



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

Year Group: 6

The Big Idea  
**Changes**

Key Question/Mystery  
(To start with and return to)

Is Change always a good thing?

Hooks for Learning

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

- How Will Earth Change If All the Ice Melts? You Tube  
<https://www.youtube.com/watch?v=plxRVfCpA64>
- Can we ever have too much water?
- Make water by blowing into a plastic bag, sealing and allowing the air to condense
- New Years' Resolutions

Playing and Exploring  
*Engagement*

Active Learning  
*Motivation*

Creating and Thinking  
Critically  
*Thinking/learning  
Process*

		
<ul style="list-style-type: none"> <li>• Watercolours in the park</li> <li>• Making water from our breath</li> <li>• Survey a day's use of electricity/gas in the household</li> <li>• Measure rainfall over the term and record on graph</li> <li>• Survey of bins in Cranbrook what is recycled?</li> <li>• Use of a dynamo to create electricity</li> <li>• Manipulating images on ipad</li> <li>• Photosensitive paper for solar printing</li> </ul>	<p>Watch you tube video of Earth change – promote discussion on how the climate has already changed – what do the children already know?</p> <p>Identify natural disasters – bush fires; tsunamis; earthquakes; floods – what evidence is there that these are getting worse? Chn choose a natural disaster they want to find out more about</p> <p>Lost Words – to appreciate the changes in seasons, and the changes in our vocabulary.</p>	<p>Understanding the water cycle – how do the melting ice caps create more water?</p> <p>How would a hotter climate promote more rain?</p> <p>Is it possible to take carbondioxide, add water and mix it with sunshine to change it into something new? – explore photosynthesis.</p>
<h2 style="color: blue;">Key Skills</h2>		

Reading	Writing	Number	Speaking and Listening
Quakes, Floods and other disasters  Extreme Environments  Looking After Our World  Survival Handbook Jungle	Opportunities for passive voice – newspaper reports – impact of flood	Look at data handling on climate	Presentation to Town Council about improving recycling areas in Cranbrook

## Opportunities for Outdoor Learning

- Survey of recycling places and bins in Cranbrook
- Watercolours of Country Park
- Lost Words – as a stimulus for talking about changing season, and changes in language

## Opportunities to Promote British Values

Understanding the importance of newspaper reporting; the bias that might be in a paper and why this happens; understand that you need to appreciate that newspaper reports may have a bias, and you need to keep an open mind as a reader.

Digital Citizenship – understanding how to behave on internet ‘with great power comes great responsibility’

## Opportunities to Develop Spirituality

Developing compassion and empathy for other people and places as they are the victims of natural disasters; make links with Buddhism

Using New Year Resolutions, or ideas from children to develop Precepts (from ‘Wonder’) to try and achieve on a weekly basis.

## Reflection on Learning

Write here



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

<p><b>English</b></p>	<p>Flood – write the story of the flood</p> <p>Newspaper reports developing passive voice</p> <p>A word in your ear – developing change of pace in a story</p> <p>Survival Below 40 degrees</p>
<p><b>Maths</b></p>	<p>Hamilton Plans Year 6</p> <p>Recording weather chart for Spring Term –</p>

<b>Science</b>	<p>Light – links to the sun as a source of light and energy – solar energy; exploring photosynthesis; prisms – refracting and reflecting light</p> <p>Animals and their habitats – linked to Geography</p>
<b>RE</b>	<p>Buddhism – links with Japan; India – natural disasters – Tsunamis; floods how does their faith support them at these times.</p> <p>Easter Story</p>
<b>PE &amp; Dance</b>	<p>Gymnastics</p> <p>Outdoor and adventurous (orienteering/ problem solving)</p>
<b>Art</b>	<p>Watercolour landscapes – Country Park?</p>
<b>Music</b>	<p>Phase evening – drumming workshop/Wren music/ percussion</p>
<b>Design &amp; Technology</b>	<p>To make something from junk</p>
<b>Computing</b>	<p>Super Digital Citizen</p> <p>Using spreadsheet to create graphs.</p>
<b>History</b>	<p>How the Earth has already changed – showing how the different continents were once joined together.</p>
<b>Geography</b>	<p>Exploring climate change, and the effect of climate on different habitats</p> <p>Recycling and pollution and the effect on the environment; including the impact of severe weather conditions</p> <p>Survival Below 40 degrees – chronological report</p> <p>Can Humans Help the Atmosphere</p> <p>Refresh understanding of the water cycle</p>
<b>MFL (KS2)</b>	<p>French – naming common objects; expressing likes and dislikes; greeting people and asking after them; describing where we live and who is in our family.</p>

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

- The story of a flood
- Newspaper report on impact of severe weather
- Letter to town council to persuade
- Chronological report from Survival below 40 degrees
- Explanation of Photosynthesis
- Narrative which changes pace
- Treasure – from Literacy Shed
- Poetry based on New Words

*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.*