

Flying High - Birds



THE BIG IDEA

Every plant or animal lives in a habitat. A habitat is a place where a collection of plants and animals live and which provides them with food and shelter. Animals and plants adapt to different habitats – why can some survive in really hot deserts, in jungles or in the cold? We will be looking at different types of bird, and investigating how they are adapted for the habitat in which they live. In our first week, we will find out about the birds we meet in our zoo visit, and after that we will investigate garden birds, tropical birds and flightless birds. We will consider the impact of human activity on birds, and find out about pollution and conservation of bird species.

OUTDOOR LEARNING

In Outdoor Learning we will be observing and identifying the birds around our local area. We will be researching what they eat and their preferred habitats so that we can attract more birds to our outside areas. We will then use this information to design and make bird boxes and bird cakes/ feeders.

RELIGIOUS EDUCATION

In R.E we will be;

- Finding out about how Christians remember the events of Easter
- Finding out about the key traditions of Holy Week.

PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION

In PSHEe we will follow the East Sussex Scheme of Work for Year 3/4. This term we will be focussing on:

- Good to be Me
- Citizenship, Diversity & Difference.

TRIPS AND EVENTS

- Visit from the Fire Safety Officer on 22.2.27
- A visit to Drusillas to see different types of bird species 23.2.17
- Sing It! sessions every Thursday 2.30-3pm
- Easter Service on Wednesday March 29th at St Richards Church

In **Geography** we will be:

- Looking at animal habitats in different countries.
- Researching the climate of different countries.

In **Science** we will be:

- Identifying local habitats and naming species of birds which live there.
- Discussing why organisms live in certain habitats (researching birds' habitats and what they need to survive).
- Recording and investigating food chains.
- Discussing the classification of living things.

In **D.T** and **art** we will be:

- Making bird feeders
- Making bird boxes
- Making silhouettes of birds

In **Computing** we will be:

- Using computers and iPads to research birds and habitats

MATHS: In maths we will be:

- Understanding the place value in numbers to 100/1000/10,000
- Using understanding of place value to multiply/divide whole numbers by 10.
- Using place value to make approximations.
- Recalling and using multiplication and division facts.
- Dividing with remainders.
- Adding and subtracting fractions
- Reading, writing and converting time between analogue and digital 12 and 24 hour clocks.
- Reading and writing co-ordinates.
- Learning to interpret data charts, including bar charts and pictograms
- Applying mathematical learning to solve problems.

- Presenting data using bar charts and pie charts

Games and Gymnastics

In **Gymnastics** the children will be learning to:

- Use different parts of the body to balance
- Combine movements into a sequence

In **Games** we will be learning netball and we will focus on:

- The different passes you can use.
- The rules of footwork and contact.
- How to mark the opposite team.
- The rules of each position.

Music is being taught by a music specialist. The children will develop skills of pitch, singing and composing. Throughout Year 2/3/4 the children will have the opportunity to learn to play the recorder.

ENGLISH:

- In Literacy we will continue to use Pie Corbett's model of "talk for writing" to give every child an inner voice of ideas. We will read and re-write the Aboriginal Tale of "How the Birds Got Their Colours".
- We will undertake instructional writing which will help us to learn to write command statements.
- We will do factual writing linked with our topic, and will write "Top Trumps" fact cards about different types of birds.

In SPAG we will concentrate on using suffixes and prefixes in words. We will continue to work on paragraphs and the apostrophe.

In reading we will read Tom's Sausage Lion by Michael Morpurgo.

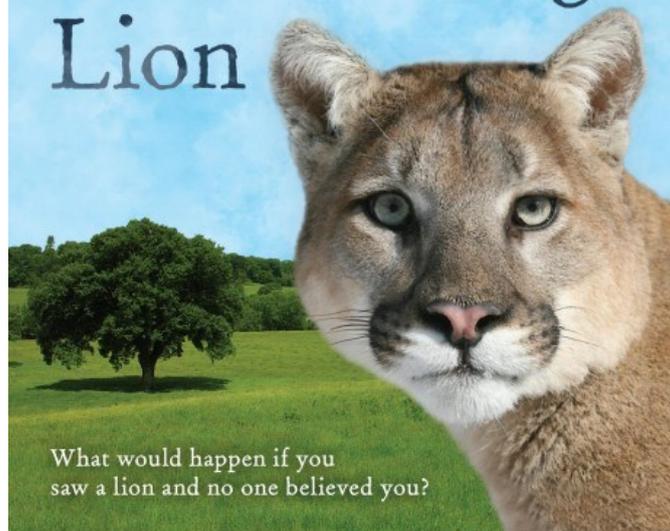
The aim of the unit is:

- To engage children in a story with which they will empathise.
- To discuss the themes and issues which arise, enabling children to make connections with their own lives.
- To develop critical responses to the story through discussions, drama and role-play.
- To write in role in order to explore characters and events.

WHITBREAD AWARD-WINNING AUTHOR

michael
morpurgo

Tom's Sausage
Lion



What would happen if you
saw a lion and no one believed you?

CLASS ROUTINES:

HOMEWORK:

- The children will have weekly homework tasks linked to learning in class. The homework will be sent home on Friday and is due back in school on Wednesday.
- Children are expected to be heard read five times a week. Please make sure that you record each time your child reads or is heard read in their homework diary.
- Spellings are sent home each week and need to be practised at home daily. Children should use the "look, cover, write, check" method to learn their spellings, and will be tested each Wednesday.

P.E. LESSONS:

- The children need to have their P.E. kit in school each day and it should be taken home each Friday so that it is kept clean for lessons.
- Jewellery must be removed so if your child has their ears pierced they will need a small pot in their bag to put their earrings in to keep them safe.
- Long hair should be tied back for school, but it must be tied back for P.E. lessons so a spare hair band is a good idea.

COMMUNICATION:

- Please do speak to me at the end of the school day if you have any questions or concerns.
- During our weekly circle time sessions we are able to talk about feelings and emotions, and the children are encouraged to move their feelings peg during the day, so that we can monitor and quickly intervene if a child moves their peg onto "worried", "lonely" or "I want to talk".
- Please continue to help your child to learn his/her times tables.