



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

Can we travel in time?

Key Question/Mystery

(To start with and return to)

An unusual clock appears:

Where did it come from?

How did it get there?

How does it work?

Who does it belong to?

How will we fix it to help the time traveller get home?

Hooks for Learning

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

- A package is delivered to the office. It is mysterious, covered in fragile stickers and it is the wrong way up and makes strange noises. The children will explore the package and the clues in a letter to find out what it is and what they need to do to help. The book, *The Woods*, is also in the parcel. The children need to help him overcome his fear of being lost in time and find part of the clock to help it work again.
- How to make a time machine – children make their own time machines.
- The time traveller visits and he brings *Secret Treasures of Ancient Egypt* book that has been given to him when he bounced into ancient Egyptian times.
- Letter from the Time Traveller finds a cat with a snowflake around its neck and he needs to find where he is from where his friends are. The children search for clues to help.

<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>Office receive mysterious parcel.</p> 	<p>Children exploring the parcel and asking questions.</p> 	<p>Reflecting, making their own decisions, team reflecting.</p>
<p>Time traveller visit.</p> 	<p>Children explore text 'The Woods' and help the Time Traveller to overcome his fear of being lost in time.</p> 	<p>Thinking of ideas, developing ideas.</p>
<p>Children are sent Secret Treasures of Ancient Egypt book.</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>The Time Traveller sends a video of how he has found a cat.</p> 	<p>Children explore where the cat comes from and where they need to take him to find his friends.</p> 	<p>Find new ways to do things.</p>
<p>Find out about the artist Eduardo Paolozzi.</p> 	<p>A visit to the Thelma Hulbert Gallery to see real Paolozzi art work and work with professional artists.</p>	<p>Show curiosity about the artist and his artworks and engage in activities connected to this.</p>
<p>Making our own time machines.</p> 	<p>Lots of unusual and interesting materials to entice children to make really unusual and creative time machines.</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



Week of inspirational maths 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.

Opportunities for Outdoor Learning



Exploring the changing seasons

- What is the time of the Year? Collecting different things to show the season.
- Autumnal art -based on the change in the season. Using pictures of spirals
- In groups make a time machine, focus on team building and using their imagination.
- Saw a slice of and find out how old that piece of wood is. Then estimate the age of the trees.
- Measuring the trees to find out there age. Measure tree 1m from the base
- Make a mini world that you would travel to using flora and small world people or creatures.

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. • The Woods by Paul Hoppe • Secret Treasures of Ancient Egypt by Kate Sparrow and Esther Aarts • The children will lead us to another fiction text through discussion.
<p>Maths</p>	<p>Rising stars linked to our work in English and themed learning.</p>

Science

Living things and their habitats

- Pupils should be taught to:
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

RE

Being the Best we can be for God's World: imagine a preferred possible future if we could be the best we could be – what would it look like?

Produce a prayer for St Martin's School year and our class.

Building our reflection corner.

Theme: believing/story

- explore a range of religious stories and sacred writings and talk about their meanings
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- *ask and respond imaginatively to puzzling questions, communicating their ideas.*
- *reflect on how spiritual and moral values relate to their own behaviour.*
- *recognize that religious teachings and ideas make a difference to individuals, families and the local community.*

PE	LEAP
The Arts	<p>Eduardo Paolozzi – artist study, visit to Thelma Hulbert Gallery to see exhibition, work with professional artist to interpret the exhibition, children make their own artwork in the style of Paolozzi.</p> <p>Children to keep a sketchbook to work in across the curriculum to develop ideas, explore and experiment.</p> <p>Take part in the Big Draw festival – STEAM (science, technology, engineering, arts and maths). Children to make a mini sketchbook and fill it with drawings of their own inventions.</p>
DT/Computing	<p>Designing and making time machines from scrap materials.</p> <p>Designing and making Egyptian themed items.</p> <p>Create content using iMovie and Photo Creator.</p> <p>Internet safety.</p>
Humanities	<p>Ancient Egyptians – children to study a historical figure from Egyptian times and/or an archaeologist who re-discovered the pyramids and so learn more about significant individuals in the past who have contributed to national and international achievements. Learn and use historical terms and understand when the Ancient Egyptian empire was in terms of a time line of history.</p>
<p>Identify 8-10 writing outcomes for the term:</p> <ul style="list-style-type: none"> • Write a letter back to the time traveller. • How to operate your own time travelling machine. • The woods-invent: Overcoming fears stories. • An imaginative story. • Non-Fiction guide to archeologist/Ancient Egypt. • Recount of summer holiday. • Imagining Being our Best writing. • Information text about animals and their homes. 	

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Find a very old song or a very recent song and learn it. You can record it or perform it or teach it to the class.</p>	 <p>Interpersonal Find out all about what school was like for an older family member or friend. Bring in pictures, drawings, writing about what you learn.</p>		<p>Naturalistic Make a poster about how nature changes over time e.g. how would an oak tree change from season to season or how does a tadpole change into a frog.</p>
	<p>Bodily/Kinaesthetic Make yourself a big clock that you work yourself.</p>	 <p>Linguistic Read about a different period of time from history and then tell the class about what you learnt.</p>		<p>Spatial Make a home for a creature that protects it over time. Take a picture of what you make and bring it into school to show.</p>
	<p>Intrapersonal Find different ways of measuring time e.g. a sundial. Research all about it and then record it in your own way.</p>	 <p>Logical Find out how many seconds are in a minute, minutes are in an hour, hours in a day, days in a week, weeks in a month, months in a year etc. etc.!. How far can you take it?</p>		<p>Spiritual Write a prayer for a time of the day e.g. before bed, before a meal etc.</p>

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.