



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

How do we know if we have succeeded?

Key Question/Mystery

(To start with and return to)

- What is success?
- Is success different for different people?
- Is succeeding important?
- What does succeeding look like?
- How do we measure success?
- Can we all succeed?
- Does it matter if we don't succeed?
- When has a failure been a success? (Coca-Cola, penicillin, microwave, growth mindset)
- What makes an athlete successful?
- Are you only successful in isolation?
- Can you be successful in isolation?
- Which successes are artificial?
- Who decides if you succeed?
- Are there disadvantages of being successful?
- Is success different for men and women?
- What does succeeding look like in different parts of the world?
- What is a successful childhood?
- What does a successful team look like?

Hooks for Learning

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

Mission impossible- James Bond

Making alternative health snacks – sugar on your teeth experiment.

Creating our own sweet shop.

Making colour changing gobstopper.

Design a mission to get back at Mrs Prachett

Experience living with a disability.

Games/ tasks with different levels of challenge- Making knots, metal puzzles etc

Low threshold, high ceiling activities in maths

Thinks- If you could eat a sweet so you would never fail in life, would you eat it?

Phase 3 Olympics- Cool Runnings

Phase 3 Maths Olympiad

Recipe for success

Biography writing- Roald Dahl

Beethoven- success and difficulties.

Footballers who came from impoverished backgrounds.

Albert Einstein, Fleming – school wrote him off, mother told him he was too clever

Successful body image

Guinness Book of Records.

Playing and Exploring Engagement

Who was Roald Dahl? Was he successful? Was he successful in his lifetime? How could we measure his success?

How have people with disability been treated historically? Were they successful?

What does success look like to different people? How to measure success?

What do you have to have to be successful?

How can mistakes be successful? Can mistakes be a success? What successes in history were mistakes?

What does success look like at school? Can everyone be successful at school? What do schools have to do to create successful learning?

What does a successful business look like? How do you know if your business is successful? How can you successfully cater for dietary requirement? How can we avoid the sugar tax? How can we promote healthy eating successfully?

Active Learning Motivation

Looking at images and how they are related. Matching extracts from stories with real life experiences. Looking at biographies, Roald Dahl stories. Timelines of writer's life.



Taking part in a Para Olympics. Reflections on experiences. Looking at successful people with

disability.



Looking at successful people from different walks of life. Third world vs. Western world.

Writing a recipe for success.



Looking at accidental success in history- penicillin and Einstein.



Experience schooling from different eras. Debates – schooling from the past and schooling today.

Reflection on experiencing schooling in history. Deciding how schools should be run.



Create your sweet stock and set up a shop. Looking at traffic light, recommended daily allowance guide. Look at the sugar tax and how to avoid it. Create health alternative snacks. Set up a profitable business. Promotions, advertising, Persuasive language. Looking at how sugar effects our body using science.



Creating and Thinking Critically Thinking/learning Process

How has Roald Dahl's experiences influenced his writing? Is he still successful now? How old do you have to be to be successful? Are you born successful or can you make yourself successful?

Can you be successful if you have a disability? Is more of a success, the more barriers you have to overcome to get there?

What do you need to be successful? Who decides if you have been successful? Does success look the same for everybody?

How do we learn from our mistakes? How do our mistakes make us successful? Can we have successful mistakes? Are mistakes necessary in being successful?

What kind of learning styles makes us successful?

Would you have been successful at school in a different era? What will make our school successful in the future?

What does a healthy, successful lifestyle look like?

Can you be successful if your company does not make a profit?

Key Skills

Reading



Developing inference through reading comprehension and listening to stories – probing questions

Exploring different texts by the same author.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identifying themes and conventions in a wide range of books.

Discussing words and phrases that capture the reader's interest and imagination

Writing



Children given the opportunity to write for a range of purposes and audiences.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Assessing the effectiveness of their own and others' writing and suggesting improvements.

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

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Number



Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2-D shapes.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Tell and write the time from an analogue clock, including 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Opportunities for Outdoor Learning



