

As writers we will:

Be embarking on a fantastic, new journey in order to sharpen our skills and build our confidence in writing. Our writing stimulus this term is The Magic Paintbrush: we will go on a magical journey with the main character 'Shen' as she begins her generous adventure painting for the poor in an ancient China setting. We will consider how we can apply the fantastic lens from the writing rainbow to our writing, for example: including time adverbials and prepositions to describe how far her magic travels and dialogue including inverted commas indicating speech between Shen and her family and also the sly emperor.

As Artists we will: Focus on our sketching skills by exploring different faces of predators and sketching what we see. We will look at how shading and blending can enhance our work. Through these activities, we will improve our mastery of art and design.

As design and technologists we will: use our knowledge of predators to create our very own ultimate predator. We will decide what features our predators have and use our creativity skills to bring it to life. We will also create a habitat for our predator, linking our knowledge of the geography of different habitats.

As geographers we will:

- ◆ Compare and describe two countries - South Africa and UAE.
- ◆ Research about the different National Parks in South Africa and the importance of National Parks
- ◆ Locate countries where specific predators live using different types of maps.

As scientists we will:

- ◆ Explore how a cheetah is adapted to its habitat.
- ◆ Compare and contrast the diet of a domestic cat and wild cat.
- ◆ Identify and group animals with or without skeletons.
- ◆ Explore how the skeleton support and protects.
- ◆ Explore how the skeleton protects and enables movement.
- ◆ Name and describe the functions of some of the main parts of the skeleton.

HPL—As high performance learners we will:



Communicate our learning effectively, asking questions to further our understanding of different predators and where they live. We will be confident when presenting our work clearly and have self-belief.



Take ownership of our learning by deciding what to include in our narratives and how to go about researching of key information. We will do this even when it becomes difficult or time consuming.



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.

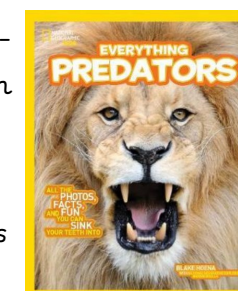
This half-term we will:

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.

In English we will be focusing on a new writing journey to develop our writing skills by exploring a text called 'The Magic Paintbrush'. We will strengthen our reading skills by analysing the text 'The Owl Who Was Afraid of The Dark'.

In Maths, we will use effective addition and subtraction strategies to solve problems. Furthermore we will extend our understanding of multiplication and division by focusing on 3, 4 and 8 times tables.

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 compared to humans based on their skeletal systems and growth.



In this topic we want to find out:

- ◆ How can we preserve habitats?
- ◆ Where are different predators found?
- ◆ How have living things adapted over the years?
- ◆ What are the different parts of a skeleton?

| 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. |

As readers we will:

Use the Reading Rainbow **FANTASTICS** to:

- Explore and discuss the main ideas in a text.
- Consider senses to understand a text further.

Use the Reading Rainbow **ANALYTICS** to:

- Show an understanding of a non fiction text.
- Consider specific details of a text

Use the Reading Rainbow **STYLISTICS** to:

- Show confidence in analysing and discussing a non fiction text.
- Sharing opinions based on evidence from the text.

As mathematicians we will :

- Find patterns when adding and subtracting numbers.
- Add and subtract two 3-digit numbers.
- Estimate answers for additions and subtraction questions.
- Use effective checking strategies when adding and subtracting.
- Solve word problems related to adding and subtracting 2 3-digit numbers.
- Multiply by using equal grouping.
- Multiply by 3, 4 and 8.
- Divide by 3, 4 and 8.
- Solve multiplication and division word problems.
- Complete divisions using remainders.
- Find related facts using multiplication and division.

As users of technology we will:

- Identify that digital devices have inputs, processes and outputs.
- Understand how devices can be connected to make networks

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.

Opportunities for Enrichment

| School | Home |
|--|---|
| <ul style="list-style-type: none"> • We will be creating our own predators to display our understanding of predators and their habitats. • Trip to Dubai Safari Park | <ul style="list-style-type: none"> • Visit Sharjah Desert Park • Create a 'What am I quiz?' What clues can you give without giving away the name of the animal? How many clues does it take for the 'guesser' to work out |