



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

<h2>The Big Idea</h2> <h3>Journey</h3>		
<h3>Key Question/Mystery</h3> <p>Where's the Beaver hidden?</p>		
<h3>Hooks for Learning</h3> <p>(experiences which excite, motivate and hook the children into the learning to come)</p> <p>Tracking the journey of a river from source Visiting the River Otter to see the Beavers Making dams on the river Making an interactive page/display Phase 3 performance</p>		
<p>Being Happy <i>Engagement</i></p> <p>Skellig – considering life and death; what happens after we die?</p> <p>Moving school/home – what are their</p>	<p>Being Stretched <i>Motivation</i></p> <p>Making an interactive book about our bodies – life cycle</p>	<p>Being Excited About Not Knowing <i>Thinking/learning Process</i></p> <p>Considering the conservation of animals – why are animals at risk?</p>

<p>concerns/ what are they looking forward to?</p> <p>Trip to the Moor</p> <p>Barbecue on the beach/ create watercolour postcards of different parts of trip.</p> <p>Designing our own religion – one of our 3 absolute rights – to believe in a religion of our choice.</p> <p>Phase 3 performance at end of Summer term.</p> <p>Business Enterprise to raise money for year 6 end of year activities/ contribution to school fair.</p>	<p>Possibly making interactive pages on Sikhism; also preparation for secondary school</p> <p>Looking at how the River Otter has changed – the effect of weather and flooding on the course of the river.</p> <p>Why does life expectancy differ? How can we extend/limit our life expectancy?</p> <p>Understanding a musical journey – through appreciating music – Smetana Vltava – the journey of the river – The Moldau, the main river in the then Czech republic</p>	<p>Animal journeys – Looking at the Beaver in the River Otter/ salmon/ - comparing animals that have been successful and thrived, and animals that are on the brink of extinction</p> <p>Considering how journeys can be a metaphor – especially as the children think about the next step in their life’s journey.</p> <p>Think about journey of our planet – what is destroying it – consider recycling as another journey.</p>
--	--	---

--	--	--

Opportunities for Reflection

Key Skills

Reading	Writing Literacy shed provides opportunities for extended narratives	Number Timetables Business enterprise
----------------	--	--

Opportunities for Outdoor Learning

Reflection on Learning

Engagement	Motivation	Thinking
-------------------	-------------------	-----------------

--	--	--

Cross-Curricular Links

Literacy	Finish Rooftoppers – consider the actual and metaphorical journeys taken Skellig
Maths	Measuring accurately in mm for the interactive page; exploring symmetry in paperfolding exercises; reinforcing understanding of circumferences diameters and radii Planning the trip Timings for the performance End of term events need costing
Science and DT	Using DT to make flip books/ moving part books to support literacy – either a book about how the body works, - a journey inside our body <ul style="list-style-type: none"> The respiratory system/circulatory system/ digestive system; the journey of oxygen/food
RE	Sikhism/humanism/our own religion
PE	Outdoor activities on trip – dam building; orienteering athletics circuit training/parcours/own orienteering course
The Arts	Making an installation/3d display to show the journey of a river/ water cycle; explore water colours - ? asking Peter to come in and talk to children about his art? Smetana – Ma Vlast – Vltava – exploring scores

	Garage Band - composing
Humanities	Animal journeys/ animals at risk/ extinction/ how habitats change – rivers/ice cap/desert – how long can we continue to live in arid land? The journey of a river

Identify 8-10 writing outcomes for the term:-

- Journal of an animal/a place and how it changes
- Instructions for how to make an interactive page
- Compare and contrast Rooftoppers and Kensuke's Kingdom
- Information writing Science/RE
- Character descriptions from Literacy
- Creating tension – quick writes
- Recount trip out

Every class will use 'Buzz Boards' to encourage questioning and reflection and will produce a 'Learning Story' for each theme. The 'Learning Story' will tell the story of learning, both in terms of content and the way in which learning happened. Children will be encouraged to engage with the learning stories, the stories can be created in physically or electronically.