



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

Year Group: 3

The Big Idea
Wonder

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

What is the most wonderful thing in the world?

Hooks for Learning

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

- Children find clues from symbols within aboriginal artwork – what do they mean? Where have they come from?
- Videos and 360 degree panoramic images about the natural wonders of the world
- D&T project
- Visit from Rob Pudner to immerse children in the story of colonization of a new country

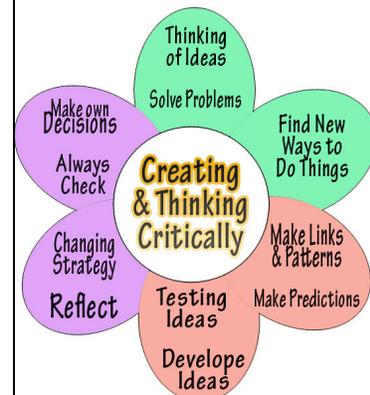
Playing and Exploring
Engagement



Active Learning
Motivation



Creating and Thinking
Critically
Thinking/learning Process



<p>Children ask questions about the symbols hidden around the playground/field.</p> <p>Children ‘wonder’ and show curiosity about images of the ‘7 Natural wonders of the world’</p> <p>Explore the geology of rock formations within the Grand Canyon.</p> <p>In OAA, children to use maps and symbols to navigate and explore the school grounds.</p> <p>In PE, children to take risks and be brave about creating and performing dance sequences and routines.</p> <p>Children to use their imagination to find out where the explorer is.</p> <p>In RE children to take on roles of characters in Old Testament bible stories.</p> <p>Children seeking their own challenges within maths activities – choosing to challenge themselves.</p>	<p>In Science, children use different approaches to plan an investigation about rock types.</p> <p>In Music, children to show good attention to explore rhythmical patterns within Aboriginal dreamtime music.</p> <p>Children to compose dreamtime aboriginal music and bounce back from mistakes within the composition process.</p> <p>Children to explore and practice different artistic techniques. They will keep trying in order to feel a sense of self-achievement and pride in their work during art lessons, when creating aboriginal art.</p> <p>Children to try hard and take pride in their work striving for self-achievement, through the recognition of a head teachers award.</p>	<p>In maths the children will have opportunity for investigations that will enable them to find new ways to do things.</p> <p>Maths lessons will provide rich opportunities for children to make links and patterns. In particular links and patterns between times tables, as they become more challenging in Year 3.</p> <p>In English, we will explore the science text ‘Marvin and Milo’. We will carry out scientific investigations and the children will make predictions.</p> <p>Children will be actively encouraged to look back at their earlier work, reflecting on progress they have made throughout the year.</p> <p>In written work, children will be expected to proof read and then edit their own work, developing their ability to check and solve problems.</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 MyMaths</p>	<p>Speaking and Listening</p> <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.</p>
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Opportunities for Outdoor Learning

Forest - Team Games and challenges to promote the class's identity and sense of wonder at the school's outdoor environment.

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

Opportunities to Promote British Values

Democracy- To develop an understanding of the democratic process in Britain and how citizens can influence decision making through this process.

The rule of law- Children learn how to know the difference between right and wrong.

Individual liberty- Pupils are introduced to the language of choice and use this to make informed choices and decisions.

