



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 5

**The Big Idea
Discovery**

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

What have we yet to discover?

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

Alien Invasion
Footage of Moon landing – conspiracy theory;
Design a moon buggy
Roswell
Exploring centrifugal force
Making parachutes – slowing down a rocket/land speed record
Try running with a parachute
Making rockets attaching parachute
Footage of landing on Mars

Playing and Exploring *Engagement*

- Night walk/star gazing
- Newspaper report, UFO landing clips and what happened?
- Exploring key events in recent history to create board game to share with the alien.
- Creating radio advert.
- Create a brochure and jingle for a space travel agency

Active Learning *Motivation*

- Research facts about points in history so they can create their board game.
- Create their own history page about them.
- Find out about key things that have happened in their lives so far so they can create their own history page.
- Incorporating QR codes into game
- Virgin Galactica – how much will a return flight be
- Development of Technology – first computers to Raspberry Pie – Phase 3 bloggers
- The Space Race – when did we invade?

Creating and Thinking Critically *Thinking/learning Process*

- key points in history on the timeline
- Thunks – Does everyone experience the same event in the same way?
- How long does it take to get to Mars/ Pluto?
- Look at development of artificial intelligence – Could robots take over the world?
- We have made a mess of our own world – what will we do if we find a planet we can inhabit in Space?

Key Skills

Reading	Writing	Maths	Speaking and Listening
Guided Reading 1 group daily AR – 4 independent reading sessions Spellings x 4 sessions a week Quick writes	Handwriting practice Grammar taught within the Teaching sequence	Week of Inspirational Maths Number Talks x 5 Guided Maths groups	Class story Thunks Reading aloud Working memory games Reasoning in Maths A, B C – Agree, Build, Challenge

Opportunities for Outdoor Learning

- Using the outdoor shelters for story time.
- Using the play pod for inventions
- Outdoor classroom space for handwriting and maths interventions.
- Completing class work outside
- Forest School

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Reflection on Learning

<p>Playing & Exploring</p>	<p>Active Learning</p>	<p>Creating & Thinking Critically</p>
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English	<p>Timeline Wing It – Literacy Shed Girl and Robot Newspaper reports Board game questions and fact or fiction. Persuasive writing – should animals go to space?. Biography of Neil Armstrong</p>
Maths	<p>Week of inspirational maths. Hamilton Trust</p>
Science	<ul style="list-style-type: none"> • <u>Space</u> • <u>Seasons in science – how the tilt of the axis impacts on weather</u>
RE	.
PE & Dance	<p>Dance – through history Striking and Fielding – Rounders' Invasion games - Bench Ball OAA</p>
Art	
Music	Jingle
Design and Technology	Creating board game
Computing	Development of the computer; Raspberry Pie; www. Rise of the Internet; Blogging; Discovery Coding 5a
History	<p>History Exploring recent history 1950s- 2000s. Development of technology</p>
Geography	
MFL	Learning to say our names; where we live; who our family is; what our family do in French.

Identify 8-10 writing outcomes for the term:

- Arguments for and against – animals in space/animals; conspiracy theory
- Recount/Newspaper report of UFO landing
- Persuasive writing -
- Non-fiction writing based on timeline – questions and answers.
- What would you take into Space?
- Autobiography – Space Chimp ‘shows not tells’ the changes he witnesses coming back to Earth.
- Instructions for Card game

If you have a history focus for the term then you need to have a geography day(key skills) and ensure that the next term has a geography focus and a history day(key skills). There needs to be a balance across the year, and across curriculum areas; you need to refer to the national curriculum to ensure breadth and balance.

Opportunities for Home Learning for the term:

- Daily reading
- My maths (on-going)
- Phonics/spelling games
- 1 learning project they love, and 1 that is a challenge each term

	Musical/Auditory Write a song based around belonging.		Interpersonal Create a research project about the moon landing and other events around the same time period.		Naturalistic Explore your surroundings thinking about how you belong and how we have adapted to belong to the surroundings – take photos.
	Bodily/Kinaesthetic Create a team game using a piece of equipment that everybody can play.		Linguistic Research and present about a significant event(s) that has happened since you have been born.		Spatial Create a poster or book about a significant event(s) that has happened since you have been born.
	Intrapersonal Create a mind map linked to belonging and what belonging looks like to you.		Logical Create a logic problem for your teacher to solve, eg code cracking.		Spiritual Think about what it is like to belong and how does this make you feel? Does everybody belong?

Every class will use ‘Buzz Boards’ or a class scrapbook to encourage questioning and reflection and to give children opportunities to use the language of learning to describe the process of learning. Every class will annotate the learning flowers in an age/stage appropriate way. Every class to spend time at the beginning of the year engaging with ‘Being the Best they can Be’ and the ‘Principles and Practicalities’.