



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

	<b>Musical/Auditory</b>		<b>Interpersonal</b>		<b>Naturalistic</b>
	<b>Bodily/Kinaesthetic</b>		<b>Linguistic</b>		<b>Spatial</b>
	<b>Intrapersonal</b>		<b>Logical</b>		<b>Spiritual</b>

**Year Group: Phase 3**

**The Big Idea**  
**What are you surprised by?**

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

- What would you be surprised by?
- What happens to our bodies when we are surprised?
- Who are the most surprising story characters?
- How do you create an illusion?
- What surprises us in nature?
- What surprises us in history?

# Hooks for Learning

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

Surprising characters (David Walliams)

Magic

Alarms

Natural phenomena

Top secret

Kinder surprise

Unexpected/ curiosity/ awe and wonder/ miracle

Cirque du Soleil

Optical illusions

Chris – filming illusions

Scanimations

‘Did the image warp?’ (Youtube)

Living Statues

Freaky fashion show (Altering bodies – textiles)

Heart rate monitor/ brain-controlled helicopter

Attraction – Swinton advert

Leon and the Place Between

Flashmobs

Love has no labels (<https://youtu.be/kknSsX1S7xl>)

Camouflage

Presents

Things that make you jump/ things that go boo in the night

## Playing and Exploring Engagement



Creating life size characters from 'Gangsta Granny' using a textiles and the descriptions in the book.



Children to be magicians for the day! Share their favourite magic trick with the class.  
Record own magic shows for TV.



Designing and building alarms systems.



Designing and making a 'Kinder Surprise' leading up to Easter.



Exploring and creating illusions with our bodies.  
(Looking at work by Britain's got Talent's 'Attraction' )

## Active Learning Motivation



Exploring characters in the book. Drawing up character profiles.  
Character description.



Editing/ recording/ performing using ICT.

Children work as a team in different roles.



Children explore and understand the use of circuits in electricity.  
They design an alarm for a purpose of their choice.



Children Design and make their own Kinder Egg, packaging, and surprise.



Children explore illusions made by artists. How have they created them?  
Children design own illusions linking with work in PE.

## Creating and Thinking Critically Thinking/learning Process



Can we use our senses to describe the character?  
Is the character what you expected?  
How would you develop the character in the rest of the story?



How could we improve our performance?  
How did we trick our audience?  
Were the audience surprised?



What equipment do we need to create an alarm?  
How do change the volume of the alarm using different voltage?

Can we compare and give reasons for variations in how components function?



Who are we targeting?  
(age group/ gender etc)

How will we make the egg appealing?  
Can you design a suitable wrapping?

Which materials can we use?



How can we create different shapes with our

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## Key Skills

### Reading



Developing inference through reading comprehension and listening to stories – probing questions

Exploring different texts by the same author e.g Tuesday and Flotsom.

Exploring surprising characters in texts and how they are portrayed.

### Writing



Children given the opportunity to write for a range of purposes and for a range of audiences.

### Number



Children focus on number, counting and solving real life problems in preparation for SATs.

## Opportunities for Outdoor Learning



- Flash mob dancing.
- What happens to the heart during exercise/ when we're surprised.
- Exploring how animals adapt to their environment. How could we camouflage ourselves?
- Living statues.

# Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

## Literacy

- Think of different words to describe the look and taste of cabbage.
- Granny's door makes a 'Clunk' sound as it is closed. Can you think of other words that describe a sound (e.g. oink, bang, swish)?
- Granny loves food made with cabbages. Can you design a menu with lots of cabbage-related foods (e.g. cabbage soup, cabbage cake)?
- Choose a person that you know (or a made up character) and think of different secrets that they might have. Can you write a story about this?
- Ben and Granny play Scrabble together. Ask a friend to give you a random selection of letters and see how many words you can make using them.
- Can you tell one of the stories that Ben's granny might have read to him when he was younger?
- Design a page for the Argos catalogue which shows the Crown Jewels for sale, similar to the one in Chapter 26.
- Make a list of questions to ask the Queen if you had the chance. Could you role play an interview with the Queen?
- Listen to the [audiobook version](#) of the story. Could you record your own reading of the book?
- Watch this video in which the author shares his writing tips. Can you use some of these tips in your own writing?

