

### Literacy

Our focus text for this theme will be 'Wolves' by Emily Gravett. To begin, we will be discussing and analysing the structure of this book's layout – an informative non-fiction text about wolves coinciding with a story that comes to life through illustrations!

From the story, we will draw out facts about wolves and turn them into the lines of a kenning poem. We will then begin to think about using better word choices to create interest and awe for the reader. In particular we will focus on using strong verbs, alliteration and similes to create a second, descriptive poem.

Returning to 'Wolves' the ending of the book, as well as its comical alternative ending, will finally be revealed! The children will then be given a chance to re-write the endings to some well-known traditional tales involving wolves.

Later in the term, the children will begin to learn different ways of retrieving information as a lead up to writing a non-chronological report about wolves. They will have the chance to search for even more facts about wolves through books, reports and even surfing the web! During this time, we will also begin to look at the features of non-chronological reports such as paragraphs and sub-headings.

### Geography

The children will learn that the largest populations of wolves today are found in Alaska, Canada and Russia. They will use maps to locate these northern regions of the world and to explore their human and physical geography. They will establish that wolves currently live in cold, empty places. However, the children will also find out that wolves can survive almost anywhere, including (historically) the forests and woodlands of the UK. They will learn about the role that deforestation/habitat removal played in the extermination of wolves in the UK.

### Design and technology

After exploring linkage and lever mechanisms and becoming familiar with the language to describe the various parts, the children will design and make their own moving scene linked to a traditional tale.

### Computing

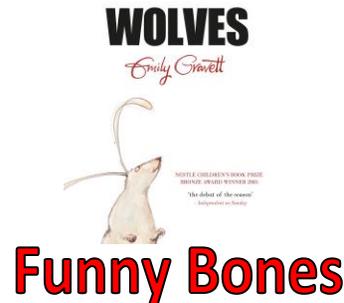
Children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. They will also consider real-world applications for branching databases.

### Mathematics

Our Year 3 maths curriculum begins with a focus on **place value**. The children will explore the place value in the dates stamped on the library ticket from their focus text. As wolves can live in packs of between 2 and 10, the children will be challenged to partition 2-digit numbers (using the part-whole model) into possible packs of wolves: 32 → 30 (3 packs of 10) and 1 pack of 2. We will then move on to focus on **addition and subtraction**.

### Religious Education

Our Creation unit examines how we are called to be part of God's creation through baptism. The children will explore how Jesus calls us and how he called his disciples. In our 'other faiths' focus the children will look at the initiation rites of the Hindu religion.



### Enrichment

To begin our topic, the children will make their own pasta skeletons! We will be visiting the New Forest Wildlife Park to observe a pack of wolves. The park keepers will deliver a workshop about wolves to support us in acquiring new knowledge.

### Physical Education

PE lessons this half-term will be focused on the game of basketball. The children will learn the chest, bounce and overhead pass. The basketball dribble will be taught and children will be able to bounce the ball at least while stationary, but increasingly while moving. Through games such as piggy in the middle, the children will develop the skills to get past a defender. They will be able to describe simple tactics in order to do this, such as moving into space, or attempting the crossover dribble. They will also be introduced to the set shot and will be able to shoot at stationary targets with no defender present.

### PSHE/RHE

The children will create and agree to a set of class rules, considering the ways in which rules help them. They will learn that they belong to various groups and communities such as family, school and their class. The children will move on to learn about the importance of team work, considering the different jobs that the organs of the body have and how they work together. There will be a particular focus on the importance of telling the truth, linked to the story of 'The Boy who Cried Wolf.'

### Science

The children will use to the vocabulary 'endoskeleton' and 'exoskeleton' to classify animals. They will compare animals with a skeleton to those without. During this topic the children will be learning about the human skeleton including the names of common bones and joints. We will begin by making our own pasta skeletons to represent the human skeleton. We will discuss why we chose certain shaped pasta for certain bones before linking this to their scientific names. We will learn that skeletons are needed for support, protection and movement. Following this we will compare the human skeleton to that of a wolf!

As an engaging way to think about our teeth, the children will use apples (to bite into) and playdough to make and learn the names of their own teeth! We will compare our teeth to those of a wolf and suggest reasons for the differences, taking our diets into consideration. We will explore how both humans and wolves get their nutrition. In particular, for humans, we will research different food groups and how they keep us healthy.

### Music

The main focus of this topic is the song 'Dem Bones.' The children will learn to sing the traditional spiritual song 'Dem Bones,' and understand how it relates to the Bible story of Ezekiel in the Valley of the Dry Bones. The children will add a simple pulse, rhythm and accompaniment to the song on tuned and untuned percussion.

The children will learn how composers write music to represent different animals, such as in Prokofiev's Peter and the Wolf and Saint Saen's Carnival of the Animals. They will create short compositional ideas using tuned and untuned percussion to represent an animal.

The children will also begin to learn the Ukulele during this term, using the programme Ukulele Magic. They will look at strumming the basic chords of C, F and G7.

### Arts and Design

The children will watch 'How Emily Made Wolves,' which features **Emily Gravett** herself explaining how she illustrated the focus text. They will be reminded that they have seen Emily Gravett's artwork before – in 'Meerkat Mail,' which they read in Year 2. Inspired by Emily's work, the children will revisit and build upon their basic shading techniques. In particular they will look at Gravett's use of hatching with different pencil grades and line lengths in order to create the wolf's fur, grasslands etc.