- Para Olympics.
- Residential.
- Rock pool rambling.
- Low rope challenge
- Explore the beach and how they would survive if stuck on a desert island.
- Campfire cook out.
- Staying away from home.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<h2>Literacy</h2>	<ul style="list-style-type: none"> • Use your own experience to create characters. • Setting descriptions • The life story of a penny and the journey of where it goes. • Writing letters home from our residential. • Diary writing from the residential and a day in the life of • Adverts, promotion material and newspaper critic reviews of our sweetshops. • Stories with different structures- comedies, rags to riches, scary, quests. • Instructions on how to complete special missions. • Persuasive writing to convince your team of the best way to conduct a special mission(linked to the Great Mouse Plot in Roald Dahl's 'Boy.') • A biography of a successful person. • Create and described your own plot, character and setting.
<h2>Maths</h2>	<p>Linking with Roald Dahl books: Children to be project managers and sweet shop owners.</p> <ul style="list-style-type: none"> • Money – Purchase stock for the sweetshops. Work out profits and budgeting. Given a budget to utilise with a costing sheet. • Problem solving – looking at different promotional offers (Buy 1 get one free/ 3 for 2) and deciding which is the better value. • Data – Analyse sales and use this information to make decision about what stock to buy for the sweetshop. What should be reordered? What sold well? • Area and perimeter – Planning the floor plan for their sweet shop. • Measure – Converting different units of measure. Looking at distance of travel for deliveries in km and m. Converting cm and m using scaled drawing. Weighing sweetening and looking at the old and new measuring systems. Designing houses for animals and using their measurements to create a suitable environment. • Difference – Looking at retail cost and trade prices. Which products give you the most profit?
<h2>Science</h2>	<ul style="list-style-type: none"> • Caring for animals/ pets. Looking at hibernation. • Looking at the effectiveness of diet on the body (including experiments to show the effect of sugar on teeth) • Exercise and healthy lifestyle choices. • The effects of medicines and the discovery of Penicillin. • Human biology and body parts.

<p>RE</p>	<ul style="list-style-type: none"> • The children will explore religious festivals, celebrations, practices, the community and the beliefs to which they relate. • We will investigate a variety of religions/belief systems such as Buddhism, Sikhism, Baha'i and Humanism. <p>Key questions we will consider –</p> <p>Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p> <p>How do members of this faith/belief celebrate and live out their beliefs in:</p> <ul style="list-style-type: none"> • the journey of life? • their main festivals and practices? • their faith/belief community? <p>the wider world?</p>
<p>PE</p>	<ul style="list-style-type: none"> • Gymnastics • outdoor adventurous activities. • Residential.
<p>The Arts</p>	<ul style="list-style-type: none"> • Experimenting with different materials to create different images for illustrations. • Looking at the work of Quentin Blake and how pictures are used within books. • Exploring artists that have overcome disability. • Act out part of their own or part of story we have been exploring in Literacy.
<p>DT</p>	<ul style="list-style-type: none"> • Creating promotional material and looking at packages to design their own sweet wraps/ containers. • Design their own grabbing device (linked to Roald Dahl's Esio Trot) • Design their own house to suit the animals in their version of 'The giraffe and the Pelly and Me' by Roald Dahl. • Design and create their own inventing room for their chocolate/ sweet factory.

<h1>Humanities</h1>	<ul style="list-style-type: none"> • Accidental successes in history – Einstein, Newton, Fleming. • Comparing Western and third world society. • Experience schooling in a variety of Eras. • The history of sweets and chocolate. • Railway, road and Internet safety. • The Great War. • The battle of Waterloo.
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Identify 8-10 writing outcomes for the term:

- Design an advert for a new shop employee.
- Write instructions for a mission about how to get back at the mean, old Mrs Pratchett.
- Write a diary in the life of someone else.
- Write a letter home as though you are at boarding school/ on residential.
- Persuade your team to follow your mission.
- Write a newspaper report as a critic visiting a new store for the first time/ as a product tester.
- Write a description of a new sweet/ invention from your sweet store/factory inventing room.
- Write your own play script.
- Write your own enchanting stories based on Roald Dahl's books.

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Create your own musical play script using inspiration from one of Roald Dahl's story.</p>		<p>Interpersonal Form an Olympic team and decide on your event.</p>		<p>Naturalistic Create a den for Mr Fox's family to live in. You can take a photo, draw a picture or describe the den you have built.</p>
	<p>Bodily/Kinaesthetic Make your own Roald Dahl setting or character. You could use the description in his books to help you with ideas.</p>		<p>Linguistic Write your own story in the style of Roald Dahl. Try and include some interesting characters. You could base some of the characters on</p>		<p>Spatial Create illustrations for your favourite Roald Dahl book.</p>

			people you know.		
	<p>Intrapersonal</p> <p>Write your own biography or think of some questions you would like to ask a successful person if you were writing their biography.</p>		<p>Logical</p> <p>Plan a mission to steal all the recipes from Mr Wonka's Chocolate factory. You will need to think about how you will get safely in and out of the factory with your team. Remember to avoid the Umpa Lumpas.</p>		<p>Spiritual</p> <p>Find out about a person who inspires you.</p>

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.