



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

The Big Idea

Creating an ideal world

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

How can we create a positive learning environment
for everyone?

What does being the best we can be look like in year
6?

How do we respect the world we live in?

How do we create a sustainable future?

How does our food get to our plate?

Hooks for Learning

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

Dream catchers- what are our hopes and dreams for the year?

Creating a positive classroom environment– reflecting on the positives;
encouraging and noticing positives, encouraging positive thoughts about
'mistakes'.

Whole class painting- each child given a piece of our class picture to paint.
Discussion around teamwork.

Building 3D landscapes- (Ice cube sculptures and net building NY skyline)-
Comparisons between settings in our class text- Greenland and New York.

Designing and making scarecrows- Link to harvest, production of food, where
does our food come from? Growing our own food to eat. Creating the perfect
menu.

Record player zoetrope – strobe lighting
Dropping into sand; water bombs; looking at displacement;
Glowing Bouncy Egg experiment

**Being Happy
Engagement**

Developing positivity in the classroom. Creating an environment where children are happy to take risks and learn from mistakes.

Creating the perfect menu. Children discover where their favourite foods have come from. Map work, creating menus. Scarecrow making.

Creating another world- Children link to story writing in literacy. Children build their new worlds.

Creating a sustainable future. Efficient ways to travel. Which is the most efficient way? Green transport- Creating electric cars.

Creating new animals for our new world- evolution/ adaptation. Clay modeling of mythical creatures- puppets, sculpture.

**Being Stretched
Motivation**

Discussions around the science around how we learn. Brain crossing, deepening understanding etc.

How much would it cost for you to travel as far as your food?
How long has it taken to travel to our plate?

Who runs your world? How is it run? What beliefs/ values and leadership does your world have?

If you could create a new means of travelling what would it be? How could we be more 'green' at St Martins?

Explanations of your creature's adaptation to its environment.

**Being Excited
About Not
Knowing
Thinking/learning
Process**

Finding out about our classmates. How do we learn best? What expectations do we have of each other in Elm?

How far has your food travelled? Why has your food been imported from these places?

What has shaped the world as we know it? (Influences from Ancient Rome, Greece, first railways, anglo saxon place names and village life).

Exploring ideas in 'First Light'.
Electric circuits.
How things move.

<p>Design own video games- children design, code and play their own games.</p>	<p>What have you discovered when coding? What are your top tips for another person trying to code?</p>	<p>What does coding mean? What kind of games appeal to the class?</p>
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Opportunities for Reflection

Key Skills

<p>Reading</p> <p>Reading comprehension (through independent, guided and shared reading).</p> <p>Deepening understanding of text through asking own questions. Asking open questions.</p> <p>Research- note taking and re-writing text.</p>	<p>Writing</p> <p>'Blurb' writing- predictions. What is the story about? (Using items from our text).</p> <p>Descriptive writing- Story settings.</p> <p>Persuasive letter writing- persuade your audience to come to live in your world.</p> <p>Writing poetry around our potions- link to Macbeth poems.</p> <p>Story writing- the creation of our new worlds/ animals</p> <p>Instruction text- recipes</p>	<p>Number</p> <p>Scaling- mapping out the world</p> <p>3D shapes, measurement, nets</p> <p>Mandalas- geometry</p> <p>Ratio and proportion- mixing potions</p>
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Opportunities for Outdoor Learning

Creating a new world- looking at the world in a different way. Exploring outside space with mirrors, touch, sounds.

Mapping the world to scale outside-can we see how far our food has traveled?

Flying our rockets/ hot air balloons

Building our new world? Using natural resources

Sustainable energy designs.

Reflection on Learning

Engagement	Motivation	Thinking

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	First light- Rebecca Stead There's a Boy in the Girl' Bathroom Dinosaurs and all that rubbish – Michael Foreman Window – what is the impact of development Macbeth – 3 witches Literacy Shed – Girl and the Robot Cloudy Lesson Barry – Colin Thompson The Red Tree by Shaun Tan
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<p>Maths</p>	<p>Links between volume ; ratio and proportion linked to potions and scale models Number patterns; platonic solids; 3 d nets; shape and space; Fibonacci; Measuring accurately</p>
<p>Science</p>	<p>Lightbulb moments Pupils Y6 should be taught to:</p> <ul style="list-style-type: none"> • Evolution and inheritance <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Electricity <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.
<p>RE</p>	<p>What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death</p> <p>What does it mean to belong to a religion/belief system? Make links with Hinduism and the caste system; reincarnation</p> <p>The Creation Story</p>

PE	Gym Dance – in response to The Planets
The Arts	Making clay puppets Designing and making scarecrows. Collage. Eadweard Muybridge – horse’s hooves off the ground at same time – link to zoetrope; time lapse photography
Humanities	<p>History: The impact of early civilisations-</p> <p><i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p>Greek life and achievements and their influence on the western world.</p> <p>Geography:</p> <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

Identify 8-10 writing outcomes for the term:

- Writing spells – creating a spell book
- Aesop's Fables – create own fable based on what happens if we ruin this planet (Dinosaurs and all that Rubbish)
- Instructions for How to Make a Cloud
- Poetry stimulated by Paint me a poem
- Letters to invite/letters to thank
- Persuasive writing to get people to recycle; turn lights off; use solar energy; web based resource
- What I would like to be when I am reincarnated
- Write own creation stories
- Elicitation from Literacy Shed Girl and Robot; Window
- Instruction Manual

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.