



# 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: 4**

**The Big Idea**  
**Rhythm of life**

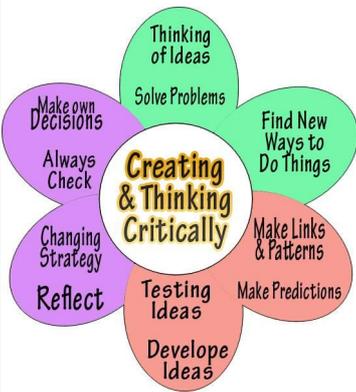
**Key Question/Mystery**  
(To start with and return to)

What are the cycles of life in the Rainforest?

**Hooks for Learning**

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

- Mr Weevil sends a letter to tell the children that he is in the Amazon Rainforest as he is building another cabinet, which is made out of an endangered tree.
- Mr Weevil eats an unusual plant and needs the children to find out how we digest food to help him to survive in the rainforest.
- The children discover that the cabinet is made from a special tree that is found in the rainforest.

<h2 style="text-align: center;">Playing and Exploring Engagement</h2> 	<h2 style="text-align: center;">Active Learning Motivation</h2> 	<h2 style="text-align: center;">Creating and Thinking Critically Thinking/learning Process</h2> 
<p>As a class make our own rainforest where children keep an observational log about what happens.</p>  <p>What might you hear, feel and taste in the Rainforest - watch video - flying over the rainforest. Use musical instruments to make the sound of the rainforest. Children record their own compositions using symbols.</p>  <p>Look at the different animals that live in the rainforest - children make their own factfiles and information posters about an animal of their choice.</p>  <p>Show children teeth from different animals and they are asked to identify the animal that they could belong to giving reasons for their choices.</p>  <p>How are human teeth different from those of a Jaguar and why?</p> 	<p>Children plant plants in the polytunnel which they will use to make vegetable soup.</p>  <p>Children produce a how to guide for others in the school to look after the plants we have placed in the polytunnel?</p>  <p>Children use an identification key to identify the tree that Mr Weevil needs to make the cabinet.</p>  <p>Show children a picture of deforestation - children become detectives and are asked to find out what happened.</p>  <p>Diamond 9 - The children are given different clues and need to sort them based on the most devastating to the rainforest.</p>  <p>Children work with a scientist to persuade Mr Weevil to protect the rainforest.</p> 	<p>Children identify on a map of the world where rainforests are and the importance of the equator and longitude and latitude.</p>  <p>Explore the different layers in the rainforest. What lives in the different layers.</p>  <p>Look at life within our local area - children create a rough guide to the country park.</p>  <p>Explore food chains. The children make their own for a variety of given living things in the rainforest.</p> 

<p>Children make their own digestive system to explore how digestion works and how we digest food.</p> 		
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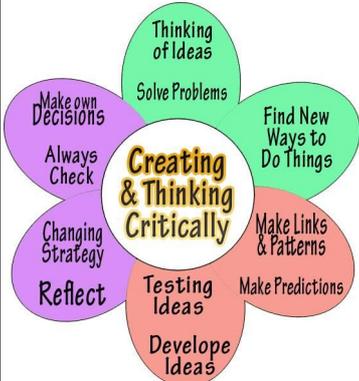
## Key Skills

<p><b>Reading</b></p> <p>Researching about the impact of deforestation on habitats.</p> <p>Researching how we digest food.</p>	<p><b>Writing</b></p> <p>Writing a persuasive letter to persuade Mr Weevil not to chop down the tree to build his cabinet.</p> <p>Writing to explain to Mr Weevil how we digest food.</p>	<p><b>Number</b></p>
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## Opportunities for Outdoor Learning

Planting of vegetables in the Polytunnel.

## Reflection on Learning

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

English	<ul style="list-style-type: none"> <li>● Give well-structured descriptions, explanations and narratives for different purposes</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>
Maths	<p>Rising Stars Maths Planning</p> <ul style="list-style-type: none"> <li>● 4.10 Number Sense</li> <li>● 4.11 Additive Reasoning</li> <li>● 4.12 Number Sense</li> <li>● 4.13 Multiplicative Reasoning</li> <li>● 4.14 Geometric Reasoning</li> </ul>
Science	<ul style="list-style-type: none"> <li>● recognise that living things can be grouped in a variety of ways</li> <li>● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>● recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>● describe the simple functions of the basic parts of the digestive system in humans</li> <li>● identify the different types of teeth in humans and their simple functions</li> <li>● construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
RE	
PE	<ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination</li> <li>● play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>● develop flexibility, strength, technique, control and balance</li> <li>● perform dances using a range of movement patterns</li> <li>● take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>● listen with attention to detail and recall sounds with increasing aural memory</li> <li>● use and understand staff and other musical notations</li> </ul>
DT	<ul style="list-style-type: none"> <li>● understand and apply the principles of a healthy and varied diet</li> <li>● cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>● become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li> <li>● understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>

<h1>Humanities</h1>	<ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
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## Identify 8-10 writing outcomes for the term:

- Children write their own how to guide - giving the reader information about how to look after the plants that they have planted.
- Make an instruction book how to plant the different vegetables using book creator.
- Observational guide about how our own rainforest grows.
- Write an explanation about how the digestion system grows.
- Persuasive letter to Mr Weevil to protect the rainforest.
- Explanation about the different layers of the rainforest.
- Diary entry from somebody who lives in the rainforest.
- Rough guide to an imaginary place where the cabinet goes.
- Write own poem about an animal in the rainforest - using I am Cat.

## Opportunities for Home Learning for the term:

	<b>Musical/Auditory</b> Create an audio description of the rainforest in the style of David Attenborough.		<b>Interpersonal</b>		<b>Naturalistic</b> Grow their own plants at home and produce a timeline to show the growth over time.
	<b>Bodily/Kinaesthetic</b> Make a model of the layers of the rainforest and write a description of the animals that can be found in the different layers. Make a model of a plant and label the different parts.		<b>Linguistic</b> Write a poem about the rainforest.  Write a story about an explorer who visits the rainforest.		<b>Spatial</b>
	<b>Intrapersonal</b>		<b>Logical</b>		<b>Spiritual</b> What do you need to live?

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.