

Sapphire Class  
Years 3 & 4  
Autumn 2020

# A Dragon's Place

Trips/Visitors:  
River Exe Walk TBC

## Mathematics

Place Value  
Addition and Subtraction  
Multiplication and  
Division Statistics, Time,  
Coordinates, Directional  
language, Shape,  
Compass Points,  
Fractions,  
Measurement, Mass,

Times Tables – By the  
end of year 4 the  
children need to know  
all times tables up  
to 12x12 with division  
facts.

## Enquiry Questions/ Lines of Investigation

The team has a history of solving magical animals' problems, such as helping a unicorn who has its horn stuck in a tree. They believe in finding solutions without hurting living creatures. They are commissioned because after many years of living harmoniously alongside swamp, meadow and forest dragons, the dragons have started coming into the town. At the point they are contacted, the dragons have been seen for the past two weeks. They have been found in the farmers' orchard eating their apples, in swimming pools and dragon's nest have appeared in places like residents' gardens. Residents are in panic and turn to the Ruling Council of Ignis to deal with the problem and drive the dragons back to their homes in the forest, swamp and meadow. They wonder if the best and quickest way might be to eradicate the dragons as they are worried that residents will soon be injured or killed. The team must investigate to discover what has led to the change in the dragons' behaviour, pinpoint the causes and find a solution that will protect the dragons and the humans, so harmony is restored once more.

**Social:** What are the responsibilities people must safeguard dragons in jeopardy?

**Political:** The ruling council of Ignis, rule Ignis and are under pressure to get rid of the dragons, should there priority to protect the dragons or people of the land?

**Historical:** How long have the dragons and humans lived in harmony on Ignis? Environmental: What effects can a disruption of the food chain cause on animals' behaviour?

**Critical:** Is it ever right to kill one animal to save another? Do the dragons and humans have equal rights?

**Ethical:** Are the rights of people or dragons more important? Philosophical: Can all animals and humans live harmoniously alongside each other?

**Spiritual:** What are the Team's responsibilities?

## English

Spellings will continue  
and tests will take place  
every Friday.

We will be writing:

**Narrative stories**

**Script writing**

**Formal letters**

**Informal letters**

**Poetry**

**Reports**

**Newspaper article**

**Campaigns**

**Speeches**

**Diary extracts**

**Debates**

We will be reading every  
day and celebrating a  
class text together.

## Personal, Social and Emotional Development

RE – **Hinduism:** What do Hindus believe God is like?

**Christianity:** INCARNATION/ GOD: What is the Trinity?

**Christmas**

PSHE – 'Being Healthy' and 'Staying Safe'.

## Computing

Follow ESafety programme. Follow Algorithm programme  
with EDiscovery

## Creative Development

Art/DT– Drawing and building wooden structures.

Music– Learning to play tuned Ocarinas and following  
Charanga programme.

## Physical Development

Outdoor Athletics and Invasion games

Indoor PE - Gymnastics and dance

## Knowledge and Understanding of the World

Geography - **Physical geography** - climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. **Human geography** - types of settlements and land use, trade links, natural resources including energy, food, minerals and water.

**Skills and fieldwork** - Use maps, use eight point compass, four and six-figure grid references, symbols and key to build their knowledge of the area studied **Locational**

**Knowledge** – Key topographical features including hills, mountains, coasts, river and land patterns and understand how some of these aspects have changed over time (natural/manmade impacts).

Science - **Animals including humans**- Identify that humans and some sort of animals have skeletons and muscles for support, protection and movement. **Living things and their habitats** - Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. **Living things and their habitats** - Recognise that environments can change and that this can sometimes pose dangers to living things.

**States of matter** Identify the part played by evaporation and condensation in the water cycle

**Sound** Identify how sounds are made, associating some of them with something vibrating.

**Rocks** Compare and group different types of rocks, describe in simple terms how fossils are formed when things that have lived are trapped within rocks.