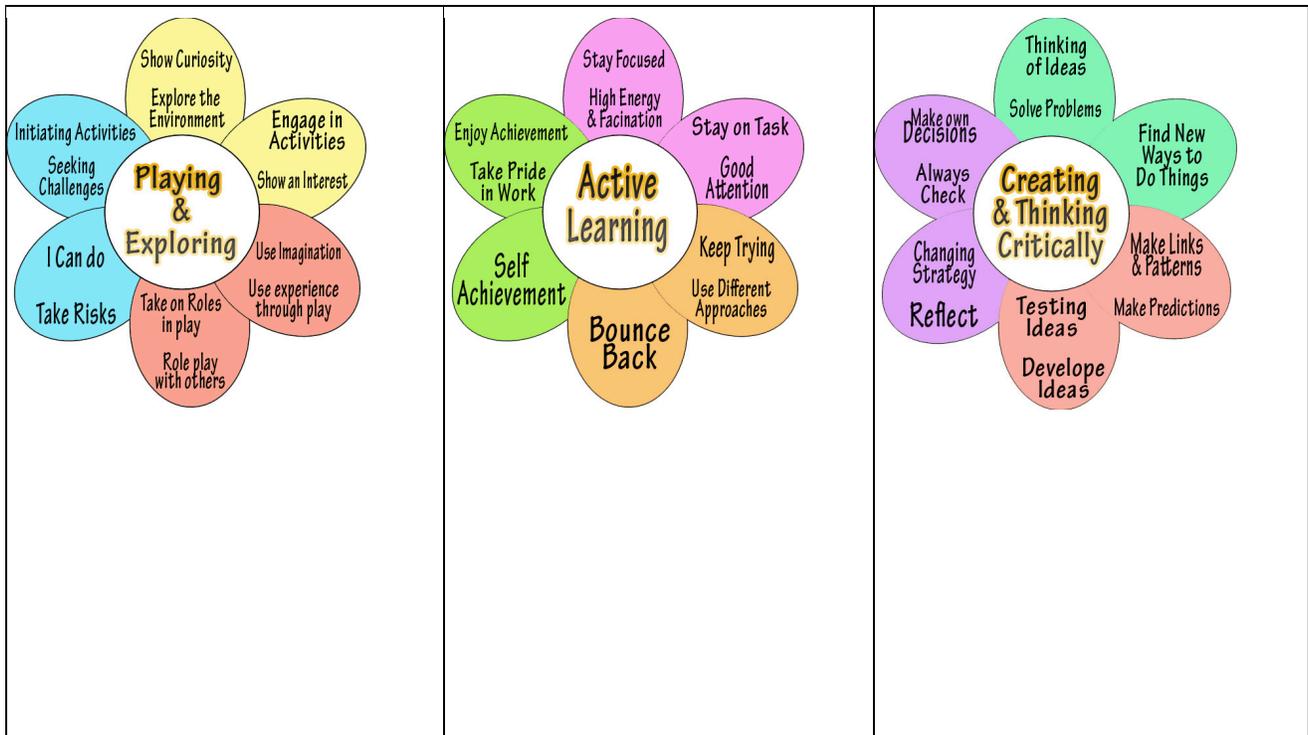
Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Opportunities to Develop Spirituality

Children will learn about spirituality within the Aboriginal culture.

In weekly RE lessons and daily collective worship, children will reflect and be encouraged to think about their own spirituality.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>English</p>	<p>Babcock Sequences:</p> <ul style="list-style-type: none"> - The Most Wonderful Thing in the World - Leon and the place Between - Marvin & Milo
<p>Maths</p>	<p>Hamilton Trust Planning</p> <ul style="list-style-type: none"> - Place value and money - Addition and subtraction (mental and written strategies) - Measures and data (length, weight, capacity, bar charts) - Multiplication and division (doubling, halving, times tables, inverse relationship between multiply and divide)
<p>Science</p>	<p>Plants and animals native to the Great Barrier Reef, how do plants live underwater? Rocks – identify, compare/group rocks based on appearance, find out how fossils are formed linked to the Grand Canyon</p>

RE	<p>Understanding Christianity</p> <ul style="list-style-type: none"> • What kind of World did Jesus want? • What is it like to follow God?
PE & Dance	<p>Pedpass: Dance, Invasion games, Gymnastics, Outdoor Adventurous Activities</p>
Art	<p>Aboriginal artwork – creating dot style paintings based on the wildlife of the Australian Great Barrier Reef</p> <p>Artist Study: Camille Walala</p>
Music	<p>Appreciate and understand a wide range of high quality live and recorded music based around the word ‘WONDER’</p> <p>Creating Aboriginal music, linked to Dreamtime stories – using percussive instruments.</p> <p>Learning French songs</p>
Design & Technology	<p>Design and build a scaled version of the volcano Paricutin</p> <p>Cooking: Prepare a soup, with seasonal vegetables from the forest garden.</p>
Computing	<p>Powerful Passwords My Online Community Book Creator Internet Safety</p>
History	<p>History of Australia, pre-colonization</p> <ul style="list-style-type: none"> - Aboriginal culture - Other Indigenous tribes
Geography	<p>Study the 7 Natural Wonders of the World</p> <ul style="list-style-type: none"> - Locating on the world map (Country names) - Identify the position and significance of latitude, longitude, equator, northern/southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian, time zones - Human & Physical geography
MFL (KS2)	<p>French</p> <ul style="list-style-type: none"> - Exploring the patterns and sounds of the French language through songs and rhyme - Listen to and appreciate stories, songs and poems in the French language

Identify 8-10 writing outcomes for the term:

- Invent - write a traditional tale based on 'The Most Wonderful Thing in the World'
- Invent - write a story based on 'Leon and the Place Between'
- Instruction writing for the D&T project
- To write findings of science experiment
- Descriptive writing about the wonderful gifts the suitors offer
- Leaflet – persuasive writing about why you should visit the natural wonders of the world
- Non-fiction writing: Fact-file about how the Grand Canyon was formed
- Marvin and Milo – write an explanatory text in the form of a cartoon strip

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.