



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

<h2 style="color: blue;">Year Group: 6</h2>		
<h2 style="color: blue;">The Big Idea</h2> <h3 style="color: red;">WONDER</h3>		
<p style="color: blue;">Key Question/Mystery <small>(To start with and return to)</small></p> <p style="font-size: 1.2em;">Is there anything I can't know?</p>		
<p style="text-align: center; color: blue;">Hooks for Learning <small>(experiences which excite, motivate and hook the children into the learning to come)</small></p> <ul style="list-style-type: none"> <li>Phase Evening – The Seven Wonders of the World – quizzes to gain materials to be able to take part in the Great Pyramid Race.</li> <li>Use of Alexa in the classroom – what are good questions? What can't Alexa answer? Why not?</li> <li>Creating photographic illusions – I wonder how they work?</li> <li>The Big Bang – I wonder where we came from?</li> <li>Learning to play a trumpet.</li> <li>Trip to London</li> <li>Using electronic microscope to look at skin cells</li> <li><a href="https://www.literacyshed.com/ruin.html">https://www.literacyshed.com/ruin.html</a></li> <li><a href="https://www.bbc.co.uk/news/technology-24949081">https://www.bbc.co.uk/news/technology-24949081</a></li> <li>Robot and Frank video</li> </ul>		
<p style="color: blue; font-weight: bold;">Playing and Exploring</p> <p style="color: blue; font-style: italic;">Engagement</p>	<p style="color: blue; font-weight: bold;">Active Learning</p> <p style="color: blue; font-style: italic;">Motivation</p>	<p style="color: blue; font-weight: bold;">Creating and Thinking</p> <p style="color: blue; font-style: italic;">Critically Thinking/learning Process</p>

						
<p>Using Alexa in the classroom</p> <p>Look at photo illusions – how were these created?</p> <p>Playing a hose pipe – how can we make a hose pipe into a tuned instrument?</p> <p>Phase evening – Great Pyramid challenge</p> <p>Making a Mayan pyramid</p> <p>Making a sundial</p> <p>Considering the role of robots</p>	<p>Examining which are good/bad questions – exploring the open and closed questions.</p> <p>Using ipads to create photo illusions</p> <p>Using mouthpiece from trumpets with hosepipe to further explore how notes can be made.</p> <p>Answering questions in phase event to gather resources for the final challenge</p> <p>Designing a robot as an aid for living</p>	<p>Begin a conversation around Artificial Intelligence – when is too much IT a bad/good thing?</p> <p>Be able to explain perspective and its role in creating illusions</p> <p>Understanding the nature of sound waves – what the wave looks like for higher notes and for lower notes – how does this relate to playing a trumpet?</p>				
<h2 style="color: blue;">Key Skills</h2>			<p style="color: blue; font-size: 1.2em;">Reading</p>	<p style="color: blue; font-size: 1.2em;">Writing</p>	<p style="color: blue; font-size: 1.2em;">Number</p>	<p style="color: blue; font-size: 1.2em;">Speaking and Listening</p>

	Opportunities for passive voice – newspaper reports	Linking maths and angles to making sundials; calendars	Role play from Wonder resources Opportunities for Hot seating/ debating/ presenting an argument
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## Opportunities for Outdoor Learning

- Making Nazca line drawings in the forest
- Using the forest as an environment for photographic illusions

## Opportunities to Promote British Values

Exploring understanding of Reciprocity in the lives of Incas; how are societies successful – exploring rules

## Opportunities to Develop Spirituality

Sharing the class book Wonder – creates lots of opportunities to think about our values, and to challenge ourselves to consider when keeping our values is tough.

Considering the Evolution vs Biblical account of the Creation – why do people believe different things – are their beliefs so different? – what is a moral code? Use the animation The Little Boat to develop Narrative, but also to consider reactions to events and consider the role of kindness and compassion in our world.

## Reflection on Learning

Write here

<p>Write here</p>	<p>Write here</p>	<p>Write here</p>

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

<p><b>English</b></p>	<p>How to Live Like a Stone Age Hunter as a model for creating own book – ‘I wonder how the Incas lived?’ – opportunities for chronological and non chronological writing</p> <p>Creating an argument in RE – Big Bang versus Creation story</p> <p>Balanced argument – AI – Its strengths and limitations</p> <p>Little Boat – develop narrative, setting scene, writing in the first person (how is the Little boat a metaphor for life)</p> <p>The Red Tree by Shaun Tan (metaphors)</p> <p><a href="https://www.literacyshed.com/ruin.html">https://www.literacyshed.com/ruin.html</a></p> <p>Literacy shed Ride of Passage</p> <p>Explanation text – how my robot works</p>
<p><b>Maths</b></p>	<p>Hamilton Plans Year 6</p> <p>Inca maths recording with strings and knots.</p>
<p><b>Science</b></p>	<p>Evolution – Living beings; habitats – and how they influence settlers – how humans have evolved to live in certain habitats; where do we come from; genetic inheritance versus environmental inheritance</p>
<p><b>RE</b></p>	<p>The Creation Story – Big Bang or God</p>
<p><b>PE &amp; Dance</b></p>	<p>Aztec ball game</p> <p>Dance rituals</p>
<p><b>Art</b></p>	<p>Nazca Lines in forest; geometric patterns; Aztec patterns on sandpaper</p>
<p><b>Music</b></p>	<p>Learning how to play a tuned instrument – trumpet – understanding how to read music</p> <p>Make panpipes -</p>

Design & Technology	Making sundials; Making Mayan pyramid
Computing	Developing the photo illusions using ipad camera
History	Learning about The Incas, Mayans and Aztecs
Geography	Where ancient civilizations were located – explore different terrains and their impact on lifestyles
MFL (KS2)	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:

- The Little Boat Narrative
- Phase Evening as a Newspaper report
- Balanced Arguments for Creationism versus Big Bang
- Balanced argument for the use of IT, and the development of artificial intelligence
- Chronological report – how to make .....a pyramid/ sundial?
- Non chronological report about how Incas lived
- Writing a technical description for a new species
- Compare and contrast Mayans, Incas and aztecs
- Opportunities for free writes based on given story starters
- If I were Mrs Beard for the Day....

*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.*