



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
Belonging

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

Where do I belong? Who is the alien? Do you have to come from outer space to be an alien?

Hooks for Learning

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

- Watch the clangers – interrupted by alien signal
- Messages sent via the aliens – Footage of Moon landing/Alien Landing
- Phase camp out/team building
- Create a class/phase identity
- Phase Song
- Phase strapline
- Advert for the phase
- Phase tribal markings

Playing and Exploring *Engagement*

- Phase camp out; team tents – can they erect their tents?
- Writing the phase song
- Tribal markings;
- Lights for signalling/ walkie talkies
- Night walk/star gazing
- Learning a language
- Video signal interruption – who is it from?
- Watching the clangers videos- how do we know they belong?
- Newspaper report, UFO landing clips and what happened?
- Exploring key events in recent history to create board game to share with the alien.
- Persuading the aliens that we are not a threat.
- Creating radio advert.

Active Learning *Motivation*

- Personal scrapbook/journals
- Where has the signal come from?
- Who has sent it?
- Chance to create own version of the clangers using rolling screen.
- Belonging in space – who are the aliens?
- Researching about the Moon landing and UFO landings.
- Need to prove that we are not a direct threat to the alien.
- Research facts about points in history so they can create their board game.
- Create their own history page about them.
- Persuading the aliens that we are not a threat. Need to create a radio advert that we can then send electronically.
- Find out about key things that have happened in their lives so far so they can create their own history page.
- Create radio jingles and sounds.
- Using musical instruments to create advert sounds.

Creating and Thinking Critically *Thinking/learning Process*

- Phase camp out – teams need to work out how to put up the tents.
- What are the similarities and differences between us and the clangers in relation to belonging?
- Thinking about the different perspectives of the aliens and us – linking to the same story.
- What information do they need to include in their radio advert?
- What sounds would hook the reader?
- Ordering key points in history on the timeline
- Thunks – Does everyone experience the same event in the same way?

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>
---------------------------------------	-------------------------------	--

English	<p>Timeline Me and You Belonging Hello? Is anybody there? Clangers Weslandia Newspaper reports Board game questions and fact or fiction. Persuasive writing – radio adverts. Poetry</p>
Maths	<p>Week of inspirational maths. Hamilton Trust</p>
Science	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age
RE	<p>What does it mean to belong to a religion?</p> <ul style="list-style-type: none"> • Understanding Christianity – What does it mean if God is holy and loving? <p>Hinduism.</p>
PE & Dance	<p>Dance – through history Striking and Fielding – Rounders' Invasion games - Bench Ball OAA</p>
Art	<p>Art work around the book Timeline Creating board game</p>
Music	<p>Creating radio jingles Phase song Music for animation.</p>
Design and Technology	<p>Make rolling set and animation for the clangers. Board game. Creating our own worlds – link to belonging.</p>
Computing	
History	<p>History – timelines, video clips sent by aliens. Exploring recent history 1950s- 2000s.</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:

- Weslandia
- Recount/Newspaper report of UFO landing
- Story from various perspectives based on the book Me and You
- Persuasive writing
- Non-fiction writing based on timeline – questions and answers.
- Descriptive writing based on what they see from their window.
- Animals science investigation
- Poetry – where my wellies take me - linked to life in earth and space.
- Autobiography/Biography of the alien

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'.