus brings?</i> <i>Why does Easter matter to Christians?</i>
<p>PE</p>	<p>LEAP</p>
<p>The Arts</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Research Fibonacci-look at patterns in nature. Observational drawing.</p>
<p>DT/Computing</p>	<p>Designing and making boats and planes to be tested-children to be generating, developing, modeling and communicating ideas through talking, drawing and where appropriate ICT.</p>
<p>Humanities</p>	<p>Children will develop their knowledge about The World, The United Kingdom.</p> <p>Locational Knowledge Children will name and locate the continents of the world and five Oceans.</p> <p>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 Winter Break
- Star Write: Literacy shed winter image writing.
- Documenting what happens on the little boat's journey.
- To write an adventure story about a toy.
- To write instructions about how we made a boat/plane.
- To write own story about how to make a Dragon Machine 'or own mythical creatures'.
- To write instructions about how to look after a dragon.
- R.E Easter story books.

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 Find out about adventures that your family have had.</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 Find out about flying machine attempts before the invention of the aeroplane. Can you make your own flying machine out of junk modeling/anything you like?</p>		<p>Linguistic Write an explanation about how you built your flying machine. Write about how your flying machine works.</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>
	<p>Intrapersonal</p>		<p>Logical Look at the Fibonacci Sequence- https://www.mathsisfun.com/numbers/fibonacci-sequence.html What have you discovered about Fibonacci and</p>		<p>Spiritual Find out about the Easter Story.</p>

			patterns in nature? Can you make your own number sequences following a simple rule?		
--	--	--	---	--	--

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.