



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

Can we fail, but still succeed?

Key Question/Mystery

(To start with and return to)

What is success?

Is succeeding important?

What does succeeding look like?

How do we measure success?

Can we all succeed?

Would we be more successful to stay in the EU or stay out of EU?

Does it matter if we don't succeed?

When has a failure been a success? (Coca-cola, slinky, penicillin, microwave, growth mindset)

What makes an athlete successful?

Who decides if you succeed?

Hooks for Learning

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

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

Phase 3 Olympics- Cool Runnings

Phase 3 Maths Olympiad

Phase 3 unique selling point- referendum

Low threshold, high ceiling activities in maths

Recipe for success

Biography writing- Anne Frank, Nelson Mandela, Maggie Aderin-Pocock (famous scientist written off at school), Albert Einstein (school wrote him off, mother told him he was too clever), Beethoven (success and difficulties)

Footballers who came from impoverished backgrounds

Bear Grylls

Playing and Exploring *Engagement*

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



Phase 3 Olympics



Phases 3 maths Olympiad



Trip to the theatre to watch the Jungle Book



Exploring Cranbrook



Creating a model of a successful community



Active Learning *Motivation*

Trying to succeed at solving problems.

Self-achievement, enjoying achievement, keep trying, bounce back.

Staying focused, using different approaches, making predictions, taking pride in work.

Use imagination, Show curiosity, good attention

Explore the environment, high energy and fascination, developing ideas, initiating activities

Use imagination, taking pride in their work, use different approaches

Creating and Thinking Critically *Thinking/learning Process*

Teamwork, persevering, changing strategies, testing ideas, reflecting on what it feels like to struggle and succeed.

Seeking challenge, taking risks, taking roles, changing strategies.

Solving problems, taking risks, testing ideas, making links, reflecting

Reflecting, develop ideas, find new ways to do things, thinking of ideas.

Testing ideas, developing ideas, making their own decisions, find new ways to do things, reflecting

Testing and developing ideas, making links, teamwork and compromise, take on roles.

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Key Skills

Reading



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

Exploring books about succeeding and successful people from different genres.

Newspaper articles relating to current affairs.

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, speech, subject-verb agreement and tense agreement. Also, focus on handwriting and presentation.

Number



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

Opportunities for Outdoor Learning



- Shelter building, thinking about appropriate materials (link to science)
- Tools for living a successful life in the jungle (bows and arrows?)
- Country Park

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<h3>Literacy</h3>	 <ul style="list-style-type: none"> Spoken language – philosophy/ thinks – articulate and justify answers, arguments and opinions; consider and evaluate different viewpoints, attending to and building on the contributions of others; speak audibly and fluently; participate in discussions; ask relevant questions. Jungle Survival Handbook  Travel brochures The Jungle Book  Voyage and return text (story of first marathon?)
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<h1>Maths</h1>	<p>Rising stars linked to our books in literacy and learning about the jungle and Olympics – including project work.</p> 
<h1>Science</h1>	<p>Materials and properties: Pupils should be taught to:</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 ♣ 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>Animals: Pupils should be taught to: - describe the changes as humans develop to old age.</p> 
<h1>RE</h1>	<p>It matters to me, it matters to others unit.</p> 
<h1>PE</h1>	<p>OAA Swimming Athletics Rounders Sports Day Links to the Olympics/ Paralympics</p> 
<h1>The Arts</h1>	<p>Artists with impairment – how did they succeed? Create work in the same style. </p> <p>How does art make a town successful? (Links to community projects)</p>

DT	Create models of their own new community – how will they make it successful? 
Humanities	Localities study – looking at the history of the area where Cranbrook has been build, drawing maps of the area, exploring the area, how will the town be a success? Olympics – why are some countries more successful than others? 

Identify 8-10 writing outcomes for the term:

- Jungle survival guide
- Biography of a famous person who succeeded despite failure.
- Persuasive writing – travel brochures
- Discussion – should Britain stay in the EU? Foresting in the jungle.
- Review of the Jungle Book show
- Comparison between the book, film and stage show.
- Play script of the Olympic story
- Voyage and return story of someone going on a successful mission
- Recount – history of Cranbrook
- Comparison of religious beliefs and what makes religion successful.
- Recipe for success.

Opportunities for Home Learning for the term:

	Musical/Auditory Learn a National Anthem from another country and perform it to Mrs Gunningham or Miss Phillips		Interpersonal Find a problem that you would not be able to do on your own. Get together with some friends and try and find a solution to the problem.		Naturalistic Create a camouflage for yourself or an object that is outside.
	Bodily/Kinaesthetic Find out about a footballer who had to struggle to succeed and learn a football trick that they can do.		Linguistic Write a report about someone who failed, but still became successful.		Spatial Make a collage using only images of flags from around the world.

	<p>Intrapersonal Find an impossible task for your teacher.</p>	 <p>Logical What would make a successful holiday? Create a list of all things you would need to think about and work out how much it would cost.</p>	 <p>Spiritual Design a banner or a poster that encourages people to support each other to succeed, no matter what differences they have in their beliefs.</p>
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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.