



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

Belonging

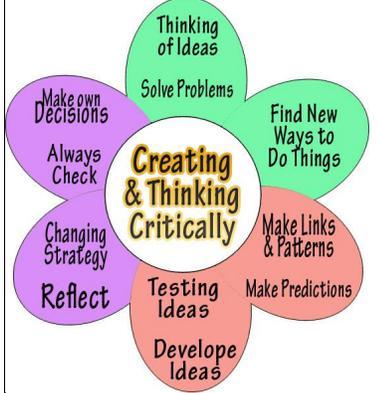
**Key Question/Mystery
(To start with and return to)**

What does it feel like to belong?

Hooks for Learning

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

- Children meet the class pet and explore how they can look after it.
- A veterinary nurse comes to talk to the children about caring for different animals.
- There is a note in the cage explaining that the animal is a Magician's son and he needs their help to find his father.
- The class pet sends the children a postcard because he is feeling homesick, the children explore how we belong and what home is.
- Children explore how Cranbrook has changed over time using maps to help them.
- A magician visits the school and explains that he needs help to find his son.
- Using Leon and the place between, children explore how to make an object fly using their understanding of forces.
- The magician needs to go on a quest to find his son and the children help him with this.
- The magician finds a Viking helmet on his quest and sends it to the children.

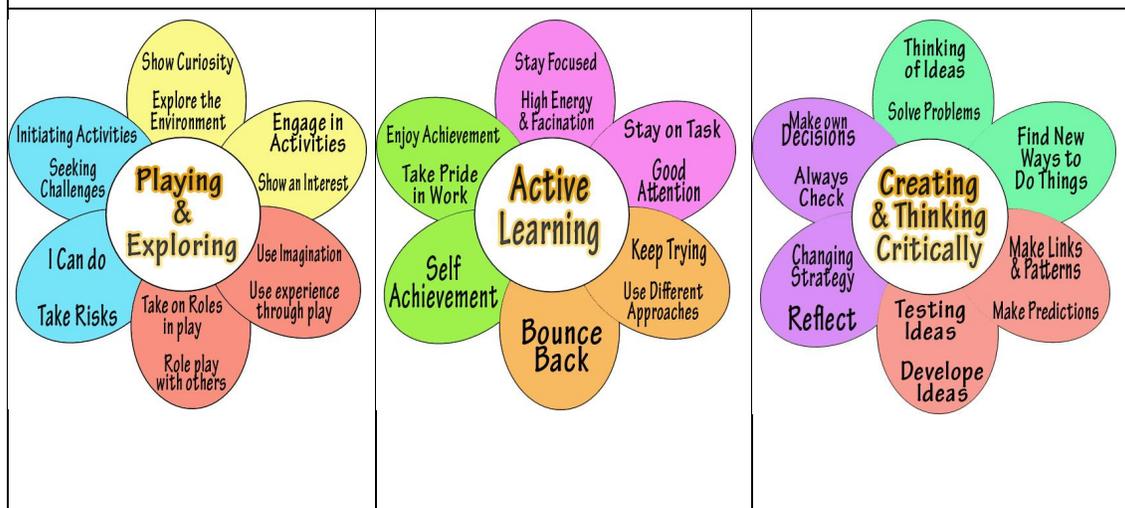
<h3 style="text-align: center;">Playing and Exploring Engagement</h3> 	<h3 style="text-align: center;">Active Learning Motivation</h3> 	<h3 style="text-align: center;">Creating and Thinking Critically Thinking/learning Process</h3> 
<p>Who is the guinea pig and how can we help him?</p> <p>A magician visits the children to ask for their help to find his son. Children will engage in the discussions and explore different ideas.</p> <p>Children explore and investigate forces. They will complete investigations to explore how magnets work.</p> <p>Children write postcards using Meerkat Mail to the class pet's family.</p> <p>Can you make an object fly? Children explore what gravity is and the effect of it.</p> <p>Using magnets the children will explore how to make an object move.</p> <p>Looking at a range of objects, children explore the different forces that are acting on the object. Which forces will there be on our magic carpet?</p>	<p>Children think about what animals need to live. using their understanding the children will think about how to care for the class pet. Children will need to think of new ways to do things and reflect on their research.</p> <p>Children think of different questions to ask the veterinary nurse about caring for a guinea pig.</p> <p>What does a guinea pig need to survive?</p> <p>A veterinary nurse comes to talk to the children. They discuss how to care for a range of pets and design a leaflet for a vet to provide information to others.</p> <p>The children help to plan a quest for the Magician based on the text he gives them.</p> <p>Children receive a hat from the magician. What is it? Where has it come from? Who does it belong to?</p>	<p>Children are asked what it means to belong. What groups do we belong to? How do you know when you belong?</p> <p>Can you plan a balanced diet using a range of menus?</p> <p>Children compare and contrast a balanced diet for a human and a guinea pig.</p> <p>In Science, the children will explore forces. They will apply their understanding to test a range of different materials to explain how a magic carpet may fly.</p> <p>Children write a newspaper report about their flying carpets.</p> <p>What choices did the Vikings make about where they chose to settle?</p> <p>Using maps children will explore how Cranbrook has changed over time. They will use this information to compare and contrast different settlements.</p>
<h2 style="color: blue;">Key Skills</h2>		

