



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: Team Year 5!

The Big Idea
Surprise!

Key Question/Mystery
(To start with and return to)
How can we discover the world's secrets?

Hooks for Learning

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

Jack in the box
Presents
Natural phenomena
Plagues of Egypt
Pigs flying
(Animal) babies
Cirque du Soleil
Optical illusions
Living Statues
Freaky fashion show (Altering bodies – textiles)
Surprising characters (David Walliams)
Flashmobs
Love has no labels (<https://youtu.be/kknSsX1S7xl>)
Camouflage

<p style="text-align: center;">Playing and Exploring Engagement</p>	<p style="text-align: center;">Active Learning Motivation</p>	<p style="text-align: center;">Creating and Thinking Critically Thinking/learning Process</p>
<p>Cirque du Soleil – watching clips of tricks and acrobatics.</p>	<p>Trying to replicate it through gym routine that captures the spirit of Cirque du Soleil.</p>	<p>Working out how the performers use each other’s body weight and strength to perform their moves. Working with others collaboratively to achieve this.</p>
<p>Surprising animals – finding out about animals that do surprising things and behave in surprising ways and look surprising.</p>	<p>Finding out and wondering why the animals do the surprising things or look a surprising way.</p>	<p>Using research and presenting skills and knowing which questions to ask to find out the information they need. Being able to link learning in literacy with learning in Geography and science.</p>
<p>Present the children with an Egyptian mystery set up in our classrooms. Children have to explore the darkened and decorated classroom just like the first archeologists discovering the pyramids! RAMM workshop in school.</p>	<p>Children identified Ancient Egypt as an area that they wanted to find out more about and so will be motivated to learn as active participants.</p>	<p>Skills needed for historical investigation including curiosity, discernment – being skeptical about what they might read on the internet until they have investigated more.</p>
<p>Children got really excited about Flashmobs when watching clips during our discussion about our theme.</p>	<p>Putting together a flashmob to surprise the rest of the school.</p>	<p>Working as a team, planning and working to each others’ strengths.</p>
<p>Freaky Fashion Show – link to animals and their surprising appearances/camouflage.</p>	<p>Working towards a fashion show to show the rest of the school and their parents. Showing off their freaky fashions.</p>	<p>Linking to our animals and deciding which ones will be best to work from. Designing and creating our costumes and thinking critically about what works well and what needs to be improved.</p>

Key Skills

Reading

Guided reading books developing discussion, reflection and engagement with Year 5 texts (where appropriate).

Writing

A range of writing styles with a focus on Year 5 spelling, punctuation and grammar, in particular: linking paragraphs, passive verbs, parenthesis, word order of sentences. Also, focus on handwriting and presentation.

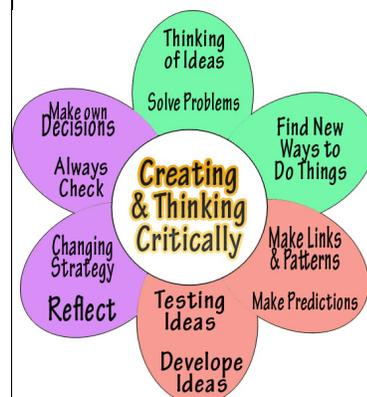
Number

Number sense, additive reasoning and multiplicative reasoning – focus on division. Mind the Gap and Counting to Calculating for some children.

Opportunities for Outdoor Learning

Spring – nature emerges from its winter sleep.

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	<p>Animalium by Katie Scott and Jenny Bloom. The Tear Thief by Carol Ann Duffy with links to 'Inside Out' film. Drama based on Inside Out. There's a boy in the girls' bathroom by Louis Sachar. Gangster Granny, The Boy in the Dress by David Walliams</p>
<p>Maths</p>	<p>Rising stars linked to our books in literacy and science/geography – including project work.</p>
<p>Science</p>	<p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Investigations linked to surprising animals and linked to our book Animalium.</p>
<p>RE</p>	<p>Faith and the Arts:</p> <p>This unit focuses on some of the ways in which Music, Art and Drama are used to express aspects of faith. The main focus is on Christianity and Buddhism. It will also help pupils understand how religious buildings can exemplify the beliefs and values of religious communities. This work will be linked to location study in Geography.</p>
<p>PE</p>	<p>Invasion games and tennis. Indoor Gym linked to Cirque du Soleil. Pop lacrosse.</p>
<p>The Arts</p>	<p>Printmaking project with Double Elephant based on Animalium. Freaky fashion show – making crazy fashions that alter your body and surprise others.</p>
<p>Humanities</p>	<p>Location study based on the habitat of a surprising animal. Investigating, researching and finding out all about where the animal lives. Adaptations to location.</p> <p>Children stated that they wanted to learn about Ancient Egypt and so we will do project work based on this area of discovery – we will find out lots of surprising facts about Ancient Egypt.</p>

Identify 8-10 writing outcomes for the term:

- Children will be keeping 'Thinking Books' and this will give them the opportunity to write about their learning.
- Information writing about a surprising animal.
- Project on location study.
- Recording science investigation.
- Story based on tear thief.
- First person writing based on Inside Out.
- Thank you letter to workshop leader.
- Sport relief poster/related writing.
- Persuasive letter to Mrs Beard asking if the teachers can be called by their first names.
- Script based on Inside Out.

Opportunities for Home Learning for the term:

	<p>Musical/Auditory Research an animal that makes a surprising sound and find a way to make that same sound using natural materials.</p>	 <p>Interpersonal Work with friends to plan a nice surprise for someone in the class.</p>	 <p>Naturalistic Keep a nature diary that records the first signs of spring – what do you see? What do you hear? How do you know spring is coming?</p>
	<p>Bodily/Kinaesthetic Learn a Cirque du Soliel trick to perform in school.</p>	 <p>Linguistic Write a book review on your choice of book. What did you like about it? Who would you recommend it to? What was surprising about it? Remember to include a summary of the story (without giving everything away) and some information about the author.</p>	 <p>Spatial Create a collage map of Ancient Egypt.</p>
	<p>Intrapersonal Research and create a project (a booklet, a slide show or anything else you can think of!) on something you are interested in to share with Mrs Gunningham/ Miss Phillips.</p>	 <p>Logical Find out about and learn a maths-related trick to share with the class. Can you explain how it works?</p>	 <p>Spiritual Produce a piece of art work based on the school's core values of love, hope, mercy, kindness, grace and faith.</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.