



# St Martin's C of E Primary and Nursery School Learning Narrative Autumn 2018

Year Group: 5

The Big Idea

**WONDER**

Key Question/Mystery

(To start with and return to)

How have ancient civilisations impacted on how we see the world and the universe today?

Hooks for Learning

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

- Phase Evening – The Seven Wonders of the World – quizzes to gain materials to be able to take part in the Great Pyramid Race.
- Show pictures of 7 wonders - What do they know?
- Using solar paper and natural environment to create pictures
- Mummification of a fish
- Using forest to make natural dyes for art
- Discovering tomb- whose could it be?
- Making a shaduf

Playing and Exploring  
*Engagement*

Active Learning  
*Motivation*

Creating and Thinking  
Critically  
*Thinking/learning  
Process*



Phase evening – Great Pyramid challenge

Mummifying a fish – making canopic jars for the innards to go in.

Making a Shaduf - what is its purpose?

Research project on Egypt.

Discovering tomb - Use the clues to discover who it belongs to.

Listening to Gustav Holst music - what does the music make us think off?

Looking at radio waves as a form of communication.

Deconstruct old radio - what is the purpose of each part.

Answering questions in phase event to gather resources for the final challenge.

Shaduf - Link to OAA.

Sharing each other's research project to support writing. Creating a presentation.

Mummification of fish and creating canopic jars.

Creating a tomb for the other class, thinking about what clues need to be left.

Group research project - what do I need to be doing to support the group?

How to write notes and turn into own writing.

Using musical instruments in different ways to create different sounds.

Children make their own radio.

How has the discovery of Tutankhamun's temple added to our understanding of the Egyptians

What was the purpose of mummification?

What impact did Howard Carter have on our understanding of the Egyptians?

Using clues on the tomb to work out who it belongs to.

How are the ancient Egyptians similar to us?

How has our understanding of space changed?

Why do we get seasons and what is the relationship of the moon to Earth?

How can you lift heavy objects using your understanding of forces?

## Key Skills

Reading	Writing	Number	Speaking
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			<b>and Listening</b>
<p>Guided reading 1 group daily</p> <p>Whole class guided reads</p> <p>AR - 4 Independent sessions per week</p> <p>Spelling- 4 sessions per week.</p> <p>Quick Writes</p>	<p>Handwriting practise</p> <p>Grammar taught within teaching sequences.</p> <p>Taking notes from research.</p>	<p>Number Talks</p> <p>Guided maths groups.</p> <p>Egyptian maths recording</p>	<p>Class story</p> <p>Thunks</p> <p>Reasoning in maths</p> <p>Group presentation of Egyptian projects</p> <p>Whole class guided read.</p> <p>Learning questions.</p>

## Opportunities for Outdoor Learning

- Making natural dyes in the forest
- Using the forest as an environment for solar printing
- Forces in the forest - pulleys, water resistance
- Team games using the shaduf
- Phase evening -moving the blocks
- Model solar system

## Opportunities to Promote British Values

- Using Hello – Is anybody out there? To develop ideas around rules/ respect for each other.
- First chimp in space - Is it fair?
- Why wasn't everyone mummified?

## Opportunities to Develop Spirituality

- Sharing the class book Hello – Is there anybody out there? – creates lots of opportunities to think.
- Mummification - why did they leave the heart? Personal possessions?

## Reflection on Learning



Write here	Write here	Write here
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## Cross-Curricular Links (referencing Primary Curriculum/EYFS)

<b style="color: blue;">English</b>	<p>How to Live Like a Stone Age Hunter as a model for creating own book – ‘I wonder how the Egyptians lived?’ – opportunities for chronological and non chronological writing.</p> <p>Literacy shed video - develop the skill of building tension.</p> <p>Diary entries from various texts - Star Writes</p> <p>Instructions on how to mummify a fish.</p> <p>Chronological writing about Mummification process.</p> <p>Paragraphs linked to research project on Egyptian life.</p> <p>Animation of first chimp in space - Looking at showing and not telling.</p> <p>50 Women in Science - Biography writing.</p> <p>Explanation text - How to invent/Stuff you should know.</p>
<b style="color: blue;">Maths</b>	<p>Hamilton Plans Year 5</p> <p>Egyptian maths recording</p>
<b style="color: blue;">Science</b>	<p>Earth and Space - Create model solar system, look at orbits and how this relates to day and night. Create scale models of sun and earth to Compare size. Create animations to show how moon relates to the Earth. Investigation - TAPs forces, what changes the size of a crater?</p> <p>Forces - In the forest look at how pulleys can reduce the load and make it easier to lift, Investigation - TAPs water and air resistance, what</p>

	changes the effect of the gravitational pull.
<b>RE</b>	What does it mean to belong to a religion? <ul style="list-style-type: none"> <li>Understanding Christianity – What does it mean if God is holy and loving? Hinduism.</li> </ul>
<b>PE &amp; Dance</b>	Indoor - Dance and Blindfolded-Football Outdoor - Cricket and OAA
<b>Art</b>	Solar art prints  Making Canopic Jars  Hieroglyphs
<b>Music</b>	Making an Egyptian stringed instrument, which can play a tune Gustav Holst - Planet Suite - how you can change the way you play an instrument. Look at change of beat and rhythm.
<b>Design &amp; Technology</b>	Making a shaduf Making a radio Creating their own tombs
<b>Computing</b>	Animations - Earth and Space Presentations for Egyptian project
<b>History</b>	Learning about The Egyptians - Lifestyle, Gods, tombs, mummification and egyptologists. How are understanding of space had changed over time.
<b>Geography</b>	The Nile – its flooding and drying up and implications for Egyptians – consider how different/ similar life in Egypt was in Ancient Egypt and now
<b>MFL (KS2)</b>	French – naming common objects; expressing likes and dislikes; greeting people and asking after them; describing where we live and who is in our family.

## Identify 8-10 writing outcomes for the term:

- Recount of Phase Evening
- Chronological report – how to mummify a fish?
- How to live like a stone age hunter - Non chronological report about how Egyptians lived
- Compare and Contrast Life in modern and Ancient Egypt
- Opportunities for free writes based on given story starters.
- Literacy Shed Animation - Tahoe Jones
- Literacy Shed Animation - First Chimp in space
- Explanation Text - How to invent
- 50 Women in Science - Biography of Key figure in space discovery

*If you have a history focus for a term you need to include a geography day (key skills) and ensure that the next term has a geography focus and a history day (key skills). There must be a balance across the year and across curriculum areas; you need to refer to national curriculum and work as a phase to ensure breadth and balance.*

*Every class will use 'Buzz Boards' or a class scrap book 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 You Can Be and the Principles and Practicalities documents and returning to these throughout the year.*