<h3>Reading</h3> <p>Weekly guided reading sessions. Shared reading of class texts during English lessons. Class story.</p>	<h3>Writing</h3> <p>Handwriting practice Star Writes Cross Curricular writing Guided writing sessions</p> <h3>Speaking and listening</h3> <p>Thunks - Do you have to know you are in a group to belong to it? P4C - What groups do you belong to? Which groups are important? Maths reasoning talking about understanding in number talks. ABC - Agree, Build, Challenge</p>	<h3>Number</h3> <p>Number talk sessions Guided Maths sessions NRICH maths activities My Maths</p>
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Opportunities for Outdoor Learning

Forest -
Team Games and challenges to promote the class's identity and sense of belonging .
Taking care of the forest wildlife and school animals - Bioblitz of insects / birds .
Look at animal skeletons and bones, compare mammals / birds skeletons.
Foraging for seasonal flora , blackberries, apples etc free food.
Cooking with produce from the forest and garden.
Sow winter veg for polytunnel.
Make a sound map of the forest.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	Babcock sequences: Leon and the Place Between Arthur and the Golden Rope Meerkat Mail Persuasive letter
Maths	Hamilton Trust Planning Number talk sessions
Science	<p>Forces</p> <ul style="list-style-type: none"> - <i>compare how things move on different surfaces</i> - <i>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</i> - <i>observe how magnets attract or repel each other and attract some materials and not others</i> - <i>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</i> - <i>describe magnets as having 2 poles</i> - <i>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</i> <p>Animals including humans</p> <ul style="list-style-type: none"> - <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</i> - <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i>
RE	The people of God. Gospels.
PE	
The Arts	Designing a magic carpet. <ul style="list-style-type: none"> - <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>
DT	How can we look after our class pet? How can we look after ourselves? <ul style="list-style-type: none"> - Cooking & Nutrition: <i>Understand and apply the principles of a healthy and varied diet for humans and animals</i> How can we make a flying carpet? <ul style="list-style-type: none"> - <i>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</i>

	<ul style="list-style-type: none"> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Humanities	<p>Geography: How has Cranbrook developed over time?</p> <ul style="list-style-type: none"> - 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. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>History: Settlers and invaders - Vikings</p> <ul style="list-style-type: none"> - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none"> - Viking raids and invasion

Identify 8-10 writing outcomes for the term:

- Information leaflet for a vet
- Persuasive letter to the school to persuade them to let us look after the guinea pigs.
- Write a guide about caring for a pet
- Invent - The Magician's quest
- SWOT report on Cranbrook
- A newspaper report reporting on their magic carpets
- Invent - Write a story based on Leon and the Place Between
- Invent - Write postcards from the rabbit based on Meerkat Mail

Opportunities for Home Learning for the term:

	Musical/Auditory		Interpersonal		Naturalistic Design a board game with an animal or plant theme. Make a food diary for an animal of their choice Create a plant diary. Create an identification key for different animals footprints.
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	<p>Bodily/Kinaesthetic</p>	 <p>Linguistic Produce an information leaflet about caring for different pets. Find an extinct creature and explore why it is extinct. Produce an information leaflet.</p>	 <p>Spatial Make a model of an animal's skeleton and label the different bones. Make an aerodynamic vehicle and test it in different conditions</p>
	<p>Intrapersonal Write a story from the point of view of their pet.</p>	 <p>Logical Take a picture of an object and label all the forces in action. Carry out an investigation to show forces at work</p>	 <p>Spiritual Design a garden for different members of the community. Write an information guide about how to belong. Write an information guide for somebody new joining the school.</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.