



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

Year Group:

2

The Big Idea:

Wonder

Key Question/Mystery

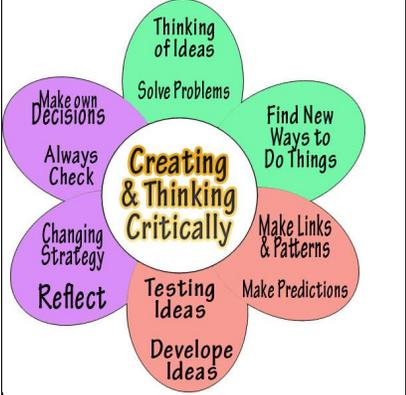
(To start with and return to)

I wonder where what is going to happen next.

Hooks for Learning

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

- Children receive a message in a bottle asking for their help.
- The story explorer has been digging and finds a historical artefact on the island and she wants to use it to help her find her location.
 - Children design their own disgusting sandwich.
- The story explorer sends an old backpack, some seeds and instructions on how to grow a 'Berry Backpack' as she needs to become self sufficient on the island.
 - Children make a rain catcher to collect rainwater to water their plants.

<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>I wonder who the message is from.</p> <p>Who are they? Where are they from?</p> <p>Using a drone children explore the forest and its surrounding area.</p> <p>Children use nature as a stimulus to create pieces of art - awe and wonder of patterns in nature.</p> <p>Using their questions, children plan an investigation to explore how plants grow.</p>	<p>Use clues to find out where the Story Explorer is. Children use maps to explore different continents.</p> <p>Children design their own disgusting sandwich. They then write a recipe to go with this sandwich so others can make it.</p> <p>Children explore how we grow our food and plant a 'Berry Backpack'.</p> <p>Children become archaeologists and dig up and explore artefacts.</p> <p>In science, children plant seeds and observe how they grow.</p> <p>Using their knowledge and understanding children create a book about how to be a gardener. Children ask question to help them to find out information.</p>	<p>Children draw pictures of who they think the bottle is from.</p> <p>Children think of well known stories and design objects to go in bottles.</p> <p>Children design and make a disgusting sandwich.</p> <p>Children make objects out of different materials to go in their jar.</p> <p>Using a map of the island children identify key geographical features.</p> <p>Children create a map of the local area to send a map to the story explorer. Children create their own key.</p> <p>What can we learn from historical artefacts?</p> <p>What do plants need to stay healthy?</p> <p>Children look at different seeds and bulbs and identify what plant they will grow into.</p> <p>What will seeds grow into? Children plant seeds and observe</p>

		how they change over time
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Key Skills

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

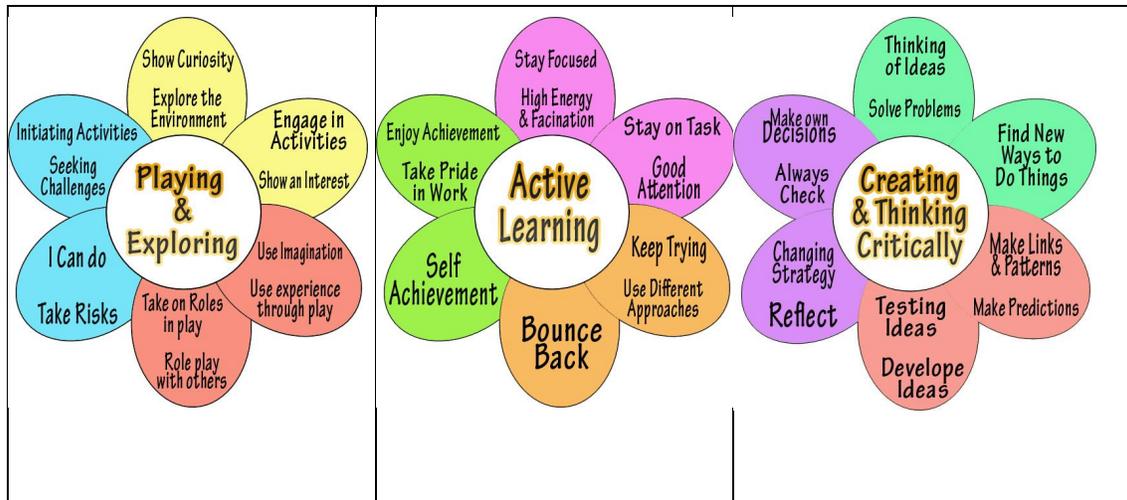
Using the text outdoor wonderland, children follow instructions to create different outdoor activities.
Treasure hunt in the forest - using clues to create a word.
Using directional language children use instructions to move through the forest.

Opportunities to Promote British Values

Opportunities to Develop Spirituality

How can I become self sufficient?
Opportunities to reflect on their self and the environment in the forest.
Using sounds in the forest to create soundscapes.
Thunks

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English	<p>Babcock sequences: Disgusting Sandwich Outdoor Wonderland Wanted</p> <p>The sound collector (poetry)</p>
Maths	<p>Adapted Hamilton planning. Number talks Measuring how tall plants grow.</p>
Science	<p>Plants: How do seeds grow? What do plants need to be healthy?</p>
RE	<p>Who made the world?</p>
PE & Dance	<p>Leap to develop further their movement and co-ordination skills while enabling them to develop their core strength further.</p>
Art	<p>Exploring patterns that appear in nature - what techniques can we use to create these?</p>

Music	using trumpet to play tuned and untuned instruments musically
Design & Technology	Children make their disgusting sandwich
Computing	
History	Exploring artefacts - what do they tell us?
Geography	Where is Poppy? Can we name the continents and oceans?

Identify 8-10 writing outcomes for the term:

- Write a report about the women who sends bottles.
- Write a letter including questions to ask Poppy.
- Write instructions on how to create a disgusting sandwich.
- Create a guide to growing a plant.
- Write a book about how to be a gardener.
- Write instructions to make hanging baskets using recycled materials.
- Write a story about how Poppy got to the island.
- Write a poem about the creation story in RE.

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.