<h2>Maths</h2>	<p><b>Maths relating to Science-</b> Heart rate graphs. Comparing heart rate graphs and asking/ answering questions.</p> <p><b>Maths relating to our class book Gangsta Granny:</b></p> <ul style="list-style-type: none"> <li>• In Chapter 5 there is a timetable for 'granny's hectic life'. Could you create a new, more exciting, timetable with lots of different activities at various times each day? Could you make up some questions for others to answer about your timetable (e.g. How long does a particular activity last?).</li> <li>• The author challenges the reader to do nothing but count for sixty seconds. Estimate how long sixty seconds is... use a clock / stop-watch to check your estimate.</li> <li>• Venn diagrams are used in the story. Can you make up your own Venn diagrams and explain what they show?</li> <li>• Look at the graph of told-offness in Chapter 27. Could you make your own graph about a similar topic?</li> </ul>
<h2>Science</h2>	<p>Animals including humans (Exploring how are body reacts to surprise)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p>Electricity-</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

RE	<p>How do we make moral choices?</p> <p>Theme: Beliefs in action around the world.</p>
PE	<p>Gymnastics- Linked to our body illusions/ circus. Ball and net games.</p>
The Arts	<ul style="list-style-type: none"> <li>• Design the cover for one of granny's gangster books or for a copy of Plumbing Weekly magazine.</li> <li>• Design an advert for one of Raj's special offers.</li> <li>• Draw a picture which shows what granny's box of diamonds and jewellery looks like.</li> <li>• Design a new costume for Ben's dance championship.</li> <li>• Make a scale model of the Tower of London, like Ben does at school.</li> <li>• Can you plan and make an animated trailer for the book, using this one for ideas?</li> </ul>
DT	<p>Kinder surprise- Make chocolate Easter eggs using molds. Children design packaging and surprise.</p>

# Humanities

## History:

### Relating to class book Gangsta Granny:

- In Chapter 24, there is a list of famous prisoners who were kept at the Tower of London. Can you find out about them and their crimes?
- Find out about the crowns kept in the Tower of London.

## Geography:

- Natural phenomena

### Relating to class book Gangsta Granny:

- Granny has stolen items from India and St. Petersburg. Can you find these places on a map?
- Look at a map of London. Can you find the River Thames, the Tower of London, Buckingham Palace and any other famous locations?
- Draw a map of the Tower of London and use it to show how Ben and his granny might have broken in to the Jewel House.

## Identify 8-10 writing outcomes for the term:

- Comparison text- Is the character Granny what you expected? Is she like a 'typical' Granny?
- Newspaper Report- Crown Jewels being stolen from The Tower of London.
- Make up some new book titles which include alliteration, e.g. The Perilous Postman, Annoying Aunties, Groovy Grandad. Could you write a story based on one of these book titles?
- Write a biography for Flavio Flavioli, the dancer from Italy who performs on Strictly Stars Dancing.
- The author gives a step-by-step guide for pretending to brush your teeth. Can you write a set of instructions which show people how to brush their teeth properly?
- Write about one of the adventures that granny might have had when she was the most wanted jewel thief in the world.
- Imagine that you are Mr Parker. Create a set of Neighbourhood Watch rules to help others in the community stay safe from crime.
- Look at granny's recipe for cabbage cake. Can you create a recipe for something that tastes much nicer?
- Writing a factfile about criminals from The Tower of London.

## Opportunities for Home Learning for the term:

	<p><b>Musical/Auditory</b> Research surprising sounds in nature and find a way to make that same sound using natural materials.</p>		<p><b>Interpersonal</b> Work with friends to plan a nice surprise for someone in the class.</p>		<p><b>Naturalistic</b> Keep a nature diary that records the first signs of spring – what do you see? What do you hear? How do you know spring is coming?</p>
	<p><b>Bodily/Kinaesthetic</b> Learn a Cirque du Soleil trick to perform in school.</p>		<p><b>Linguistic</b> Write a book review on your choice of book. What did you like about it? Who would you recommend it to? What was surprising about it? Remember to include a summary of the story (without giving everything away) and some information about the author.</p>		<p><b>Spatial</b> Choose a surprising character from our class story. Can you make some artwork based on the character.</p>
	<p><b>Intrapersonal</b> Research and create a project (a booklet, a slide show or anything else you can think of!) on something you are</p>		<p><b>Logical</b> Find out about and learn a maths-related trick to share with the class. Can you explain how it works?</p>		<p><b>Spiritual</b> Produce a piece of art work based on the school's core values of love, hope, mercy, kindness, grace and faith.</p>

	interested in to share with Mr Holl / Miss Jenkin.				
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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.