

Predators: The Owl Who Was Afraid Of The Dark

As writers we will:

- ◆ Be embarking on a fantastic, new journey in order to sharpen our skills and build our confidence in writing. The Write Stuff Approach, created by Jane Considine, is a systematic approach that is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken down into bite-sized chunks. Our first writing stimulus is
- ◆ The Magic Paintbrush: we will go on a magical journey with the main character 'Shen' as he 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 techniques.

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 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.
- ◆ Identify how muscles are used for movement.

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 the 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.

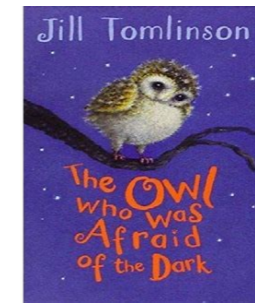
This half-term we will:

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 be starting the year by focusing heavily on place value. As we move through the first unit of power maths, we will look at addition and subtraction and the best strategies to tackle these types of questions. Finally, we will begin our topic of multiplication and division.

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 narratives to explore their features.
- ◆ Read the Magic Paintbrush to develop writing skills.
- ◆ Engage in developing our reading skills by using VIPERS to analyse and understand the text 'The Owl Who Was Afraid Of The Dark'
- ◆ Describe the organisation of each text and describe how this helps the reader to make sense of the information.

As mathematicians we will :

- ◆ Recognise the values of each digit in 2 and 3 digit numbers.
- ◆ Compare and order 3 digit numbers.
- ◆ Find 10 or 100 more or less than a given number.
- ◆ Investigate and solve problems involving place value.
- ◆ Add and subtract 100s.
- ◆ Add and subtract a 3 digit number and a 2 digit number.
- ◆ Add and subtract two 3 digit numbers.
- ◆ Estimate answers to additions and subtractions.
- ◆ Problem solve with addition and subtraction.
- ◆ Use different strategies to check our answers.

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

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 schools 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. |