



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

Rhythm of Life

Key Question/Mystery

(To start with and return to)

What can we do to ensure we have a sustainable world?

Hooks for Learning

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

1. Watching David Attenborough documentaries
2. Collecting rubbish from around the school.
3. Rubbish modelling
4. Beach survey/ clean/ wildlife watch
5. Class texts- Tuamor the Turtle and First Light (discussing the issues of pollution and global warming)
6. Making messages in the bottle to help save the world from pollution.

Playing and Exploring Engagement

Beach visit- looking at the environment. Potential pollutants.



Looking at our school environment and where we live and discussing the impact we have on the planet.



Litter picking of the school- using the findings to create art.



Taking on roles in a play- Hood wink rehearsals and performance. (I can do, Taking risks)



Developing news casts- global warming/ protecting the environment. (Developing story boards)



Active Learning Motivation

Enjoying achievement by editing and improving their film/ outcome. By presenting their ideas to their peers.



Comparing New York to Greenland (inspired by our text 'First Light') Atlas and comparison work.



Learning about a sustainable future both in the UK and across the globe.

Sustainable households- analysing their own households: Water use, food waste, energy. Solutions: Growing our own food, recycling packaging.



Campaigning for a better world. Writing to politicians/ shops/ our peers to encourage sustainable living.



Creating and Thinking Critically Thinking/learning Process

Fundraising ideas for our trip to France. (Car wash? French evening with AW)



Arranging/ running the school fete. Thinking of stall ideas, advertising, writing to companies for raffle prizes etc.



Global warming science experiment

Air pollution science investigation.



Making predictions- Understanding how pollution affects the environment and predicting what we can do to reduce this.



Researching through the internet, watching the news, reading the news, documentaries, books.



Key Skills

Reading



Asking questions to improve understanding.
Developing inference skills.
How language, structure and presentation contribute to meaning.
Continue with AR/reciprocal reading to develop independent reading skills.

Writing



Plan their writing by identifying audience.
Use a thesaurus when editing and I improving to select appropriate grammar and vocabulary.
Use cohesive devices within and across paragraphs.

Number



Investigating the Hamilton Trust planning system. Consolidating knowledge of all KS2 objectives.

Number talk – developing reasoning skills and flexibility in maths thinking, discussion around comparing methods.

<p>Class texts- Tuamor the Turle First Light. Children will explore these texts and use them to help structure their own writing. They'll will learn about grammar and punctuation techniques used in the text and apply this to their own writing.</p>	<p>Continue to experiment with high level punctuation e.g. : ; - , () Use Y6 terminology such as subject, object, active and passive. (See writing opportunities below)</p>	
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Opportunities for Outdoor Learning



- Beach study
- School ground litter pick
- Crops in the greenhouse

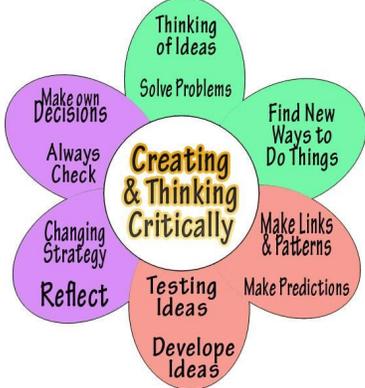
Reflection on Learning



Playing & Exploring



Active Learning



Creating & Thinking Critically

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<p>Literacy</p>	 <ul style="list-style-type: none"> • Tuamor the Turtle (Jo Earlam) 2 week sequence before half term. • Transition text- 'First Light' (Rebecca Stead) This is a longer text in order to prepare the year 6 children for the challenge of Secondary School texts. This will provide enough reading and writing opportunities for the half term. • Hood Wink script.
<p>Maths</p>	 <p>Hamilton Trust- The units covered this term include: Problem Solving, calculator skills and investigations; Measuring ourselves and what's around us; large numbers, games and puzzles and Maths in art and nature.</p> <p>We will continue to improve reasoning skills through our daily 'Number talk' sessions.</p>
<p>Science</p>	<p>Evolution and Inheritance- Children will be taught to:</p> <ul style="list-style-type: none"> • 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>They will work scientifically to while:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Sex and relationship education (SRE): Life Cycles, Relationships and Keeping Safe.</p>
<p>RE</p>	 <p>How should we live and who can inspire us? Theme: Inspirational People</p> <p>This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community</p>

<p>PE</p>	 <p>Swimming</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>
<p>The Arts</p>	 <p>Collecting rubbish and creating artwork. Campaign posters for a sustainable future. Artwork around the class text- Underwater art, Greenland artwork.</p>
<p>DT/ Computing</p>	 <p>Using IT to develop and present writing in new and interesting ways e.g. PowerPoint, Book Creator, Newspaper reports, animation.</p>
<p>Humanities</p>	<p>Geography- Exploring the Pacific Ocean- Location, Neighbouring countries, problems in the Pacific. What we could do to help.</p> <p>Greenland- Exploring the country through our class text and through our own research.</p> <p>Sustainable futures- What is the human impact on the world? Global warming, pollution, sustainable futures. What can we do to help?</p>
<p>Identify 8-10 writing outcomes for the term:</p> <ul style="list-style-type: none"> • Newspaper report- Global Warming (following on from our news documentaries) • Letters across the globe- writing to a penpal (Greenland- New York- inspired by book) • Messages in a bottle- relating to the Tuamor the Turtle book. • Persuasive writing- Writing to the government to persuade them to encourage a more sustainable future. (Donald Trump) • Play scripts- news cast. • Story writing (relating to Tuamor) • Poetry- relating to the environment. 	

Opportunities for Home Learning for the term:

	<p>Musical/Auditory</p> <p>Write a poem or song about our world. It could be about something you love about the world, about a particular part of the world or relate it to our theme in any way.</p> <p>It would be great if you could perform your poem or song to the class.</p>	 <p>Interpersonal</p> <p>Think of an issue to present to the class and possibly prompt a class debate. We'll be learning about human impact on the world so it could be around this theme.</p> <p>You could find an image that will start a discussion or discuss your own research to get us thinking!</p>		<p>Naturalistic</p> <p>Create your own piece of artwork made of natural items (a great contrast to the rubbish art we'll be doing in class.) You could use: grass, stones, leaves, twigs etc.</p> <p>You could research artists, such as Andy Goldsworthy, who creates art work with nature.</p>
	<p>Bodily/Kinaesthetic</p> <p>Create your own warm-up and be ready to lead the warm-up in PE.</p> <p>Practise the yoga techniques we've been learning in school.</p>	 <p>Linguistic</p> <p>Revise your French speaking skills. Can you use some everyday phrases? Will you be able to remember how to order an ice cream? Ask Mrs Wade to write down some phrases for you to practise.</p>		<p>Spatial</p> <p>Design a poster to persuade school children/ the town to stop using plastic.</p>
	<p>Intrapersonal</p> <p>What could you do to promote a more sustainable future? Think of some ideas and share your successes with the class!</p>	 <p>Logical</p> <p>Weekly homework tasks on My Maths.</p> <p>We've been using our logical problem solving skills to solve puzzles. Find, or design your own puzzle or riddle for your partner to solve.</p>		<p>Spiritual</p> <p>Our class text talks about a community under the ice in Greenland. Could you find out about another community in the world who have a different way of living/ culture to ours?</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.