

Predator



TRIPS AND EVENTS

- Monday 7th September—Wow Starter: Zoom Zoolab
- Monday 21st September—East Sussex Falconry Visit
- Monday 28th September—Owl Pellet Dissection and Investigation

RELIGIOUS EDUCATION

In RE, the children will be using the following enquiry question to learn about the world around them:

What do Christians learn from the creation story?

In Term 2, the children will ask the question:

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

RELATIONSHIP, SEX & HEALTH EDUCATION

In our RSHE lessons, we will be following the Jigsaw unit of learning.

In Terms 1 and 2, the children think about how they can make an impact on the world through their actions and how to celebrate differences, acknowledging we are all special and unique in our own ways.

P.E. LESSONS

- PE lessons are on a Monday and Friday but PE kits should be in school every day & taken home regularly to be washed.
- Jewellery and watches MUST be removed. If your child has pierced ears, they will need a small pot to put them in.
- Long hair should be tied back for school, but MUST be tied back for P.E. A spare hair band is useful.

THE BIG IDEA

It's time to take a walk on the wild side! Find out who's coming to visit. Is it a bug-munching lizard or an eagle-eyed bird of prey? Whatever it is, do you think you can handle it? Learn about creepy crocs and amazing alligators, the deadly assassin bug and the voracious Venus flytrap. Be inspired to write an informative leaflet all about your favourite predator and compose a poem about a predator or its prey. Then use what you know about the best of the beasts to create the ultimate predator; the apex of the food chain. Cross your dad with a peregrine falcon or your nan with a great white shark! What incredible species can you imagine? Feeling peckish? Let's jump aboard the food chain!

In Science we will be learning to:

- Work scientifically by making systematic and careful observations, classifying data and drawing labelled diagrams
- Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers
- Investigate the way in which water is transported within plants
- Identify the requirements of plants for life and growth and how they vary from plant to plant
- Explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Compare and contrast the diets of different animals and group according to what they eat

Our Key Investigation will be: What do owls eat?

In Art and Design we will be creating the ultimate predator. We will be:

- Mixing the characteristics of a family member with a predator to create the ultimate predator
- Taking digital images and combining them to create a new image
- Applying our learning to design a new predator
- Recording our ideas and observations in our sketch books
- Reviewing our ideas, evaluating our predator and revisiting our ideas to improve them

In Music we will be focussing our learning around the The Dragon Song by Joanna Mangona and Pete Readman, which is a traditional folk tune. We will be:

- Listening to and appraising Folk Tunes from around the world
- Learning about the story behind the song and discussing the messages of kindness and respect within the song
- Learning to sing The Dragon Song in different parts
- Devising an instrumental accompaniment to the chorus and playing different musical instruments

In PE we will be learning to:

- Play competitive games and to apply the basic principles of attacking and defending within games
- Develop netball techniques such as passing, shooting and pivoting
- Following the Royal Opera House planning for a Predator Dance based on the story, 'The Tin Forest'.

In Geography we will be learning to:

- Use the eight points of a compass and directional language

In Computing we will be learning:

- To use technology safely, respectfully and responsibly
- Using spreadsheets and branching diagrams to classify animals

In French we will be learning:

- The greet one another and exchange names
- Discuss how we are feeling with appropriate phrases
- Listen and respond to questions as well as use songs to support our learning

ENGLISH



In English we will be exploring the following stories:

- Fox by Margaret Wild
- Gaspard the Fox by Zeb Seanes
- Into the Forest and Hide and Seek by Anthony Browne
- How to help a hedgehog & protect a polar bear by Jess French

The children will be taking part in many different activities such as drama and role play, speaking and listening, story boarding, senses poetry, imitation and word play, writing in role and producing dialogue between two characters.

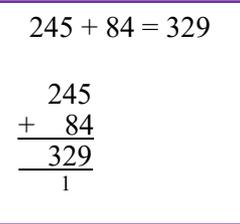
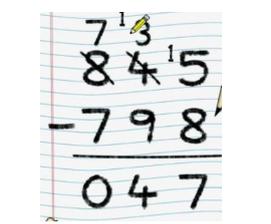
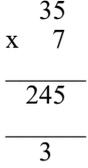
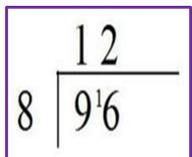
We will also be exploring many different texts within our intervention groups and when reading for pleasure.

MATHS

This term we will be looking at:

- Place Value: Identifying the value of a digit in a number, partitioning numbers, comparing and ordering numbers, adding 1, 10 or 100 to any given number, counting in 2s, 5s, 10s, 3s and 50s
- Addition & Subtraction: We will be working with 3 and 2 digit numbers when adding and taking away. We will explore using place value grids, number lines and formal written methods. We will also look at the inverse relationship to work out missing number problems.

CALCULATION METHODS

| ADDITION | SUBTRACTION | MULTIPLICATION | DIVISION | | | | | | |
|---|---|--|----------|----|---|---|-----|----|---|
| Column Addition $245 + 84 = 329$  | Column Subtraction  | Short multiplication method <table border="1" data-bbox="678 1142 933 1265"><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> $210 + 35 = 245$  <small>Children must know their 2, 5, 10, 3, 4 and 8 times tables by The end of Year 3</small> | x | 30 | 5 | 7 | 210 | 35 | Division using inverse times table facts E.g. $12 \div 3 = 4$ because $3 \times 4 = 12$  |
| x | 30 | 5 | | | | | | | |
| 7 | 210 | 35 | | | | | | | |

CLASS ROUTINES:

HOMEWORK:

Children's home learning will be handed out on a Friday afternoon and it should be handed back in on the following Wednesday. Home learning is alternated weekly:

- Week 1: Maths CGP Book & Spelling
- Week 2: English CGP Book & Times tables

The greatest support that parents/carers can give at home is: Reading collaboratively (15 minutes minimum per day), times tables practise on <https://play.ttrockstars.com/auth/school/student/45489> and individual spelling booklet practise.

Children will also have the chance to play Home Learning Monopoly if they hand their home learning in on time and read 4 times a week (signed by an adult in their Reading Record).

COMMUNICATION:

- Please encourage your children to speak to me if they should have any concerns. I will be available at the end of school if you wish to speak to me directly.
- In the morning Mrs Harvey or another member of the Senior Leadership Team is available on the school gate if you have a message that you would like to have passed on to me.
- If there is a matter that you need to discuss with me in more detail please make an appointment to discuss this. This can be done by speaking to me at the end of the day to make an appointment or by speaking to Mrs. Hades in the School Office.