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

	**Musical/Auditory**		**Interpersonal**		**Naturalistic**
	**Bodily/Kinaesthetic**		**Linguistic**		**Spatial**
	**Intrapersonal**		**Logical**		**Spiritual**

Year Group: Year 6

The Big Idea

Adventure

Key Question/Mystery

(To start with and return to)

How can you be an adventurous learner?
Can children be adventurers?
How can an adventure be recorded?

Hooks for Learning

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

Hook days: every three weeks children will take part in an enrichment day.
Day 1:Science – Light investigations
Day 2: Art – Shadow puppets and animation
Day 3: Humanities – going on an adventure around the world
Day 4: Science – Electrical adventures

Playing and Exploring *Engagement*	Active Learning *Motivation*	Creating and Thinking Critically *Thinking/learning Process*
Children will take part in investigations to do with light – different industry lights will be investigated.	Understanding the properties of light and how the different industry lights work – children will be immersed in lights and their effects.	Children will look at how lights are used in stage shows and will think critically to create the lighting for a scene from an adventure story.
Watching and learning about traditional Javanese Shadow Puppet theatre and the animation of Lotte Reiniger.	Children will make their own shadow puppets and cut-out animations.	Children will work in teams to create their shadow puppet show. They will link their understanding of shadow theatre with previous learning about light. They will need to work methodically and with determination to make their animations.
After 'travelling on an aeroplane' in the classroom, children will be transported to different places around the world to find adventure.	Creating projects about places around the world in which to have an adventure/famous adventurers from history	Children will need to be able to make their own decisions and solve problems to go on their adventure. Children will be required to reflect on adventure and how adventurous they are/could be.
Children will look at all of the different gadgets and electrical devices that adventurers use on expeditions – even ones in space.	Children will be given wires, cells and other electrical components and will design and build a device to help an adventurer.	Children will need to think creatively and critically to discover the niche for a new electrical product for an adventurer. They will have to problem solve and bounce back when it gets challenging. They will need to test and develop their ideas by reflecting on and changing their strategies. Can you push yourself to make it even better?

Key Skills

Reading

Asking questions to improve understanding.
Developing inference skills.
How language, structure and presentation contribute to meaning.
Continue with AR/reciprocal reading to develop independent reading skills.

Writing

Plan their writing by identifying audience.
Use a thesaurus when editing and I improving to select appropriate grammar and vocabulary.
Use cohesive devices within and across paragraphs.
Continue to experiment with high level punctuation e.g. : ; - , ()
Use Y6 terminology such as subject, object, active and passive.

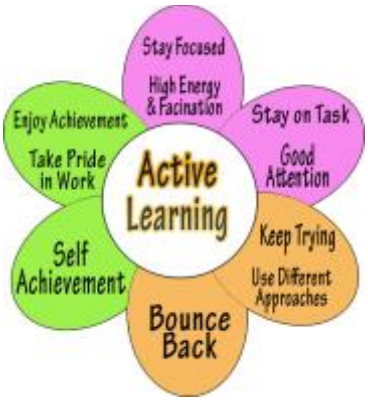
Number

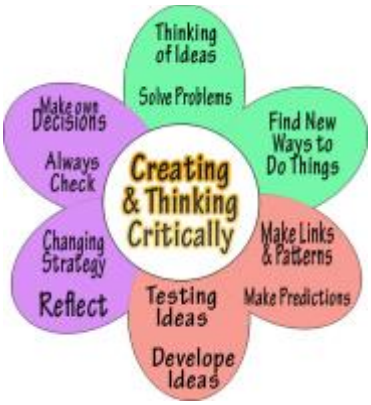
Solve practical, multi-step problems using a range of operations with numbers up to 10,000,000, including negative numbers, decimals and fractions.

Number talk – developing reasoning skills and flexibility in maths thinking, discussion around comparing methods.

Opportunities for Outdoor Learning

Reflection on Learning





Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	 • Survival at 40degrees C and Above • Lion Journal • Edmund Hillary and Tenzig Norgay Biography • A Thief in the Village by James Berry (selected short story: The Mouth Organ Boys)
Maths	 Rising Stars sequences with a focus on filling gaps identified through assessment. Shape – Recognise angles where they meet at a point, straight line or vertically opposite, finding missing angles, reasoning with angles, comparing and classifying geometric shapes based on their properties. Round numbers to a required degree of accuracy. Use negative numbers in context. Place value – negative numbers and decimal numbers. Calculation – methods for addition, subtraction, multiplication and division, including problem solving. Number talk - improving reasoning skills.
Science	Children will work scientifically to investigate light and elelctricity: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them • 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

RE	 Beliefs in Action in the World • Human rights • Fairness • Social Justice Understanding Christianity -How can Following God bring Freedom and Justice? What difference does the resurrection make to Christians? What would Jesus do?
PE	 Dance Invasion Games OAA development Athletics
The Arts	 History of shadow puppets and animation (Lotte Reiniger) and making their own!
DT/ Computing	 Using IT to develop and present writing in new and interesting ways e.g. PowerPoint, Book Creator, Newspaper reports, animation.
Humanities	Finding out about the Simpson desert in Australia – what you need to survive and adventure in this environment. Researching different locations around the world in which to have an adventure.

Identify 8-10 writing outcomes for the term:

- Newspaper report
- Biography
- Adventure story writing
- Diary of an adventurer
- Recount of an adventure
- Reflection on hook days
- Science investigation write-up
- Writing in response to films and animations about adventure

Opportunities for Home Learning for the term:

	**Musical/Auditory** Create a piece of music for an adventure film		**Interpersonal** Organise a treasure hunt for your friends to follow.		**Naturalistic** How do animals adapt and survive in extreme temperatures.
	**Bodily/Kinaesthetic** Create your own adventurers warm-up and be ready to lead the warm-up in PE.		**Linguistic** Write your own hero or animal adventure story.		**Spatial** Create your own TV show for an adventurer like Bear Grylls or Anne Daniels.
	**Intrapersonal** Bring in a 'thunk' that we can use as a class discussion. (e.g. Is it more important to love or be loved? Would you rather be rich or happy?)		**Logical** Plan and do the costs for an adventure – you've only got £2000 to spend on you and a friend. Where would you go? What would you do?		**Spiritual** What adventures did Jesus go on? Research and present your work in any way you want to.

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.