



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>Belonging</h3>		
<h2>Key Question/Mystery</h2> <p>What helps us to feel like we belong?</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 find a parachute with a rucksack, containing a variety of clues.• Children receive the explorer's story along with an image of the explorer's child and think about how they can help.• Rob will come in as Grace's dad and ask for the children's help.• Children are shown an ice hand and make predictions about how it will melt.• Children receive a letter from the Ministry of Dragons asking them for their help once again.• Children receive a dragon scale and have to help identify the species of dragon?• Children receive a tooth and need to work out what species it might have come from?		
<h3>Playing and Exploring</h3> <h4>Engagement</h4> <ul style="list-style-type: none">• How does a parachute work?• Children plan and carry out an investigation exploring	<h3>Active Learning</h3> <h4>Motivation</h4> <ul style="list-style-type: none">• Children look at what is melting and freezing. They explore what happens to different solids when they are	<h3>Creating and Thinking</h3> <h4>Critically Thinking/learning Process</h4> <ul style="list-style-type: none">• What does belonging mean to us? What do we belong to and what helps us to feel like we

<p>different materials used.</p> <ul style="list-style-type: none"> • The children are shown a flower 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. • 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. • Recreate an area of a mountain range in a 3D model. 	<p>heated.</p> <ul style="list-style-type: none"> • Children will explore the properties of air and will explore that gases are materials with substance and weight. • Children receive a story from Mr Wainwright about a child they have met on their travels who lives in the Himalayas. What are the similarities and differences with our own lives? Why does he feel like he belongs? • What do we know about mountains? Where are they? Children use map skills to correctly locate mountains around the world. 	<p>belong? What can we do to help others feel like they belong?</p> <ul style="list-style-type: none"> • What is there in Cranbrook that helps us to feel like we belong to the local community? • Children complete a SWOT survey of Cranbrook. What can we do to improve our school and the wider community? • In the rucksack is a Bully Proof vest – Is this an effective piece of equipment to help them to belong? • 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. • How are mountains formed? Children explore how they are formed. Model tectonic plates using hard boiled egg. • What is the weather and climate like in the mountains? Why is it cold in the mountains even in a hot country? • What is life like in a Himalayan village?
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Key Skills

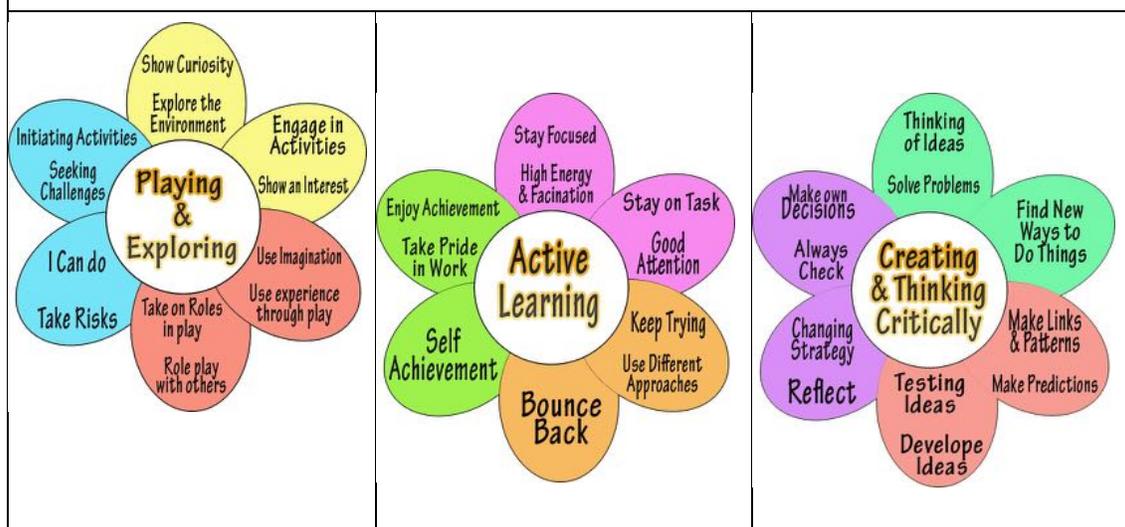
<h3 style="color: blue;">Reading</h3> <ul style="list-style-type: none"> • Guided Reading Sessions. • Reading Response Activities. • Accelerated Reader. • Read a collection of traditional tales that the Wainwrights keep in their 	<h3 style="color: blue;">Writing</h3> <ul style="list-style-type: none"> • Children write an explanation of how the story box works. • Complete guided writing activities where the children have to innovate the text. • Explore the story blueprints and find story examples. 	<h3 style="color: blue;">Number</h3> <ul style="list-style-type: none"> • Daily Number Talk Sessions
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library. How do these stories help people to feel that they belong?	<ul style="list-style-type: none"> • Write our own versions of Winter's Child. • 	
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Opportunities for Outdoor Learning

- Children set up the polly tunnel area so that it is ready to grow new produce for this year.
- What responsibilities do we have to look after our environment? Children work together to help to make the forest a better place.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English	Babcock teaching sequences
Maths	Hamilton trust planning <ul style="list-style-type: none"> • Place value • Addition and subtraction • Shape and data • Multiplication and division • Time and data • Division and fractions

<p>Science</p>	<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 • Describe the simple functions of the basic parts of the digestive system in humans
<p>RE</p>	<p>What does it mean to belong to a religion?</p> <ul style="list-style-type: none"> • Understanding Christianity: <ul style="list-style-type: none"> - What do the Christians learn from the Creation Story? - What is the trinity?
<p>PE</p>	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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
<p>The Arts</p>	<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

<h2>Humanities</h2>	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall
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Identify 8-10 writing outcomes for the term:

- Children to write up SWOT analysis about Cranbrook.
- Children to write a persuasive letter to Grace Wainwright against using the bully proof vest
- Children write detailed observations about changing states of matter after they have observed the ice hand melting.
- Children write a letter to the boy in Winter's Child explaining the best way he can dry his gloves and boots.
- Children write a diary entry from someone that lives in a Himalayan village
- Writing an explanation for how the magic story box works.
- Writing a narrative for the Spring's child.
- Write a persuasive letter about caring for dragons.

Opportunities for Home Learning for the term:

	<h3>Musical/Auditory</h3> <ul style="list-style-type: none"> • 		<h3>Interpersonal</h3> <ul style="list-style-type: none"> • Write a letter to the people of Sherford giving them advice about how to build a community. 		<h3>Naturalistic</h3> <ul style="list-style-type: none"> •
	<h3>Bodily/Kinaesthetic</h3> <ul style="list-style-type: none"> • Make a model of the water cycle. • Design and make a machine that can help someone. • Make a friendship box and explain the things that could go inside. 		<h3>Linguistic</h3> <ul style="list-style-type: none"> • Write a poem about belonging. • Create a recipe for belonging. • Write a story with the 		<h3>Spatial</h3> <ul style="list-style-type: none"> •

			theme of belonging.		
	Intrapersonal <ul style="list-style-type: none"> Write an advert about Cranbrook, which tells them about our community and why it is a great place to live. 		Logical <ul style="list-style-type: none"> Design a board game with a solids liquids or gases theme. 		Spiritual <ul style="list-style-type: none"> What does it mean to belong?

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.