

Year 3 Birds



Words we will use

environment, habitat, adaptation, food chain, feeding relationship, observe, OS map, compass, compare, contrast, classify, group, predator, prey, consumer, producer, energy source, landscape, water-colour, place value, place holder, hundreds, tens, ones, data, columns, bar chart, pictogram, adjective, verb, adverb, time connective

Trips

We are looking forward to our trip to Leighton Moss this term. The workshops are fantastic and it will provide an inspirational start to the topic for our children.

Swimming

The children will continue with the swimming sessions throughout the summer term. We are really pleased with the progress they have all made.

Bird Watching Homework

Quite soon, we will be sending out some 'bird-spotting' homework. We will be using the data you collect at home to create graphs in maths.

Reading

Please continue to read as broadly and often as possible. The school library is open on a Tuesday afternoon.

As readers we will read, study and produce writing based on *Firebird* by Saviour Pirotta, which is a Russian Folk Tale. In guided reading, we will be mainly focusing on reading with fluency, appropriate volume and intonation for the first half term using the text *Billy the Bird* by Dick King Smith.

As writers we will be innovating a familiar tale to create a narrative. We will be focusing on developing the children's vocabulary (adjectives, powerful verbs and adverbs) and using time connectives. We will then create non-chronological reports describing an imaginary bird. Linked in to the Wild Isles charity, we shall be writing persuasive letters to raise awareness of the importance of protecting the British wildlife.

As mathematicians we will be progressing onto fractions. We will be adding and subtracting fractions as well as comparing and ordering them. Children will begin to count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$. We will be working through the fractions unit using practical, pictorial and *written representations*.

As scientists we will be studying feeding relationships between birds and other animals to create food chains. We will also be studying how animals are adapted to live in the environment that suits them by using grouping and classifying techniques.

As geographers we will be improving our understanding of our place in the world by developing our knowledge of our locality, the UK and the wider world. We will be encouraging the children to ask searching geographical questions and form their own opinions relating to providing habitats for birds.

As sportspeople we will be doing creative tag and target and building stamina through developing our running technique and team games.

As design technologists we will be building our own bird feeders, using the following skills: identifying a need, investigating a solution, making, testing and refining the model.

As musicians we will revise all we have learnt in recorder lessons so far. We will be listening to pieces of music that evoke different emotions.