



St Martin's C of E Primary and Nursery School Learning Narrative

	Musical/Auditory		Interpersonal		Naturalistic
	Bodily/Kinaesthetic		Linguistic		Spatial
	Intrapersonal		Logical		Spiritual

<h2>Year Group: 4</h2>		
<h2>The Big Idea</h2> <h3>Adventure</h3>		
<h2>Key Question/Mystery</h2> <p>What can we learn when we venture into a world of snow and ice?</p>		
<h2>Hooks for Learning</h2> <p>(experiences which excite, motivate and hook the children into the learning to come)</p> <ul style="list-style-type: none"> • Children receive a video from Mr Weevil explaining to them that something has gone wrong and there has been an explosion at The Emporium of Curiosities. • Receive a flower covered in ice – along with the story A Winters Child. • The children receive an ice sculpture of a hand – where has this come from? • Receive a top hat – who did this belong to? • How can we dry the Winter Child's clothes so that he is warm and dry? • Children create our own Emporium of Curiosities. • Can we make a light for the cabinet so that it displays the objects? How can we create a switch so it lights up when we open it? • Make a scale model of the shop. 		
<h3>Playing and Exploring</h3> <i>Engagement</i>	<h3>Active Learning</h3> <i>Motivation</i>	<h3>Creating and Thinking Critically</h3> <i>Thinking/learning Process</i>
<ul style="list-style-type: none"> • Children receive a letter from Mr Weevil that explains how the fire in the shop has 	<ul style="list-style-type: none"> • Children receive a video from Mr Weevil informing them that there has been a fire in 	<ul style="list-style-type: none"> • Children are asked to describe

<p>affected the cabinet and how it now travels to unknown worlds.</p> <ul style="list-style-type: none"> • A flower comes back in the cabinet, which is covered in ice. What has happened to the object? The children receive the Story of Winter's Child to go with this. • Explore materials, which make the best insulator.  <ul style="list-style-type: none"> • Look at the story of the Winter's Child and will explore how the boy can get his gloves and boots dry quickly. Children explore different ways and then write to the boy explaining their ideas and sharing what they have found out.  <ul style="list-style-type: none"> • Children explore, using a variety of equipment how to light a bulb.  <ul style="list-style-type: none"> • Children will be able to identify which circuit work and those that don't they will find solutions so that they do work.  <ul style="list-style-type: none"> • Can you make a working circuit without using wires? Children explore materials which conduct electricity. 	<p>his shop and asking us if we can build a shop in school which will display objects and their stories from his travels and some of our own.</p> <ul style="list-style-type: none"> • Children look at what is melting and freezing. They explore what happens to different solids when they are heated. • Children will explore the properties of air and will explore that gases are materials with substance and weight.  <ul style="list-style-type: none"> • The children receive a top hat in the cabinet. Part of the story is missing? Where has this come from?  <ul style="list-style-type: none"> • Children complete observational drawings of the hat.  <ul style="list-style-type: none"> • Children to create their own 3-D objects from the place in between.  <ul style="list-style-type: none"> • Children make observational drawings of strange objects which come from the place in between. 	<p>what does going on an adventure mean? What adventures can they think of? Those made by themselves and others.</p>  <ul style="list-style-type: none"> • Ice hands – children are shown an ice hand. Children make detailed observations of what happens when ice melts – Children are then given the challenge to plan an investigation of the effect of different variables on how fast ice melts.  <ul style="list-style-type: none"> • Children interpret given data showing results from an evaporation investigation. What does it tell us?  <ul style="list-style-type: none"> • Children design our own Emporium of Curiosities. How can we adapt this to display our work in the school?  <ul style="list-style-type: none"> • Children receive a letter from Mr Weevil that tells them that he has found out that the fire was caused by an electrical fault. He isn't sure what this means as he doesn't know much about electricity. Children explore different sources and uses for electricity. They then write back to him explaining what they have found out.  <ul style="list-style-type: none"> • Children learn how an electrical circuit works. They will use a model to explain their thinking and explain how a simple circuit works.  <ul style="list-style-type: none"> • Children make an electrical
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		<p>circuit to light up a display cabinet to display the objects. This will include a working switch.</p> 
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Key Skills

Reading

- Research into electricity, conductors and insulators
- The Winter's child text
- Leon and the Place inbetween text

Writing

- Newspaper report or story about the exposition.
- Descriptions about objects.
- Explanation for their different objects.
- A letter to the boy in Winter's Child explaining the best way he can dry his gloves and boots.
- Explanation text about what they have found out about electricity.
- Persuasive letter to encourage others to visit our Emporium of Curiosities.

Number

- Children make a scale model of the shop.
- How does a thermometer work. Explore different scales.
- Interpreting continuous data from a graph to explore temperature changes

Opportunities for Outdoor Learning

Exploring the water cycle and links between this and changing states of matter

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	<ul style="list-style-type: none"> • Writing a newspaper report about the explosion at the shop. • The Winter's child • Leon and the Place inbetween • Writing a persuasive letter
Maths	<ul style="list-style-type: none"> • Scale drawings and ratio • Explore different scales including temperature • Interpreting continuous and discrete data on a graph
Science	<ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
RE	
PE	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
The Arts	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Humanities	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
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Identify 8-10 writing outcomes for the term:

- Write a newspaper report or story about the exposition.
- Children write descriptions, explanations or a story about their objects.
- Children write an explanation for their different objects.
- Children write a letter to the boy in Winter's Child explaining the best way he can dry his gloves and boots.
- Children write to Mr Weevil explaining what they have found out about electricity.
- Children write a persuasive letter to encourage others to visit our Emporium of Curiosities.
- Children to write detailed observations about the changing state of matter when observing the ice hand.
- Children to write a letter to explain why they think the shop would be good in their chosen place
- Elicitation task –write a description of what the place is like and what the character does there.

Opportunities for Home Learning for the term:

	Musical/Auditory <ul style="list-style-type: none"> • Write a song to teach others about the properties of solids liquids and gases. 		Interpersonal <ul style="list-style-type: none"> • Make a board game which you can play with others about solids, liquids and gases. 		Naturalistic <ul style="list-style-type: none"> • Create a poster about how the water cycle works.
	Bodily/Kinaesthetic <ul style="list-style-type: none"> • Make a model which shows the properties of solids, liquids and gases. • Make a model which has a working electrical circuit. • Create a model of an object that Mr Weevil found on one of his adventures to a strange, imaginative place. • Make a detailed observational drawing of an object. 		Linguistic <ul style="list-style-type: none"> • Write a story about one of the adventures Mr Weevil has been on. • Research about a famous explorer and write a diary entry about the adventure that they have been on. 		Spatial <ul style="list-style-type: none"> •
	Intrapersonal <ul style="list-style-type: none"> • 		Logical <ul style="list-style-type: none"> • 		Spiritual <ul style="list-style-type: none"> •

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.