



Tropical Rainforest



Temperate Forest



Coniferous Forest (Taiga)



Tropical Grassland (Savannah)



Temperate Grassland



Mediterranean



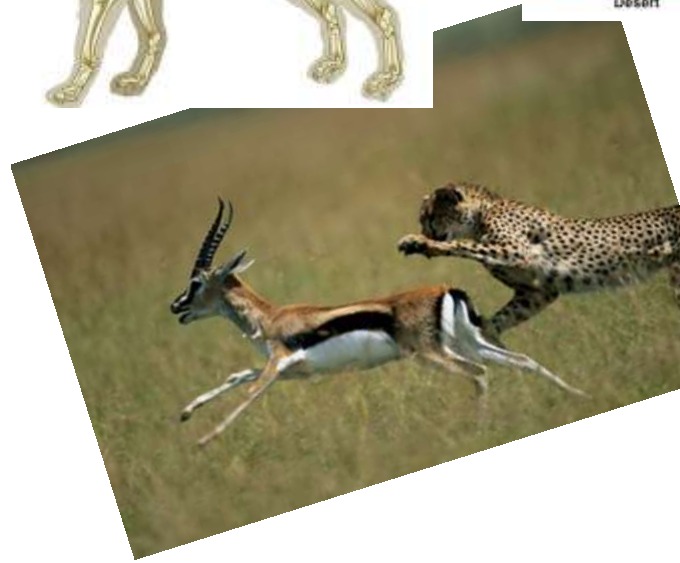
Desert



Tundra



Mountain



<p style="text-align: right;"><i>ENGLISH</i></p> <p><b>We are advertisers:</b> Writing a job advert for the Dragon Slayers position focusing on adverbs of manner, subordinate clauses and conjunctions Writing a letter using the correct features to apply for the position, focusing on vocabulary and sentence structure</p> <p><b>We are publishers:</b> Research and publish facts, using the features of a non-chronological report, on a predator of choice Research and present information about Peregrine Falcons</p>	<p style="text-align: right;"><i>RE</i></p> <p><b>We are biographers:</b> Identify and understand the impact of individuals on society and Christianity, leading into Jesus' role at Easter.</p>	<p style="text-align: right;"><i>SCIENCE</i></p> <p><b>We are zoologists:</b> Identify animals need the right type and amount of nutrition and that they cannot make their own food Compare and contrast the diets of different animals</p> <p><b>We are palaeontologists:</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p style="text-align: right;"><i>MATHS</i></p> <p><b>We are accountants:</b> Using money in practical situations.</p> <p><b>We are meteorologists:</b> Reading the temperature and calculating intervals in temperature, including those with negative numbers!</p> <p><b>We are confident calculators:</b> Using all 4 operations, both formally and informally, to solve problems</p> <p><b>We are statisticians:</b> Using bar charts, venn diagrams and carroll diagrams to present and interpret data</p>	
<p style="text-align: right;"><i>PSHE</i></p> <p><b>We are digitally aware;</b> • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information;</p>	<p style="text-align: right;"><i>PE</i></p> <p><b>We are gymnasts:</b> To practice, develop and use static, symmetrical, gymnastic shapes to develop a routine. To develop flexibility, strength, technique control and balance.</p>	<p style="text-align: center;"><b>Pounce into Palaeontology</b></p> <p style="text-align: center;"><b>Y3 Spring Term Expedition</b></p>	<p style="text-align: right;"><i>COMPUTING</i></p> <p><b>We are programmers:</b> To use scratch to produce an algorithm</p>	<p style="text-align: right;"><i>DRAMA</i></p> <p><b>We are reporters:</b> Listening, summarising and reporting knowledge</p>
<p style="text-align: right;"><i>HISTORY</i></p> <p><b>We are archaeologists:</b> <i>Understanding the role of fossils in explanation of time and how these can be used to inform us of how time has changed.</i></p>	<p style="text-align: right;"><i>GEOGRAPHY</i></p> <p><b>We are topographers:</b> Identify and locate different ecosystems around the world, looking at grid references. Using this information to identify the predators that live within them.</p> <p><b>We are map makers:</b> Use 4 figure grid references and identify human and physical features of geography on maps Plot a map showing human and physical geography</p>		<p style="text-align: right;"><i>MFL</i></p> <p><b>We are linguists:</b> Write words, phrases and short sentences linked to the numbers and common everyday phrases.</p>	<p style="text-align: right;"><i>Design and Technology</i></p> <p><b>We are creators:</b> Research, design, make and evaluate a bird-like model using recycled material. Children to plan and draw a design, then identify the materials to be used. Focus to be on the safe handling of cutting equipment such as scissors and saws.</p>
<p style="text-align: right;"><i>MUSIC</i></p> <p><b>We are vocalists:</b> Perform in ensemble contexts, using their voices with increasing fluency, control and expression using songs from different regions predators are found.</p>				

Recommended Reads	Key Words	W I L D
<p><b>Adults</b></p> <p>Life of Pi                      Yan Martel            The Snow Leopard        Peter Matthiessen            Out of Africa                Isak Dinesen            RSPB British Birds of Prey            The Animal Dialogues      Craig Childs            Are We Smart Enough to Know how Smart            Animals Are?                Frans De Waal</p> <p><b>Children</b></p> <p>The Sheep Pig                Dick King-Smith            The BFG                        Roald Dahl            Varjak Paw                    SF Said            The Diary of a Killer Cat    Anne Fine            Fantastic Mr Fox             Roald Dahl            Predators: The Whole Tooth-and-Claw Story            Glenn Murphy            Dirty Beasts                 Roald Dahl            Who Eats What? Food Chains and Food Webs               Patricia Lauber</p>	<p>Apex predator – A predator that is not preyed upon by other animals and is at the top of a food chain            cannibal – An animal that eats its own species            carnivore – An animal that eats other animals            consumer – An animal that eats plants or other animals for food            decomposer – An organism that feeds on and breaks down dead animal or plant matter            Endoskeleton – A skeleton that is on the inside of an animal’s body            Exoskeleton – A skeleton that is on the outside of an animal’s body            food chain – A series of living things that rely on each other for food            fossil – The remains of a once living organism, preserved as rock            herbivore – An animal that eats plants            omnivore – An animal that eats plants and animals            organism – Something that is alive            parasite – A living thing that lives in or on another living thing and survives by taking nutrients from it            predator – An animal that hunts, kills and eats other animals            prey – An animal that predators hunt for food            producer – An organism that creates its own food            skeleton – The frame of bones that support and protect the body and other organisms</p>	<p><i>FOREST</i></p> <p>Locate and observe insects and consider their place in the food chain.            Using materials to create trails and identify creatures who live or move within the forest .</p> <p><b>Rights of the Child</b>            Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need            Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Useful Links</b></p> <p><a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-animals-catching-prey-hunting-food/zjnhf4j">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-animals-catching-prey-hunting-food/zjnhf4j</a>  <a href="http://www.natgeokids.com/uk/primary-resource/predators-primary-resource/">www.natgeokids.com/uk/primary-resource/predators-primary-resource/</a>  <a href="http://www.kids.kiddle.co/Predation">www.kids.kiddle.co/Predation</a>  <a href="http://www.animals.howstuffworks.com/animal-facts/10-predators.htm">www.animals.howstuffworks.com/animal-facts/10-predators.htm</a>  <a href="http://www.youtube.com/watch?v=87E8bQrX4Wg">www.youtube.com/watch?v=87E8bQrX4Wg</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</a></p>