



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

Spring 2019

Year Group:
2

The Big Idea
Changes

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

How have things changed over time?

Hooks for Learning

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

Playing and Exploring *Engagement*



Active Learning *Motivation*



Creating and Thinking Critically



<ul style="list-style-type: none"> Children receive a text message from The Minister which asks them to keep something safe. The children go on a glitter trail to find clues to where the object is. The children find the riddle which they are asked to solve. Using textile skills children create own patchwork balloons. Exploring complementary colours. Children see that the balloon model in the tree has a broken basket. They are challenged with making a basket using a selection of materials that is strong enough to carry a lego figure and it's luggage but light enough so that it can still fly. Children look and explore the materials that can be used to make the balloon baskets. What are the materials and their properties? Children explore which of the selection of materials can be changed by twisting and pulling. 	<ul style="list-style-type: none"> Children explore which material is the most absorbent using 3 different experiments. What do you notice? How do you know which is the most absorbent? The children learn that the tree is a wormhole and enables a person to travel to different places as well as through time. The children are shown a collection of artefacts which they are asked to place in order in time. The children are shown a collection of events from periods of time – Can you put these in order and create your own timelines? Using A Street Through Time children use the clues to find out when these are in time. Children find facts about the first balloon flight. Children make their own balloons and fly them. How do they work? What is making the balloons rise? 	<ul style="list-style-type: none"> The children receive a letter along for the blueprint from Poppy. The blueprint shows how the magic tree works. Children explore the blueprint which has a display of artefacts which show where the tree has been. Using the clues the children have to decide where the tree has been. Children investigate if the size of the balloon affects how high it will fly. How has air travel changed through history? Children learn about Amelia Earhart. What did she do that changed air travel? Children are asked to use recyclable materials to build their own models of biplanes with the challenge to see who can make a plane which flies the furthest?
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Key Skills

Reading	Writing	Number	Speaking and Listening
Weekly guided reading sessions. Shared reading of class texts during English lessons. Class story.	Handwriting practice Star Writes Cross Curricular writing Guided writing sessions	Number talk sessions Guided Maths sessions NRICH maths activities My Maths	Thunks Maths reasoning talking about understanding in number talks. Talk partners

Opportunities for Outdoor Learning

Children explore different materials and their properties within the forest.

Which materials will build the strongest shelter? How can we make it waterproof?

Children explore changes linking to seasons and plants within the forest - what happens to seeds in spring?

Silent sits - to develop spirituality

Opportunities to Promote British Values

Democracy - class votes to make decisions

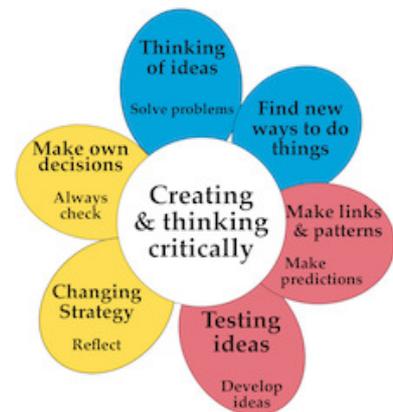
Tolerance - linking to different religions in the places where the tree have been.

Opportunities to Develop Spirituality

Children have time to notice the world around them and wonder about things

Yoga - in class yoga sessions to support children to reflect and take time for themselves.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>English</p>	<p>How does the magic tree work – children then write an explanation about how a balloon flies Leon and the place between -</p>
<p>Maths</p>	<p>Adapted Hamilton planning Number Talks</p>
<p>Science</p>	<p>Materials and their properties Identify and compare the suitability of a variety of everyday materials that can be used to make the plane and the basket for the balloon. Find out how the shapes of solid objects made from some materials can be changed. Children work scientifically to ask simple questions and carry out fair tests, observing closely. Children gather and record data to answer questions.</p>

RE	
PE & Dance	LEAP planning Exploring the movement of flight using our bodies.
Art	Children use a wide range of art and design techniques in using colours to identify contrasting colours. Children use textiles to create their own patchwork balloons. Use a range of materials to creativity to design and make products – Making models of plane and balloon baskets.
Music	
Design & Technology	Children use design and making skills to build a balloon basket. Children use a range of tools to cut, join and finish their basket. Use a range of materials to creativity to design and make products – Making models of plane and balloon baskets.
Computing	Screen Out the Mean Using Keywords Discovery Coding 2a
History	Children place events onto a timeline. Using a street through time they explore how places have changed over time. Explore the history of flight and the impact it has on our lives.
Geography	

Identify 8-10 writing outcomes for the term:

- Write an explanation about how a hot air balloon works.
- Children write a letter to Poppy to tell her what they have discovered.
- Write a story about the place between - thinking about where the wormhole sends you.
- Write a recount to describe how we found the blueprint.
- Children write about their history linking to patchwork.
- Children write an explanation about which material was the most absorbent.

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.