

As writers we will:

- ◆ consider what information we would include in a leaflet about our favourite terrestrial predator.
- ◆ We will think about how we could organise each page and which presentational devices we should use.
- ◆ We will consider who might read our leaflet and what type of information would interest them.
- ◆ We will map out our ideas.
- ◆ draft the text for our leaflets, referring back to information books and the web to gather more information, check facts and develop our ideas.
- ◆ In our poetry work, we will plan a haiku poem about our chosen bird of prey using the information gathered and from examples we have read and shared. We will think carefully about the structure, remembering the number of syllables

As Artists we will: Look at a range of photographs and drawings of birds of prey in flight and sketch their form. We will discuss what we know about their skeletons and describe how this supports its muscles for movement and flight. Through these activities, we will improve our mastery of art and design techniques.





As design and technologists we will: work in small groups to make 3-D scale models of a bird of prey using a range of recycled materials. We will display our finished work in a thought-provoking installation explaining how we made it and what we could do to improve it.

As geographers we will:

- ◆ Watch footage of the peregrine falcon, finding out its favoured habitat and in which continents and countries it can be found. We will consider how it has been able to colonise urban landscapes as well as coastlines.
- ◆ Draw a bird's eye view of a familiar local landscape, imagining what we would see if we were a peregrine flying overhead.
- ◆ Use a key to identify human and physical features.
- ◆ We will investigate where crocodiles and alligators are found in the wild and mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs.

As scientists we will:

- ◆ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- ◆ Find out what the terms 'producer' and 'consumer' mean.
- ◆ Sort images of a wide range of living organisms into groups deciding on the best way to present the data and list physical features of each group to see if there are any similarities between them.
- ◆ Explain that humans and some other animals have skeletons and muscles for support, protection and movement and be able to demonstrate how some bones and muscles work to aid movement.

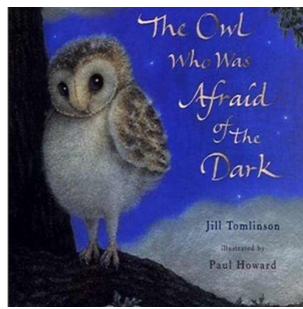
GFS Learning Hive—As 21st Century Learners we will			
 ENGAGE	 COMMUNICATE	 CONNECT	 INNOVATE
Take ownership of our learning by deciding what to include in our information leaflets and how to go about the researching of key information.	Communicate our learning effectively, asking questions to further our understanding of different predators and where they live. We will present our own poetry to an audience.	We will connect our prior learning from Year 2 on habitats, thinking where predators live and why they are suited to certain habitats through adaptation.	We will create our own original poetry inspired by predators. We will design our own predator, taking inspiration from animals discussed in class.

This half-term we will:

Be taking a wild ride to find out all about predators. We will be learning about a range of interesting wild animals including fearsome tigers and menacing sharks. These incredible animals are going to be the focus of our research to allow us to write our own information leaflet about them. They will also be our inspiration for some exciting poetry.

In Maths, we will be completing our unit on fractions, making sure we can identify equivalent fractions and solve problems involving fractions. We will then begin Unit 11 on time looking at estimating and telling time to the nearest minute.

Our Science lessons will allow us to explore predators with greater depth as we find out about their different habitats and what food and nutrition they need.



As readers we will:

- ◆ Read a selection of leaflets on different themes to identify their features.
- ◆ Describe the organisation of each text and describe how this helps the reader to make sense of the information.
- ◆ Choose one or more leaflets to read and report back any interesting facts they discovered.

In Poetry, we will

- ◆ Read the haiku poems 'Predator' and 'Prey' and discuss the content of each poem, explaining the difference between the feelings of the predator and prey.
- ◆ describe how the words and phrases help the reader create their own visual images.
- ◆ Practise reading the poems in unison noting their syllabic pattern, then perform them as a group with appropriate intonation, volume and action.

As mathematicians we will :

- ◆ Find fractions of amounts.
- ◆ Recognise equivalent fractions
- ◆ Compare and order fractions
- ◆ Use a fraction wall to compare different fractions.
- ◆ Solve word problems based on fractions by adding and subtracting them.
- ◆ Find fractions of measurements.
- ◆ Understand the days and months in a year.
- ◆ Discuss the hours in a day.
- ◆ Estimate time.
- ◆ Tell time to the nearest five minute interval.
- ◆ Tell time to the nearest minute.

- **As users of technology we will:** Learn how to use the school's learning platforms so that we are confident for the rest of the year.
- Learn digital citizenship skills so that we can use the internet safely at home or in school.

As citizens' of the UAE we will:

- ◆ Look at the history of predators within UAE history and culture such as falcons and salukis and explore why they are so important to the people of the UAE.

GFS Curriculum Drivers linked to the National Agenda		
Enterprise and Innovation	Eco and Environment	Inclusive Communities
As enterprising children we will be designing our own predator applying the knowledge we have acquired.	As people concerned with the environment we will discuss what environmental factors affect animals habitats and food chains	As members of a community we will broaden our understanding of UAE heritage and how we can better protect wildlife from the UAE.