



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

The Time Machine

Key Question/Mystery

(To start with and return to)

The Travelling Tardis

Where is Dr Who?

Where is the Tardis taking us?

How might we travel to a different place in time?

What the achievements of the earliest civilizations?

What was it like to live as a Victorian child?

What would life be like as a child in a different era?

Hooks for Learning

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

Where's Wally

Creating the Tardis

Back to the Future film- leading on to learning around Science, technology, inventions.

French day- French revolution

Travel to a chosen age/ time- spend the day there!

Escot- Saxon village?

Art through the ages

Time travel author visit.

Playing and Exploring *Engagement*

Building the Tardis – collaborative phase 3.



Design your own time travelling machine



Balloon debate

Time travel monopoly- children to design and create their own games.



Travel- Atlas work- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



Our time on earth in the great scheme of things- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.



Evolution- Looking at the life of Mary Anning and her importance.

Evidence from the past- fossils, stone age artefacts etc.

Active Learning *Motivation*

Visit to Lyme Regis- fossil hunting, exploring the life of Mary Anning. Exploring ancient times.



'Travelling' to a different time (past or future), exploring ways of life. Fancy dress.



- Artwork- aboriginal artwork.



- Exploring aboriginal culture and the link between present and past.

Dance and music through the ages.



Creating our own futuristic music- designing own musical instrument/ type of music.



Creating and Thinking Critically *Thinking/learning Process*

Providing a safe space, a thinking space, a quiet space, a place for reflection. Sparking imagination.



Who would be most valuable?

What will things be like in the future?



What will survive the test of time?

THUNKS- Questioning artifacts from different times/ places.

Key Skills

Reading



Class books- Tom's Midnight Garden, A boy called Hope

Children continue to read with increasing independence, using the AR scheme.

Time travel texts in guided reading

Writing



Opportunities for writing through our class texts- Prediction writing, time travel stories, letters, persuasive leaflets, report writing.

Instruction writing- How to successfully time travel, how to build a time machine

Story writing set in a different time- the past or future.

Number



Code breaking (link to Enigma Machine).

Time- (Linked to Tom's Midnight Garden) The clock strikes 13! What would a clock look like with 13 hands? How would this affect us?

Exploring Roman numerals.

Historical money

Opportunities for Outdoor Learning



- Making effective tools – link to properties
- French Revolution- role play
- Pond filtering

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy



- Tom's Midnight Garden
- Goodnight Mr Tom
- A Wrinkle in Time
- A Christmas Carol
- A Street Through Time

Comparisons between two stories in two different times.

How different was childhood in Victorian Times and now?

Write a recount about your travel to a different era and share it with a child in a different year (who travelled somewhere else!)

Report writing.

Maths

Rising Stars sequences
Time Travel Agents
Costing & planning trips – cost comparison, time taken, ticket & hotel costs, distance-time graphs
Tracking Santa
Google Maps – distances
History of money



Science

Light & sound travel
Forces
Properties of materials – development of tools, mining, make an effective tool.
Earth and space – space travel, development of continents
Evolution & inheritance – skeletal development of man
Animals
Light and electricity – industrialisation, doppler effect, super sonic



<p>RE</p>	<p>How can God be in more than one place at a time?</p> <p>Pilgrimage – sacred places</p> <p>Inspirational people through time</p> 
<p>PE</p>	<p>Dance across the ages</p> 
<p>The Arts</p>	<p>Backdrops</p> <p>History of art</p> <p>History of photography -> development of technology. Cottingly Fairies, photo trickery/ forced perspective.</p> <p>Inca art</p> 
<p>DT/ Computing</p>	<p>Create models of their own new community – how will they make it successful?</p> <p>Green screening – tardis, Dr who reporting from..., creating travel reports/ adverts</p> 
<p>Humanities</p>	<p>Localities study – looking at the development of communities. What is likely to happen in the future? How towns grow.</p> <p>Ancient civilisations - Ancient Greece (Ancient Olympics, scholars), Incas</p> <p>Indigenous tribes now – reflect on Stone Age man. Why have they retained their uniqueness?</p> <p>Tracking Santa.</p> <p>Continents, seas, major cities.</p> <p>Travel and tourism locally – compare and contrast</p> <p>Industrialisation – link to accessibility.</p> <p>Sedimentation, deforestation – impact on habitat</p> <p>Family trees – genealogy, Royal family tree</p> <p>Aren't we French anyway?</p> <p>Will there be a WW3?</p>

Identify 8-10 writing outcomes for the term:

- Recounts – chronological and non-chronological (diaries, postcards)
- Critics
- Travel guides/ brochures – place or time – persuasive writing
- Biographies & Autobiographies - Day in the Life of
- Stories (inc. Sci-fi, Voyage and Return, Rags to Riches)
- Instructions, directions, route guides

Opportunities for Home Learning for the term:

	<p>Musical/Auditory What would it sound like in a different time? What could you hear? Air raid sirens, fighter jets and disruption during WW2, what would it sound like to be a Viking at sea? Or even predict what you think it would sound like to live in the future.</p>		<p>Interpersonal Write and perform a song/ poem/ rap/ play about travelling in time.</p>		<p>Naturalistic How has our world changed over time? How have plants and animals changed? How has the globe changed? Has Britain always been an island?</p>
	<p>Bodily/Kinaesthetic Travel back in time and research a game played by children in history. You could research 'Knucklebones' played by the Romans, or the Victorian game 'Tom Tiddler's Ground'. Could you teach it to the class/ your friends? You may transform playtimes! 😊</p>		<p>Linguistic Write a book review about our class book 'Tom's Midnight Garden' or write your own version of the story. Can you imagine travelling to another place in time? What would it look like? Who/ what would be there? Would there be any challenges with living at this time? Write a diary entry or adventure story about living at this time.</p>		<p>Spatial Could you create a map of travel to a different place in time? You could draw your world in a different stage in time e.g. what might your bedroom look like in 1000 years time? What would it have looked like during Victorian times? You could even research- and create your own version of- artwork in different eras. You could research Impressionism, cubism or pop art.</p>
	<p>Intrapersonal Our theme is 'Time Machine' Research and create a project (a booklet, a slide show or anything else you can think of!) on something you are interested in. You can share</p>		<p>Logical Cracking codes has been so important through history, to send private messages, to uncover plots, identify traitors and influence battles.</p>		<p>Spiritual Look into different beliefs and religions in history. You could research different creation stories- look into Greek or Egyptian beliefs or look at Aboriginal creation stories.</p>

	this with the class if you wish!		<p>You could swap letters for numbers e.g. 3 1 20</p> <p>C A T</p> <p>Could you create your own secret code? We'll try to crack the code before you tell us the secret!</p>		<p>"In the beginning God created the heavens and the earth." Research what the bible tells us about creation.</p>
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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.