



St Martin's C of E Primary and Nursery
School
Learning Narrative
Autumn 2018

Year Group: 4

The Big Idea:
Wonder

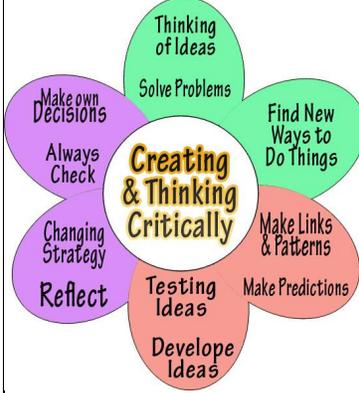
Key Question/Mystery
(To start with and return to)

Where can we find wonder?

Hooks for Learning

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

- Video from Professor P with a dragon and scorch marks on the playground
 - Visit from Professor P
 - Trip to the Eden Project
 - Receive a tooth that Professor P found in the mountains
- Receive part of the imagination machine to keep safe from the bad guys

<h2 style="text-align: center;">Playing and Exploring Engagement</h2> 	<h2 style="text-align: center;">Active Learning Motivation</h2> 	<h2 style="text-align: center;">Creating and Thinking Critically Thinking/learning Process</h2> 
<p>Professor p leaves a video of a dragon on the playground which the bad people imagined when they stole the imagination machine.</p> <p>Children discuss where they think the scorch marks came from before seeing the video.</p> <p>Children explore the different habitats in the forest and make choices about which animals live in that habitat.</p> <p>Make your own water cycle in a jar - what is happening here?</p> <p>Re-create the sounds of the rainforest.</p> <p>What does wonder sound like? Children explore using different instruments.</p> <p>How does the music of Blue John make us feel and influence our emotions?</p> <p>Children write about what they would do if they had an imagination machine.</p>	<p>Look at John Dyers spirit of the rainforest and recreate some art in this style of our forest.</p> <p>Design and make their own ology book on a topic of their choice.</p> <p>Children make their own snow globes with the theme of 'A scene of wonder...'</p> <p>Research topics for their own guide.</p> <p>Children are sent a tooth and need to identify what kind of animal it belongs to.</p> <p>See the effect that sugar has on our teeth using eggs and different liquids - make predictions on what will happen.</p> <p>Children use different approaches to classify plants and animals in different habitats.</p> <p>Children draw what they wonder/imagine using art with a photo of themselves.</p>	<p>Making forest critters thinking about how it is adapted to live within a specific environment.</p> <p>How was the Mayan civilisation similar/different to how we live now?</p> <p>Sikihism- comparing the values of different religions.</p> <p>Explore what wonder is and where it can be found.</p> <p>Where can rainforests be found in the world? Why are they found here?</p> <p>Why is fair trade important? What does it mean? Children have a debate on trade.</p> <p>Debate on ethical implications of the destruction of the rainforest.</p> <p>Locate the mountain ranges around the world.</p> <p>Children create a guide on how to keep our teeth healthy.</p> <p>Children use book creator to make factfiles</p>

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Key Skills

<p>Reading</p> <p>Weekly guided reading sessions. Shared reading of class texts during English lessons. Class story.</p>	<p>Writing</p> <p>Handwriting practice Star Writes Cross Curricular writing Guided writing sessions</p>	<p>Number</p> <p>Number talk sessions Guided Maths sessions NRICH maths activities My Maths</p>	<p>Speaking and Listening</p> <p>Thunks Maths reasoning talking about understanding in number talks. ABC - Agree, Build, Challenge</p>
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Opportunities for Outdoor Learning

- Exploring animals and their habitats in the forest
- Meditation in the forest- focusing on the smells and sounds of nature
- Making a forest critter, thinking about how it is adapted for its habitat
- Making animal shelters in the forest
- Making fat ball feeders

