



# 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: Year 5**

**The Big Idea**  
**Rhythm of Life**

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

How do animals adapt to their environment?  
How would we survive in a different environment?

**Hooks for Learning**  
(experiences which excite, motivate and hook the children into the learning to come)

Trip to Plymouth Aquarium  
Treasure Hunt around Cranbrook – collecting clues to identify animals

<p>Playing and Exploring <i>Engagement</i></p>	<p>Active Learning <i>Motivation</i></p>	<p>Creating and Thinking Critically <i>Thinking/learning Process</i></p>
<p>Rear frogs from frogspawn.</p>	<p>Watching how frogspawn grows and develops and being fascinated by the developments of living things.</p>	<p>Making links between life cycles and linking to superheroes – what superpowers would be useful at that point in development based on inabilities/abilities.</p>
<p>Treasure hunt around Cranbrook – exploring the environment and the community where they go to school while collecting clues about different animals and their adaptations.</p>	<p>Children get to explore different areas of Cranbrook.</p>	<p>Using clues and maps to solve problems. Discussion of evidence to help identify the outcome of the clues.</p>
<p>Trip to Plymouth Aquarium – exploring a different habitat.</p>	<p>Children will have the opportunity to be interested and engaged in workshops and exploring the aquarium.</p>	<p>Children to consider how animals are adapted to life in the water and how the life cycle of marine creatures differs.</p>
<p>End of year production – taking on roles, working as a team and using their imagination to take on the roles in the play.</p>	<p>Children will have to persevere with pulling the performance together and will need to put a lot of energy and enthusiasm into it.</p>	<p>Every production has hitches – patience, reflection and problem solving will be key!</p>

## Key Skills

### Reading



Asking questions to improve understanding.  
Impact of figurative language on the reader.  
How language, structure and presentation contribute to meaning.

### Writing



Plan their writing by identifying audience.  
Select appropriate grammar and vocabulary.  
Use appropriate presentational devices.  
Evaluate and edit by assessing the effectiveness of writing.

### Number



Solve practical, multi-step problems using a range of operations with numbers up to 1,000,000, including negative numbers, decimals and fractions.

## Opportunities for Outdoor Learning



Visit the Country Park as part of localities study.

## Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	 <ul style="list-style-type: none"> <li>• Survival at 40 above</li> <li>• Extreme Animals</li> <li>• Ice bear</li> <li>• Where my Wellies take me (poetry)</li> <li>• A drove full of bullocks</li> <li>• How the Whale Became</li> <li>• Varjack Paw</li> </ul>
<p>Maths</p>	 <p>Measure – converting measures and solving problems involving measures.  Additive Reasoning – securing formal methods.  Number – developing and securing understanding of decimals, fractions and percentages  Multiplicative reasoning – securing prime numbers, square numbers, cubed numbers, factors and methods for multiplication and division.  Geometric reasoning – reasoning with properties of shape, using a protractor</p>
<p>Science</p>	 <p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul> <p>Animals:</p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age – human life cycle.</li> </ul> <p>SRE</p>
<p>RE</p>	 <p>Multi faith study of significant stories.  How does the story of Ramu and Sita inspire Hindus to follow their dharma?  How did Buddha teach his followers to find enlightenment?</p>

<b>PE</b>	 <p>Outdoor learning – map reading Gymnastics Athletics (sports day)</p>
<b>The Arts</b>	 <p>Designing and creating wheelbarrows for the Devon County Show End of year Phase 3 production.</p>
<b>DT/ Computing</b>	 <p>Digital literacy - Picture Perfect Discovery Coding 5b Documents Creating wheelbarrows for the County Show</p>
<b>Humanities</b>	<p>Where do different animals live? – Link to map work of the world. Localities study of Cranbrook.</p>

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

- Traditional story based on the Ice Bear
- Diary of child in the ice bear
- Story of creation based on How the Whale came
- Chase scenes – creating suspense – based on Varjack Paw
- Chronological report based on a day in Antarctica/ Arctic
- Persuasive writing – global warming
- Non-chronological report on an animal
- Recount of trip/ treasure hunt
- Day in the life of...

**Opportunities for Home Learning for the term:**

	<p><b>Musical/Auditory</b> Create a piece of music that reflects the life cycle of an animal.</p>	 <p><b>Interpersonal</b> Adapt a well-known board game so that it is based on animals or their habitats and teach a friend to play it.</p>	 <p><b>Naturalistic</b> Use natural materials to create an outfit.</p>
	<p><b>Bodily/Kinaesthetic</b> Make up a new game for PE that involves running, jumping</p>	 <p><b>Linguistic</b> Write a report or a story about an endangered</p>	 <p><b>Spatial</b> Make a 3D model of an animal habitat.</p>

	and throwing. Be ready to teach the class!		animal.		
	<b>Intrapersonal</b> Think of a way to raise some money for or to raise awareness of endangered animals.		<b>Logical</b> Find out about a mathematical pattern that can be found in nature.		<b>Spiritual</b> Find out about animals that are sacred to different religions.

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.