



St Martin's C of E Primary and Nursery School

Learning Narrative

Spring 2019

<h2>Year Group: 5</h2>		
<h2>The Big Idea</h2> <h3>Changes</h3>		
<h3>Key Question/Mystery</h3> <p>(To start with and return to)</p> <p>How do changes across the globe, impact on the 'things' that are on it?</p>		
<h3>Hooks for Learning</h3> <p>(experiences which excite, motivate and hook the children into the learning to come)</p> <ul style="list-style-type: none"> • Mini science investigations to introduce the theme of change. • Graffiti on the walls to introduce Banksy - linked to changes in location across the globe. • Animal visit from Crealy Great Adventure Park- Lizards • Poet to come in and talk about their poetry - link to graffiti image. 		
<h3>Playing and Exploring</h3> <h4>Engagement</h4>	<h3>Active Learning</h3> <h4>Motivation</h4>	<h3>Creating and Thinking</h3> <h4>Critically</h4> <h4>Thinking/learning Process</h4>

<p>Children to look at artwork by Banksy. What do they like, how have the colours been used?</p> <p>Children to explore different science experiments that result in a change. What do they notice?</p> <p>Children will look at different ways to create landscape pictures and then look at the impact of changing the colours. How does this impact on the image?</p> <p>Children explore different animals' life cycles.</p> <p>Children look at Pangea and explore the movement of the tectonic plates. Why is this?</p>	<p>Children conduct mini experiments that result in a change.</p> <p>In the forest the children will explore the changes that occur in both humans and plants.</p> <p>They will explore the structure of plants and draw using water colours, these will then be labelled.</p> <p>Children explore different colour combinations using sponges, chalks and spray paints to develop different landscape pictures.</p> <p>Visit from Crealy with different animals to hook children into life cycles.</p> <p>Children to explore maps of the world looking at location of volcanoes and earthquakes.</p> <p>Children use maps and grid references to locate key features.</p>	<p>Why has the reaction happened? What do they notice? Can they use scientific vocabulary to explain?</p> <p>What changes need to occur within their animal throughout its life cycle?</p> <p>Develop children's skill of understanding what a graph of science results tells them. Can they interpret the graph?</p> <p>Children will think about different life cycles and the changes that occur in animals and plants. Can they create their own using their understanding?</p> <p>Children think about why there are only Earthquakes and volcanoes in certain places. Why is this? What do they notice?</p> <p>What impact have volcanoes and earthquakes had on the Earth's landscape?</p> <p>Why does the climate change as we move across the globe?</p>
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Key Skills

<p>Reading</p> <p>Guided reading sessions once per week Reading sessions focused on speed of reading. Sessions designed on answering comprehension questions. Focus needed on reading assessment.</p>	<p>Writing</p> <p>Handwriting practise Grammar taught within teaching sequence and during morning tasks.</p>	<p>Number</p> <p>Number talks Guided group in maths Early tasks focused on number work. Map work linked to longitude and latitude. Grid references and coordinates.</p>	<p>Speaking and Listening</p> <p>Class story Reasoning in maths Group presentation Whole class guided read. Learning questions. Interview questions for local poet.</p>
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Opportunities for Outdoor Learning

- Animals - the changes that occur
- Plants - watercolours linked to labelling the parts.
- Art work on the walls

- Exploring volcanoes

Opportunities to Promote British Values

- Banksy artwork - is it criminal damage?
- Is it ok to interfere with genetics?

Opportunities to Develop Spirituality

(making links to connecting with self, others and the wider world)

- Meditation
- Mindfulness activities - thinking about the purpose of these activities. How do they support us?
- Explore how we can change how we deal with difficult situations

Reflection on Learning



Cross-Curricular Links (referencing Primary Curriculum/EYFS)

English	Ice Bear Survival at 40oC Above Newspaper report - linked to volcanoes and mountains or Banksy artwork Extreme Animals Poetry - TBC Star Write Biography - Poet Blog recount of science experiments.
Maths	Hamilton Trust Animal TAPs - Data collection, bar graphs
Science	Animals - In the forest explore the changes of humans over time. Plants - Look at the changes and life cycles of plants, create water colours and label the key parts of the plants. Living things and their habitats - Exploring life cycles of animals which also includes metamorphosis. Children will design their own animals and think of its life cycle - this includes the name of each stage.
RE	What do sacred texts and teachings say about God, the world, and human life? Understanding Christianity - Was Jesus the messiah? What did Jesus do to save human beings?
PE & Dance	Continued - Indoor (Blind football), Outdoor (OAA) Outdoor - POP Lacrosse Indoor - Gymnastics, Volleyball
Art	Banksy - Creating some work in the style of Banksy to create landscapes that change across the globe Watercolours - Drawing flowers that are seen in the forest.
Music	Science investigations linked to music
Design & Technology	
Computing	You've won a prize How to cite a site Discovery Coding 5a
History	History of Pangea - what changes have occurred over time.
Geography	Changes across the globe - look at how the climate changes across the globe and why. Look at the location of volcanoes and earthquakes and link this to tectonic plates and Pangea. Link to latitude and longitude. Children can explore maps/ google earth and grid references
MFL (KS2)	French - Looking at family, develop a short play in French using simple sentences and vocabulary previously taught.

Identify 8-10 writing outcomes for the term:

1. Narrative linked to the Ice Bear text
2. Chronological report - Survival and 40oC Above
3. Newspaper report - linked to Pangea split
4. Poems linked to graffiti and Banksy and changes across the world
5. Science report linked to results collected from Animals investigation - What do your results show?
6. Blog post recount on mini science experiments - linked to change.
7. Extreme animals - explanation page about the animal they have created.
8. Artist study - Banksy
9. Biography of Poet who will come into school.

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.