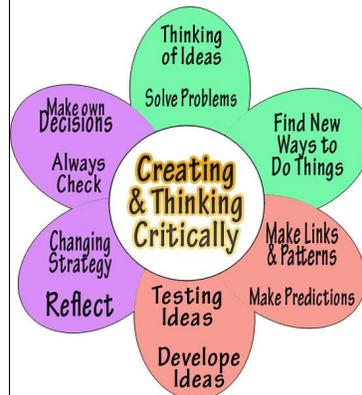
Opportunities to Promote British Values

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith- Respecting those who live in the Amazon Rainforest and understanding how our actions can affect their lives (Debate linked to ethical dilemma of harming rainforest habitats)
- Human rights- Fair Trade
- The rule of law - set up and follow the rules of the classroom, establish what 'being the best we can be' looks like.
- Individual liberty - Children encouraged to share their ideas during class discussions. Debates held about the ethical dilemma of harming the rainforest and how should the mountain villagers treat the dragons? Regular thunks.
- Democracy - learning ambassadors system where children vote for their class learning ambassador.

Opportunities to Develop Spirituality

- Mindfulness Meditation in the forest- focusing on the smells and sounds of nature
- Collective Worship- weekly focus
- Thunks linked to school values and moral dilemmas, giving children an opportunity to reflect on philosophical questions
- Promoting kindness with 'Fill my Bucket'
- Spirit of the Rainforest art
- Noticing and discussing the wonders of the world

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English

Rainforest- A Rough Guide (used as stimulus for linking in Science and Geography objects stated below)

Blue John sequence- Linked to wonder and mountains

Dragonology sequence- Geographical location and teeth

The snow globe sequence- Biomes and 'Scenes of Wonder' in art

Guided Reading: The Great Kapok Tree (linking to conservation of rainforest)

Spyology, pirateology, wizardology - looking at the structure of the texts for our own

	'ology' book.
Maths	Data- graphs and tables to show rainfall over time and temperature Area- looking at rainforest deforestation Word problems linked with current topic
Science	- Living Things and their Habitats- Exploring, comparing and classifying plant and animal species from the rainforest and Himalayan Mountains and discussing how environments can change and pose threats. -Animals, including humans- Food chains - Comparing carnivore and herbivore teeth in the rainforest - Evaporation and condensation in the water cycle- Linking to rainfall comparison of tropical and temperate rainforests
RE	Creation Story- The wonders of God's creation in nature Sikhism - belonging to a religion - Rainforest/Himalayan tribes - How are the values similar/different?
PE & Dance	https://www.youtube.com/watch?v=V8O7MJQqxk0 Using 'Olympic gymnastics in the Amazon Rainforest' as stimulus Netball Cricket OAA
Art	Spirit of the Rainforest- John Dyer
Music	Rainforest soundscape What does wonder sound like? What different musical instruments can we use? Respond to music - music doodle - how does music make us feel?
Design & Technology	Designing and creating their own 'ology' books. Make their own 'scene of wonder snow globe' in a jar.
Computing	Book Creator Himalayan Mountains Guide Book creator of 'ology' books - factfiles.
History	Mayan civilisation in the rainforest
Geography	- Locational knowledge- Locating rainforests and the Himalayan Mountains on a world map - Physical geography-Biomes, vegetation belt (rainforest), rivers (Amazon) and mountains (Himalayas) - Equator and Tropics - Water cycle - Human geography- Settlements, land use, trade

Identify 8-10 writing outcomes for the term:

- Innovate a guide to the Himalayan Mountains
- Invent a guide of choice
- Star Write- Narrative of a journey through a Rainforest
- Recount of trip to the Eden project
- Diary entry of someone in the mountains
- Persuasive letter to help people understand mythical creatures so they don't hurt them.
- Star write - Narrative how could the story of Blue John end?
- Narrative in the style of The Snow Globe

If you have a history focus for a term you need to include a geography day (key skills) and ensure that the next term has a geography focus and a history day (key skills). There must be a balance across the year and across curriculum areas; you need to refer to national curriculum and work as a phase to ensure breadth and balance.

Every class will use 'Buzz Boards' or a class scrap book to encourage questioning and reflection and to give children opportunities to use the language of learning to describe the process of learning. Every class will annotate the learning flowers in an age/stage appropriate way.

Every class to spend time at the beginning of the year engaging with Being the Best You Can Be and the Principles and Practicalities documents and returning to these throughout the year.