



# 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**  
**Journeys**

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

**It's not a planet, it's our home...**  
**What would we do differently?**

**Hooks for Learning**

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

- Future space travel - Virgin Galactica/Elon Musk
- Creating Radio Adverts
- Newspaper Reports on Coastal Erosion
- Blue Planet Clip - Plastic in the Sea.
- Field Study around Cranbrook

## Playing and Exploring *Engagement*

- Looking at future space travel and the impact this will have.
- Creating radio adverts for space travel
- Creating jingles
- Art - Painting with different balls and looking at the impact of this.
- Creating picture frames with drift wood that has been collected from the beach.
- Floating eggs in fresh and saltwater. Can they make the egg float in the middle?
- Trying different techniques to retrieve dissolved and mixed substances from water.
- Field trip around Cranbrook, looking at rubbish.
- Creating books with moving parts to show the respiratory system.

## Active Learning *Motivation*

- Making interactive book at the respiratory system
- Walking around the local area to do a field study on littering in Cranbrook.
- Creating survey/questionnaire for Cranbrook Residents.
- Researching about future space travel: price, location
- Exploring Pangea and how this links to coastal erosion.
- Recent newspaper reports of coastal erosion - what information do you get?
- How can we get salt out of water?
- Writing a questionnaire to give to parents about what they want to see improved in Cranbrook.
- Striking a match, why is this reaction irreversible? What other reactions do you know?
- Looking at the respiratory system and what environmental factors impact on this?

## Creating and Thinking Critically *Thinking/learning Process*

- Thinking about the impact of pollution on the environment and on our health.
- The impacts of erosion and how this impacts on us.
- How does deforestation impact on erosion?
- What are the issues with our planet? How would we do things differently?
- What impact has plastic had on the oceans and animals?
- How can they persuade the council to increase the amount of litter bins in Cranbrook and promote recycling.
- How are they going to document and present data from survey?
- What is the difference between, solid, liquid and gas?
- Why are some reactions irreversible?
- Animals: What changes are seen as we get older?

## Key Skills

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

### Opportunities for Outdoor Learning

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

### Opportunities to Promote British Values

- The Lost Thing - How important is it to stand out/blend in? How important is it that we accept others?
- Thunks
- Working as a community to look after our environment.

## Reflection on Learning



## Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p><b>English</b></p>	<p>The Lost Thing                      Cloud busting                      Literacy Shed Animation ?                      Radio Advert Script                      Persuasive letters to council                      Explanation text of the respiratory system</p>
<p><b>Maths</b></p>	<p>Hamilton Trust                      Presenting Data collected from Cranbrook survey</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>Animals, including humans                      Pupils should be taught to, describe the changes as humans develop to old age</li> <li>Properties and changes of materials                      Pupils should be taught to:                       compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets                      know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution                      use knowledge of solids, liquids and gases to decide how mixtures might</li> </ul>

	<p>be separated, including through filtering, sieving and evaporating  give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  demonstrate that dissolving, mixing and changes of state are reversible changes  explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <ol style="list-style-type: none"> <li>1. Science investigation of egg in salt water</li> <li>2. Recovering salt/mud/ stones form water</li> <li>3. Reversible and Irreversible reactions</li> </ol> <ul style="list-style-type: none"> <li>• SexEd</li> </ul>
RE	<p>Study of significant stories - Multi-faith  Story of Rama and Sita - Hinduism</p>
PE & Dance	<p>Athletics  Swimming  Badminton</p>
Art	<p>Michelle Guiee  Painting with balls - Crayon painting with Silhouette</p>
Music	<p>Creating jingles for radio adverts</p>
Design and Technology	<p>Making flip books/ moving parts to books to support literacy - respiratory system  Collect driftwood for making photo frames.</p>
Computing	<p>Discovery Coding 5b  Picture Perfect/How to Cite a Site  Documents</p>
History	
Geography	<p>Conservation of land/ erosion/Lyme Regis/Deforestation - Sand tray  Continental Drift - Pangea  Field Study around Cranbrook - litter with survey for parents  Compare with Exeter - what has Cranbrook not got, what do we want, develop questionnaire to send home.  Plastic in the sea - Sir David Attenborough</p>
MFL	<p>Learning to say our names; where we live; who our family is; what our family do in French.</p>

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

- Cloud busting link to poetry
- Letter to Council to persuade about bins
- Questionnaire to Cranbrook residents
- Voyage and Return Animation Literacy Shed
- The Lost Thing
- Explanatory text on the respiratory system
- Science Investigation report
- Newspaper report linked to the lost thing

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

	<p><b>Musical/Auditory</b> Write or compose a song based around Journeys, possibly a journey through space.</p>	 <p><b>Interpersonal</b> Create a research project focusing on environmental issues and what we can do to change these - Conservation</p>		<p><b>Naturalistic</b> Explore different environments eg the beach, look at materials that have been washed up and the journey they have been on.</p>
	<p><b>Bodily/Kinaesthetic</b> Create a team game using a piece of equipment that everybody can play.</p>	 <p><b>Linguistic</b> Research and present about current conservation projects that are currently in place to help save our planet.</p>		<p><b>Spatial</b> Create a poster or book about current environmental issues and the impact they are having on our lives and the planet.</p>
	<p><b>Intrapersonal</b> Create a project linked to a journey and the impact this can have.</p>	 <p><b>Logical</b> Create a multiple choice game that links to how we can save our planet and the issues that are impacting on it.</p>		<p><b>Spiritual</b></p>

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'.