



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: 3

The Big Idea
Succeeding

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

**What was needed in order to succeed in
the past and what is needed in order to
succeed in the present?**

Hooks for Learning

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

- POW letter from Agent Y – What is it?
 - Agent Y Video – Research Mission
 - Agent Y – Pictures of POW objects and opportunities to problem solve.
 - WWII Day
 - French Day – Anna Atwell?
 - Pigeons – Sue Wright
 - Exploring a virtual world of London
 - Making geodesic domes – Spy Hideout in the classroom.
 - Sending Morse code using light and shadow.
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- Agent Y Video
 - Exploring modern day spies.
 - Beach Trip
 - Science investigations – Plants
 - Creating plant boxes with hidden drop box.
 - Explore where to build Spy hideout on the coastline

Playing and Exploring <i>Engagement</i>	Active Learning <i>Motivation</i>	Creating and Thinking <i>Critically</i> <i>Thinking/learning</i> <i>Process</i>
Letter from agent Y 	Who wrote the letter? 	Comprehension based on letter sent by Agent Y – where did it come from? 
WWII Day 	Make poster based on a character profile. 	How to make the geodesic dome on a larger scale. 
Model of Geodesic dome sent by Agent Y. 	Complete own research project and then present findings. 	Where are they going to find the information? 
Finding out about spies during the war. 	Learn how to administer first aid. 	Challenges to use certain objects to make a useful tool if they were in a POW camp. 
Exploring light and shadows 	Using mirrors and torches to look at Morse code. 	Using light to create hand signals to send coded messages. 
First Aid – Why is it important? 	Using mirrors for reflection and how we see. 	How to use Roman numerals to create coded messages. 
A day in the life of a spy. 	French Day – Learning French, why would spies need to learn another language? 	Why are their settlements near the coast? What other features do we need to build a settlement near the coast? 
Beach Trip 	What was the role of spies during the war. 	Why is the coastline a good place for a hideout? 
Mission to find the best place for a spy hideout on the coastline. 	Making arches etc out of plasticine to show learning. 	Be able to measure accurately the wood for their plant boxes. 
Build their own plant boxes with a hidden drop box. 	Use the tools to build their plant boxes. 	How are they going to put the boxes together, What do they need to do it so it can survive outside? 
Exploring plants and what they need to live? 	Dissect plants and find out what a plant looks like inside. 	
	Look at different leave types. 	

Key Skills

Reading

Comprehension of letter from Agent Y
Research about the war.
Whole class story – The Lion and the Unicorn
Letters from Agent Y
Presentation or work
Thanks

Writing

Take notes for research project
Make poster/booklets
Writing questions about letter
Presenting work neatly for a presentation to the class.

Number

Using Roman Numerals
Finding shapes.- geodesic domes.
Interpreting data
Bus/Train timetables - Used during the war.
Time problem solving
Measuring during woodwork.

Opportunities for Outdoor Learning

Use of the forest – with Miss Maz,
Creating outdoor space/garden.- Plant boxes
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.
Create a spy hideout/meeting place.
School Trip to the beach.
Sun Dials

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	<p>Poster or booklet based on WWII research. Diary entry of POW Science investigation write up Persuasive letter to Agent Y based on hideout. Instructions on how to build a plant box Recount on visit to the beech Thanks</p>
<p>Maths</p>	<p>Making Geodesic Dome Solving time problems – based on spy missions during the war. Roman numerals to write codes Data analysis from Agent Y Measure – Weight creating agent spy kit Conversion of units sent from agent Y Money to build own spy kit – exploring change</p>

<p>Science</p>	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. <p>Make sun dials Use mirrors for reflection Science investigation- light and shadow Create had signals</p> <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Dissect plants and leaves Water transport – carnation and dye. Science investigation – plants in different locations. Recap life cycle of the plant – Bees</p>
<p>RE</p>	
<p>PE</p>	<p>Cricket, Tennis, OAA Gym, Basketball, Athletics</p>
<p>The Arts</p>	<p>DT – Wood work, measuring and making own flower boxes with hidden compartment. Painting them.</p>
<p>Humanities</p>	<p>Life during WWII Spies during WWII POW in WWII The coastline , Caves, arches, stacks and stumps. Settlements, roads, river, Exmouth, Rocks – where to build a spy hideout?</p>

Identify 8-10 writing outcomes for the term:

1. Persuasive letter for becoming a spy during the war
2. A walk in London (During the war)
3. Story based on Literacy shed video (Pigeon Spy)
4. Story based on Flotsam
5. Persuasive letter to Agent Y for where to build hideout
6. How to make a plant box
7. Beach Trip Recount
8. Diary Entry for Spy in POW camp
9. Science investigation write up.
10. Character profile on POW

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Learn or write a song about spies or a song that people may have sung during WWII.</p>		<p>Interpersonal Find a challenge that you find difficult and work together with someone to try and solve it.</p>		<p>Naturalistic Explore the different types of flowers outside and look and their similarities and differences. Take photos and create a fact booklet.</p>
	<p>Bodily/Kinaesthetic Build a mini Anderson shelter with a written explanation</p> <p>Research about spy gadgets used during the war. Make a model and write about it.</p>		<p>Linguistic Research project of life during the war.</p>		<p>Spatial Create a poster about spies during the war.</p>
	<p>Intrapersonal</p>		<p>Logical Think about what a spy would need in order to survive. Create a spy survival kit.</p>		<p>Spiritual Think about what life was like for a spy during the war. Create a diary entry for how they would be feeling.</p>

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.