



St Martin's C of E Primary and Nursery School

Learning Narrative

Spring 2019

<h2>Year Group: 3</h2>		
<h2>The Big Idea:</h2> <h3>Changes</h3>		
<h3>Key Question/Mystery</h3> <p>(To start with and return to)</p> <p>How is our local area changing?</p>		
<h3>Hooks for Learning</h3> <p>(experiences which excite, motivate and hook the children into the learning to come)</p> <ul style="list-style-type: none"> - School trip – study the course of a river - Giant fossil - Design and build a water mill - Cooking bread – a science investigation 		
<p>Playing and Exploring <i>Engagement</i></p> <p>Children ask questions about the mysterious object they find.</p> <p>Curious about how a river changes. Do they all change in the same way?</p>	<p>Active Learning <i>Motivation</i></p> <p>In Science, children use different approaches to plan an investigation about making bread with or without certain ingredients.</p>	<p>Creating and Thinking Critically <i>Thinking/learning Process</i></p> <p>Children will be encouraged to think about how a river changes and how animals changed. Can</p>

<p>Engage in activities based on science investigations.</p> <p>In PE children to take risks and be brave about having a go in invasion games.</p> <p>Imagine life millions of years ago – what was life like back then?</p>	<p>The children will continue to develop their levels of focus to write longer pieces of writing during English lessons.</p> <p>Children think of different questions to ask the expert on the river trip.</p> <p>A geographer will come to talk to the children or be at the school trip. They will discuss what their job entails and demonstrate how to collect data and make sense of how the river helps us as humans.</p> <p>Children think about what animals on the river need to live. They will need to research and reflect on their research.</p>	<p>they make any links and patterns between animals and humans. Also rivers in our local area vs. those around the world.</p> <p>Children can compare and contrast a balanced diet for humans vs. the animals on the river.</p> <p>In science children will test a range of ideas when including or omitting different ingredients during a food based science experiment.</p> <p>Children will develop their ideas to design and build a water mill.</p> <p>Children will use Ordnance survey maps to solve problems based on directions and grid reference points.</p>
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Key Skills

Reading	Writing	Number	Speaking & Listening
<p>Weekly guided reading sessions.</p> <p>Shared reading of class texts</p>	<p>Daily handwriting practice.</p> <p>Star writes.</p>	<p>Daily number talk.</p> <p>Guided maths sessions.</p> <p>TTRockStars.</p> <p>MyMaths.</p>	<p>Thunks/P4C</p> <p>Maths reasoning – talking about understanding</p>

during English lessons. Class story. Daily quiet reading for 30 minutes.	Cross curricular writing. Guided writing sessions.	Rich maths activities.	in maths number talks.
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Opportunities for Outdoor Learning

Forest school (linked to science)

- Learning about plants, identifying the functions of different parts of flowering plants: roots, stems/trunks, leaves and flowers
- Explore the requirements of plants for life and growth
- Investigate the way water is transported within plants
- Explore the important part the flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal

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 (linked to RE and studying Islam)

Opportunities to Develop Spirituality

(making links to connecting with self, others and the wider world)

Encourage children to ask big questions about the world – what does it mean to them? How has the world changed? Does the world change depending on your religion? Spirituality in Islamic faith?

Reflection on Learning

		
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Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English	<ul style="list-style-type: none"> - The River (Poetry) - The Rhythm of Rain - Meerkat Mail
Maths	<ul style="list-style-type: none"> - Mental addition and subtraction of 2-digit numbers - Mental recall of multiplication and division facts (1-12 times tables) - Subtracting by 'finding the difference' - Adding 3-digit numbers using the expanded method - Placing numbers on a number line - Partitioning 3-digit numbers - Measurement and converting measurements mm, cm, km, g, kg, - Data collection and presenting work in bar charts - Placing fractions on a number line - Telling the time to the nearest minute to/past the hour (analogue and digital)
Science	<ul style="list-style-type: none"> - A science investigation involving bread - Rocks

	<ul style="list-style-type: none"> ○ Recognising that soils are made from rock and organic matter ○ Discover how fossils are formed in places around the world and the research fossils on the coastline - Animals <ul style="list-style-type: none"> ○ Comparisons of animals that lives in rivers ○ Investigate skeleton/muscles in humans and animals ○ Identify the nutrition the river animals need to stay healthy – which animals can make their own food?
RE	<ul style="list-style-type: none"> - Islam <ul style="list-style-type: none"> ○ Learn about why Muslims call Mohammad the ‘Seal of the Prophets’ ○ Learn about how Muslims show their obedience to Allah
PE & Dance	<ul style="list-style-type: none"> - Indoor PE: Gym - Outdoor PE: Invasion games (Basketball)
Art	<ul style="list-style-type: none"> - Creating sketches of the river during the school trip - Develop an mural based on an image of a river, using a range of materials and art techniques
Music	<ul style="list-style-type: none"> - Listening with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high quality live and recorded music
D&T	<ul style="list-style-type: none"> - Create a water mill <ul style="list-style-type: none"> ○ Generate ideas, communicate ideas through discussion, annotated sketches and prototypes ○ Use a range of tools and materials to build the mill ○ Investigate and analyse the success of the water mill - Cooking bread

	<ul style="list-style-type: none"> ○ Learn about the principles of a healthy and varied diet ○ Prepare and cook a loaf of bread ○ Develop understanding of seasonal food products
Computing	<ul style="list-style-type: none"> - Digital literacy <ul style="list-style-type: none"> ○ Things for sale (researching items to buy on a website, linking to money in maths lessons) - Computer science <ul style="list-style-type: none"> ○ Discovery coding (creating a moving animation)
History	<ul style="list-style-type: none"> - Learn about the history of Otterton Mill
Geography	<ul style="list-style-type: none"> - Local river study and compare to a river in Canada <ul style="list-style-type: none"> ○ Human geography – learn about how a river is used for trade links, energy production and food ○ Physical geography – learn about the features of a river ○ Use ordinance survey maps to locate the river, along with four and six figure grid references and symbols
MFL (KS2)	<ul style="list-style-type: none"> - French (colours, numbers, family, animals)
<p>Identify 8-10 writing outcomes for the term:</p> <ol style="list-style-type: none"> 1. Writing a poem based on 'A River' 2. Writing a story based on a voyage and return blueprint 3. Write a recount of the school trip 4. Create a guide/information page about the local river 5. Write a postcard based on Meerkat Mail 6. Persuasive letter to the local council 7. Write up science experiment about bread 8. Writing about Islam in RE lessons 	

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.*