



St Martin's C of E Primary and Nursery School Learning Narrative

The Big Idea

Creating the future

Key Question/Mystery

(To start with and return to)

Were we always an island?

How far could you travel on fire, steam,
electricity?

How can we create a sustainable future?

How are objects created?

Hooks for Learning

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

Record player zoetrope – strobe lighting

Deconstruction/reconstruction – Paul Granjon

Glowing Bouncy Egg experiment

Making clouds

Orienteering – discovery of environments

| <p style="text-align: center;">Being Happy <i>Engagement</i></p> | <p style="text-align: center;">Being Stretched <i>Motivation</i></p> | <p style="text-align: center;">Being Excited About Not Knowing</p> |
|---|---|---|
| <p>Pixelar Zoetrope – watch animations being made by strobe</p> | <p>Create their own zoetrope/animation/time lapse photography</p> | <p><i>Thinking/learning Process</i></p> |
| <p>Paul Granjon – local artist – uses everyday objects to create robots/ mechanical things – bonkers inventions – cf Wallace and Gromit</p> | <p>Create music for the zoetrope imagery</p> | <p>Looking at the function of machines creating design for a particular</p> |
| <p>Creating a Junk band; explore creating tubular bells; water in a glass making music; ocarinas/recorders; skoda advert music with water</p> | <p>Understanding scales/ semi tones</p> | <p>History of machines past and future</p> |
| <p>Making clouds</p> | <p>Electrical circuits</p> | |
| <p>Making Robots (home learning to make a robot with top trumps card)</p> | <p>Visiting a sustainable environment</p> | |
| <p>Deconstructing electrical items – How does it work? What’s inside?</p> | <p>Constructing from deconstruction to make something new.</p> | |

Glowing Bouncy Egg

Climate change – is there more water in the world now than there was in the Ice Age?

Were we always an island – how has the world land masses changed – is a sustainable future going to rely on new technologies, or old knowledge?

Opportunities for Reflection

What have I learnt about? How did I learn it? How did I feel when I did it? Has anything surprised me about what I have learnt about creating? What was the best thing about learning about it? How can I use what I have learnt about? Could I have learnt another way? What way?

What else would I like to learn about creating?

-Use of Buzz boards- what did we know and what have we learnt now? -Target setting --reviewing with children- individual conferencing

Key Skills -

Reading

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identify themes and conventions in a wide range of books.

Writing

- Assess the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Number

- count in multiples of 1000
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Opportunities for Outdoor Learning

Orienteering
Making instruments from nature
Conservation visit
Sustainability of environments
Roman architecture

Reflection on Learning

Engagement

Motivation

Thinking

Cross-Curricular Links (referencing Primary Curriculum/EYFS)

| | |
|------------------------|---|
| <p>Literacy</p> | <p>Literacy Shed – Girl and the Robot Cloudy Lesson Barry – Colin Thompson Streets through Time Wallace and Gromit – Cracking Contraption Manual Ironman and Iron Women – Ted Hughes</p> |
| <p>Maths</p> | <p>Links between volume ; ratio and proportion linked to potions and scale models Nunber patterns; platonic solids; 3 d nets; shape and space; Fibonacci; Measuring accurately</p> |
| <p>Science</p> | <p><u>Habitats – Local rivers, changes to the environment, impact on habitats.</u> The children will be taught to: recognise that living things can be grouped in a variety of ways ,explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Animals – River and water animals.</u> The children will be taught to: describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Sound – scrap metal bands</u> The children will be taught to: identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Electricity – Iron man’s eyes, motors to power toys, making moving models using circuits.</u> The children will be taught to: identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batter, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ,recognise some common conductors and insulators, and associate metals with being good conductors.</p> |

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| <p>RE</p> | <p>The children will explore the following questions.</p> <p>Who is inspirational?</p> <p>What is devotion?</p> <p>How does Jesus inspire people?</p> <p>How does Jesus continue to inspire people today?</p> <p>Why is the Prophet Muhammad so important to Muslims?</p> <p>How did Muhammad inspire others to follow him?</p> <p>How does Muhammad inspire Muslims today?</p> <p>Early Christianity linked to Romanisation of Britain</p> |
| <p>PE</p> | <p>Gymnastics</p> <p>Netball, cricket, tag rugby</p> |
| <p>The Arts</p> | <p>Paul Grandjon – deconstruction/reconstruction</p> |
| <p>Humanities</p> | <p>Romans</p> <p>Environment – sustainability and global warming</p> |

Identify 8-10 writing outcomes for the term:

- Instructions for How to Make a Cloud
- Letters to invite/letters to thank
- Persuasive writing to get people to recycle; turn lights off; use solar energy; web based resource
- What I would like to be if I was a Robot
- Write own creation stories
- Elicitation from Literacy Shed Girl and Robot; Window
- Instruction Manual
- Poems inspired by industrialization
- Information cards about Roman developments around our local area.

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.