



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

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?

Hooks for Learning

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

Where's Wally
Creating the Tardis

<p>Playing and Exploring Engagement</p>	<p>Active Learning Motivation</p>	<p>Creating and Thinking Critically Thinking/learning Process</p>
<p>Building the Tardis – collaborative phase 3 endeavor with help from Wadey</p>	<p>Fascination – phase 3 hook for the term – enjoying achievement</p>	<p>Providing a safe space, a thinking space, a quiet space, a place for reflection. Sparking imagination.</p>
<p>Design your own time travelling machine</p>	<p>Different approaches – function of machine. Fascination with time travel. Perseverance with how to construct.</p>	<p>Making own decisions, thinking, testing and developing ideas - Where will it take you? What will its functions be?</p>
<p>Balloon debate</p>	<p>Energy and fascination, debating and sharing ideas</p>	<p>Who would be most valuable?</p>
<p>Pinhole cameras Trickery photos – using imagination</p>	<p>Exploring photography through times, linked to Victorians. Cottingley Fairies mystery.</p>	<p>What will has survived the test of time? How has photography developed? Reality vs. fantasy.</p>
<p>Trip to Morwellan Quay</p>	<p>Experience of life in Victorian times. Engaging first-hand with Victorian activities. Hook on which to build the learning.</p>	<p>What was it like in Victorian times? What has changed? What has stayed the same?</p>
<p>Exploring different currencies and different eras</p>	<p>Develop and interest in why and how money has changed over time.</p>	<p>Why have some countries changed currencies? Why did the British currency change? When were different coins introduced?</p>
<p>Planning a trip to the future</p>	<p>Staying focused and making their own decisions about where they are going to go</p>	<p>Making own decisions, finding new approaches, thinking outside the box, linking to modern trips.</p>
<p>Phase 3 theatre trip</p>	<p>Travel to the moon – what would it be like? What has been achieved? What could we achieve?</p>	<p>Linking to modern, historic and futuristic space travel.</p>

Key Skills

Reading



Summarising texts
Comparisons across books
Finding and recording information from non-fiction texts.

Writing



Identifying purpose and audience.
Using the appropriate tone and tense.
Using similar models for their own writing.

Number



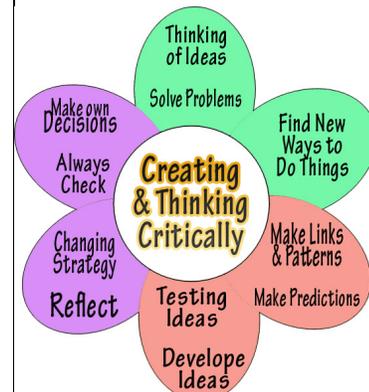
To solve number and practical multi-step problems involving negative numbers, rounding, counting in steps and decimal numbers, choosing the right operation.

Opportunities for Outdoor Learning



- Making effective tools – link to properties
- Pond filtering

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

Literacy	<ul style="list-style-type: none">• Time Travelling Cat – Great Victorian Stink & Egyptian Goddess• A Street Through Time• Railway Children 
Maths	<p>Rising Stars sequences including real-life contexts relating to cross-curricular learning</p> <p>Time Travel Agents</p> <p>Costing & planning trips – cost comparison, time taken, ticket & hotel costs, distance-time graphs</p> <p>History of money</p> 

<p>Science</p>	<p>Properties of materials:</p> <ul style="list-style-type: none"> 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 <p>Development of tools, mining</p> <ul style="list-style-type: none"> 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 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>Earth & Space:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Space travel</p> 
<p>RE</p>	<p>Inspirational people through time</p> 
<p>PE</p>	<p>Dance across the ages Invasion games - Victorian games – football</p> 
<p>The Arts</p>	<p>History of art History of photography. Cottingley Fairies, photo trickery/ forced perspective. Theatre Trip – Boy Who Climbed into the Moon Pottery – making clay pots</p> 

DT/ Computing	Making the tardis Design their own time-travelling machine Designing scenery Pinhole cameras Computer literacy – filming reports/ adverts, using Book Creator to make brochures 
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Humanities	Localities study – looking at the development of communities. What is likely to happen in the future? How towns grow. (link to Street Through Time book) Ancient civilisations - Ancient Egypt Continents, seas, major cities – maps through time, Tracking Santa Travel and tourism locally – compare and contrast Industrialisation – link to accessibility.
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<p>Identify 8-10 writing outcomes for the term:</p> <ul style="list-style-type: none"> • Futuristic Time-travelling Cat Story • A day in the life of an Egyptian/ Victorian (could follow trip) • Travel guide to Egypt – persuasive writing • Postcards from Victorian times, Egypt • Royal biographies through time – Cleopatra, Queen Victoria, Prince William • Instructions for operating the tardis • Recount of trip to Morwellan Quay • Extension to ‘A Street Through Time’ – describe the Street in the future • Review of Theatre show • Instructions for making rope • Report on mining in the Victorian times • Recipes • A guide to mummification

Opportunities for Home Learning for the term:

	Musical/Auditory Create a theme tune for your own time machine.		Interpersonal Choreograph your own dance to perform to the class.		Naturalistic Find an alternative purpose for natural objects that already exist.
	Bodily/Kinaesthetic Make up a new sport. Be clear about the rules and be ready to teach the rest of the class!		Linguistic Research and write a report or create a booklet about a period in history.		Spatial Create a map of your own futuristic town or city.
	Intrapersonal Make a display or presentation of things that have survived the test of time.		Logical Create your own currency and explain how it works.		Spiritual Make a presentation about someone who has inspired you – it could be a poster, booklet, computer presentation. Be creative!

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.