



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: Phase 3

The Big Idea

Surprise!

Don't judge a book by its cover.

Key Question/Mystery

(To start with and return to)

- Who can perform a miracle?
- What might the surprise be?
- What is the unexpected?
- What qualities would a hero?

Hooks for Learning

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

Jack in the box

Party/ party poppers

Magic

Presents

Alarms

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

Natural phenomena

Plagues of Egypt

Pigs flying

Top secret

Kinder surprise

(Animal) babies

Explosions

Unexpected/ curiosity/ awe and wonder/ miracle

Cirque du Soleil

Optical illusions

Onomatopoeia

Fairground

Chris - filming illusions

Scanimations

'Did the image warp?' (Youtube)

Living Statues

Freaky fashion show (Altering bodies - textiles)

Heart rate monitor/ brain-controlled helicopter

Surprising characters (David Walliams)

Attraction - Swinton advert

Leon and the Place Between

Flashmobs

Love has no labels (<https://youtu.be/kknSsX1S7xI>)

Camouflage

Trip to a zoo.

*Playing and Exploring
Engagement*

Find footprints, who has been here? Who or what do they belong to?

What's a Yipper? What talents and surprising tricks can your Yipper do?

What would you use to catch a mermaid?

If you chose a dragon what would it look like? What skills would it have?

What would a land of dragons, merpeople and other mythical creatures look like?

How do you communicate with a dragon, elf, Viking?

Do dragons exist? Have dragons ever existed?

Who is your hero?

How do catch and train a dragon?

What could trade to get money for your land/ tribe?

Where does your dragon live?
What survival skills will your dragon need? How have they adapted to their environment?

*Active Learning
Motivation*

Create your own Yipper.
Create a guide on how to care for your Yipper. Teach a friend to train your Yipper. 

Design your own machine to catch a mermaid. A naughty mermaid has escaped and we must catch her. She is very clever and very quick. 

Design your own dragon. 
Intra UK dragon tournaments.
International dragon tournaments with countries from around the globe. 

Finding out how the dragons have adapted to their country, environment investigations, (landscape, habitats.) 

Creating a mythical island for the creatures to live on. 

Finding out the main export and imports from around the world. Plan how you will transport the product. Managing a budget and trading with fellow peers from other countries.

Designing top trump cards for mythical creatures. Play against your friends.



Designing a new language.

Words/ noises. 

Designing a dragon trainer initiation program on how to train a dragon. 

*Creating and Thinking Critically
Thinking/learning
Process*

What would someone need to know to care for your pet? What information might you need to tell them? Food? Training? Health care? Exercise? Special instructions? Warnings?

What features would the machine need, to be successful in catching the mermaid?

What physical features does your dragon have? Where does it live? Does this effect what they dragon might look like? What does it eat/ do? Does this impact on its features? What features might it have to survive in the environment in which it lives?

What would you trade with another country, how would you import/export? What is your countries main trade? What is the costing of your import/export services? What do you need to import to survive?

When designing a new language what problems might you face? How will others be able to learn your language? Does your language have any patterns/rules?

What are your dragons features? Would dragons need different skills? Why?

Key Skills

Reading

Identify the main ideas drawn from more than one paragraph and summarising these.

Drawing inferences such as characters' feelings thoughts and motives from their actions, and justifying inference with evidence.

Writing

Assess the effectiveness of their own and others' writing and suggest improvements.

Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.

Choose nouns and pronouns appropriately for clarity and cohesion.

Number

Recall multiplication facts and division facts up to 12 x12.

Round any number to the nearest 10/100/ 1000.

Compare numbers with the same number of decimal places

Opportunities for Outdoor Learning

Making Viking mud huts.

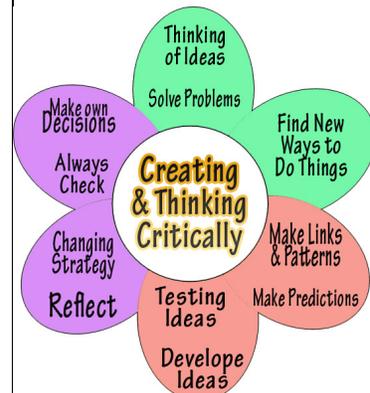
Animal habitats

Trading market

Paignton zoo trip

Orienteering - map work, map reading. Map skills, visit country park

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	<p>Create a class dragonology book.</p> <p>Explanation texts to explain how to care for/train a mythical creature. Create an overcoming the monster story using mythological creatures. Dragon Poetry Non-chronological reports about animal adaptations. Recounts about trips/experiences.</p>
<p>Maths</p>	<p>Top trumps Co-ordinates for maps Managing a budget - money, decimal Direction and position - maps Measure - catching and training</p> <p>Scales - maps Problem solving (2 step problem solving) Battleship type games.</p>
<p>Science</p>	<p>Children will be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them. • setting up simple practical enquiries, comparative and fair tests. • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • identifying differences, similarities or changes related to simple scientific ideas and processes. <p>Children will learn to describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans. Also to construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Children will explore how living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment and recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p>RE</p>	<p>We will explore the following questions, through RE session, collective worship and class discussions.</p> <p>What is important to me? Why do religious books and teaching matter? What does it mean to belong to a religion? Why are some journeys and places special? How do we make moral choices? How and why do people express their beliefs in different ways? What do people believe about life? How should we live and who can inspire me? What does it mean to belong to a religion/belief system?</p>
<p>PE</p>	<p>Dance, tennis, invasion games, Athletics.</p>

<p>The Arts</p>	<p>Researching dragon/mythological artists - Dragon sketching Environment sketching Use of sculpture using natural materials e.g. Viking huts Looking at Viking architecture Animating a myth Model making - designing and creating an island/dragon Music that has been inspired from myths and legends - make judgments about music and then compose a piece of music to accompany their own myth or legend. Turning characters form myths and legends into comic book super heros.</p>
<p>Humanities</p>	<p>The children will explore the following areas: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • 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. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography. • describe and understand key aspects of: <ul style="list-style-type: none"> <u>physical geography</u> <ul style="list-style-type: none"> • including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork.</u> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Identify 8-10 writing outcomes for the term:

1. Writing an ology book
2. Instructions on how to trap your dragon - imperative verbs and time connectives
3. Top trump cards
4. Non-fiction explanation about their own dragon
5. Setting/character/atmosphere description
6. Letter to Paignton Zoo asking about things that they would like to know...
7. Science week report
8. Posters for trade market - persuasion
9. Advert for Paignton Zoo - ICT
10. Local Newspaper from their designed Island
11. Estate agent advertisement to sell some of their houses on their island
12. Compose and write a piece of music
13. Pervasive piece Are dragons real?

Opportunities for Home Learning for the term:

	Musical/Auditory		Interpersonal		Naturalistic
	Make your own How to Train your Dragon theme tune using a junk band instruments		Create a freeze frame story about dragons.		Using objects from nature create your own dragon island.
	Bodily/Kinaesthetic		Linguistic		Spatial
	Design a game/task that dragons trainers must complete on their dragon initiation day.		Design a code or communication system for the Vikings to use.		Design a map of your house and compare it to a made of a Vikings house.
	Intrapersonal		Logical		Spiritual
	If you were a dragon what would your diary say...? Write a dairy.		Dragons have invaded your house/garden - design an escape plan to get yourself to a place of safety.		Using the school values - design a set of values for the Vikings/dragons (code of conduct).

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.