



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

The Big Idea Creating

Key Question/Mystery
(To start with and return to)
What do we do to be creative?

Hooks for Learning

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

- Children to support teacher with how to use Minecraft
- Creating their own worlds
- Food tasting day, from around the world.
- Cooking in the kitchen
- Weslandia day
- Drumming event
- Opportunity to create own board games
- Raspberry Pi and Makey Makey Board
- The Great British Bake off/ masterchef
- Rugby World Cup?
- Inside out – Film
- Deconstructing toaster and household objects.

<p>Being Happy Engagement</p>	<p>Being Stretched Motivation</p>	<p>Being Excited About Not Knowing Critical Thinking/meta- cognition</p>
<ul style="list-style-type: none"> • <i>Learning about a new world</i> • <i>Creating own menu as a group project for guest judge.</i> • <i>Learning about the creation story.</i> • <i>Learning about the industrial revolution.</i> • <i>Creating own art projects.</i> • <i>Drumming event.</i> • <i>Exploring forces. What affect do they have on other objects?</i> • <i>What forces do we know?</i> 	<ul style="list-style-type: none"> • <i>Using imagination to create own worlds and what goes within it.</i> • <i>Peer feedback, opportunities to improve work.</i> • <i>Using knowledge of forces to create own board game.</i> • <i>Working as a team to present new food creation.</i> • <i>Writing letters to invite guest judge to food event.</i> • <i>Learning about a variety of different creation stories.</i> 	<ul style="list-style-type: none"> • <i>Combinations of foods for recipe. What will it taste like?</i> • <i>What does an ecosystem need in order to survive.</i> • <i>What forces can't we see?</i> • <i>What impact did the industrial revolution have on us?</i> • <i>Learning French.</i> • <i>There is not always one correct answer or version of a story.</i> • <i>Thunks.</i> • <i>What was the industrial revolution.</i> • <i>Create own project based on industrial revolution.</i>

Opportunities for Reflection and Spiritual Development

- Buzzboard – children reflecting on their learning.
- Carpet time.
- Children to complete comments in a scrapbook about their learning.
- Opportunities for children to reflect on their learning in their books from marking and peer assessment.
- 1:1 pupil conferencing about their learning.
- Reflection during and after practical activities – photographs with post-it notes from observations.
- Planning books – comments.
- Assessing each others food presentations.
- Comparison of different creation stories.
- Collective worship. Opportunities to use class collective worship area to reflect on core values
- Talking about behavior and expectations as a class and what we need to do in order to be the best we can be.
- What processes have we used to make ourselves creative?

Key Skills

Reading

Opportunities to read a variety of menus.
Exploring fluency and expression when reading.
Learning the layout of a variety of different texts.

Writing

To be able to write a letter and menu across different curriculum areas.
Correctly punctuated sentence and use of paragraphs to organize writing.
Handwriting and presentation.

Number

Recall of multiplication and division facts.
Understanding of place value.

Opportunities for Outdoor Learning

Blackboard for handwriting and spelling.
Use of the forest – with Miss Maz
Creating outdoor space/garden.
Use of undercover area for story time.
Phonics using chalk on the playground.
Making videos outside and developing in the classroom.
Photos to support learning projects.

Reflection on Learning and Spirituality

Engagement

Motivation

Critical
Thinking

Cross-Curricular Links

<p>Literacy</p>	<p>The creation story Writing menus and recipes. Letters to invite guest judge. Debate about industrial revolution exploring questions. Create a list of things they need for the ecosystem Until I met Dudley</p>
<p>Maths</p>	<p>Timeline of dates. Measuring to create ecosystem.</p>
<p>Science</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p>Making board games Impact of forces.</p>
<p>RE</p>	<p>Different versions of the creation story Values and Beliefs.</p>
<p>PE</p>	<p>Dance based on the creation story.</p>
<p>The Arts</p>	<p>Drumming event Art – random acts of kindness Music for animations</p>
<p>Humanities</p>	<p>Victorians – Industrial revolution.</p>

Identify 8-10 writing outcomes for the term:-

1. Creation story of their own
2. The Paper Back Prince
3. Weslandia
4. Recipe
5. Menu
6. Letters to invite guest judge
7. Poetry based on the drumming event
8. The Tin Forest
9. Until I Met Dudley...
10. Instructions for how to play games
11. Fact files about the Victorians
12. Story based on video clip.
13. Description of their own worlds.
14. Writing about own invention.
15. The girl and the robot
- 16.

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 physically or electronically.