



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 6

The Big Idea
Belonging

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

Who wants to belong?

Hooks for Learning

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

- Sailing day at Haven Banks
- Phase camp out/team building
- Camp/rough sleepers den in the forest
- John Treagood– the Romany Traveller
- Create a class/phase identity
- Phase Song
- Phase strapline
- Advert for the phase
- Phase tribal markings

Playing and Exploring *Engagement*

- Sailing day at Haven Banks
- Phase team evening; team games?
- Writing the phase song
- Find the camp in the forest after our camp out – what happened to all the equipment
- Tribal markings;
- Lights for signalling/ walkie talkies
- Night walk/star gazing
- Learning a language
- Cooking on restricted diet;

Active Learning *Motivation*

- Dartmoor Rescue – speaker comes in to talk about how to survive so we can advise our rough sleeper in the forest.
- Personal scrapbook/journals
- Art work based on Hokusai – creating pictures for Kensuke's Kingdom
- Adapting a known animal/plant due to change in habitat – what would have to change?

Creating and Thinking Critically *Thinking/learning Process*

- Where do you live if this is the view from your window?
- If we carry on the way we are today, what will our world be like in 20 years time?
- How would an animal evolve if diet changed/habitat was challenged?
- Displaced people; consider the immigration dilemma/ repercussions of refugees
- Unemployment; impact of loss of job;

Key Skills

<p>Guided Reading 1 group daily AR – 4 independent reading sessions</p> <p>Spellings x 4 sessions a week</p> <p>Quick writes</p>	<p>Handwriting practice</p> <p>Grammar taught within the Teaching sequence</p>	<p>Week of Inspirational Maths</p> <p>Number Talks x 5</p> <p>Guided Maths groups</p>	<p>Speaking and Listening</p> <p>Class story Thunks Reading aloud Working memory games</p> <p>Reasoning in Maths</p> <p>A, B C – Agree, Build, Challenge</p>
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Opportunities for Outdoor Learning

Reflection on Learning

Playing & Exploring

- Initiating Activities
- Seeking Challenges
- I Can do
- Take Risks
- Show Curiosity
- Explore the Environment
- Engage in Activities
- Show an Interest
- Use Imagination
- Use experience through play
- Take on Roles in play
- Role play with others

Active Learning

- Enjoy Achievement
- Take Pride in Work
- Self Achievement
- Bounce Back
- Stay Focused
- High Energy & Fascination
- Stay on Task
- Good Attention
- Keep Trying
- Use Different Approaches

Creating & Thinking Critically

- Make own Decisions
- Always Check
- Changing Strategy
- Reflect
- Thinking of Ideas
- Solve Problems
- Find New Ways to Do Things
- Make Links & Patterns
- Make Predictions
- Testing Ideas
- Develop Ideas

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English	<ul style="list-style-type: none">• Kensuke's Kingdom – newspaper reporting; diary journal; completing the story;• Carrie's War – letter home• Wonder ?• Silence Seeker – persuasive writing to remain in Britain• Animalium• Belonging Jeannie Baker
Maths	<ul style="list-style-type: none">• Bearings; orienteering; sextant• Adapting recipes

<p>Science</p>	 <p>living things and habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>Evolution and inheritance</p> <ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p>RE</p>	<p>Understanding Christianity – can you believe in evolution and be a Christian?</p> <p>Buddhism – and enlightenment – what is enlightenment – contentment with what we have; living in the now (Kensuke?); interview with Dalai Lama (DVD with Michael Palin) – Buddhism – everything is linked – all is interdependent and nothing stands alone – we should not crush the webs/relationships; if everyone acts with wisdom and compassion what would the world look like; flow chart of one small of kindness; Is it easier to live well on less?</p>
<p>PE&Dance</p>	<p>Outdoor learning – sailing Gymnastics Athletics (sports day) Morricone – The Mission – “On Earth as it is in Heaven’ – create a dance which captures each of the seven days.</p>

Art	Japanese Art – Hokusai – The Wave; Mount Fuji – explore artist and then draw Kensuke’s island in the style of Hokusai;
Music	Taiko drumming - Daisi
Design and Technology	menus on a restricted diet – ration book
Computing	
History	Evacuees - how did they feel leaving home; how welcome were they in new place – link to Belonging 2 nd World War – Brexit – what is the impact if we can't import – what we eat? Rationing – Carrie’s War
Geography	Oceans of the World; Islands; continents
MFL	Learning to say our names; where we live; who our family is; what our family do

Identify 8-10 writing outcomes for the term:

- Reporting ‘Boy Overboard’ journalistic writing;
- Categorising a new plant or animal
- Message in a bottle – from Michael
- Persuasive writing to allow a child refugee to remain in this country once they become an adult.
- Evacuation letter home
- Diary journal

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 (ongoing)
- Phonics/spelling games
- 1 learning project they love, and 1 that is a challenge each term

	<p>Musical/Auditory Create a song that reflects your family</p>	 <p>Interpersonal Contribute to your community in some way – eg litter picking; helping a neighbour – bring evidence to school</p>		<p>Naturalistic Grow a garden – either in a small part of your own garden or in a pot/old boot</p>
	<p>Bodily/Kinaesthetic</p>	 <p>Linguistic Add to and maintain your journal</p>		<p>Spatial Design a logo for your family.</p>
	<p>Intrapersonal Make yourselves aware of current affairs re Brexit/immigration</p>	 <p>Logical</p>		<p>Spiritual Learn to meditate</p>

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'.