

Sapphire Class  
Years 3 & 4  
Autumn 2022

# Island Disaster Assistance

Potential Trips/Visitors ideas:  
-River Exe Walk  
-Dawlish Warren trip  
-Stuart Line cruises Estuary trip  
-National Maritime Aquarium  
-Exeter Synagogue

## 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.

## Client and Commission

The Island Disaster Assistance helps vulnerable islands recover from disasters. They look at how to help islands recover and look at ways of reducing the impact of natural and manmade disasters on small islands. A team of experts in disaster assistance and management travel to Orkney Island to see the effects of a number of disasters that have occurred there. The disasters are both natural and manmade and include coastal erosion, flooding and river pollution. Essential services are not all in place and nature trails that encourage tourists are still blocked. Help is needed to bring the tourists back as the Island which needs tourism to survive. Some islanders have already left. Extreme weather threatens areas of the island, and the islanders won't move to higher ground to live. An early warning system is needed. We are an Expert Team with vital responsibilities and important values. We must decide how to set up early warning systems, how to complete the clean-up operation and how to attract visitors. Our responsibilities are to act in the islanders' best interests and to protect the islands uniqueness and rare animals that live there. Our values are to respect the differing views of the islanders and to work with the islanders to agree a strategy.

## Enquiry Questions/ Lines of Investigation

**Critical** - Can we persuade tourists back to the island? Can it ever be totally safe to live on a small island? How can the office of island disaster management reduce the effect of these disasters on islanders' lives?

**Historical** - Has an island suffered and recovered from similar disasters in the past?

**Ethical/Moral** - Is the life of one species of animal more important than another? Is economic growth more important than animal survival?

**Social**: Do we have an obligation to protect the environment for future generations?

**Political**: The ruling council of the island, are under pressure to get rid of the Orkney Vole for land development opportunities. Should their priority be to protect the native species or people's homes and livelihoods?

**Environmental**: What effects can a disruption of the food chain and loss of habitat cause on animals' behaviour?

**Spiritual**: What are the team's responsibilities and values? Is nature important for our wellbeing? How would walking by the coasts make you feel?

## English

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 – CREATION/FALL What do Christians learn from the creation story? JUDAISM How do festivals and family life show what matters to Jewish people?

PSHE – FEELINGS & EMOTIONS Jealousy, Anger, Grief.

## Computing

Computing systems and networks.  
Creating media -Stop frame animation.

## Creative Development

Art- Coastal landscapes.  
DT-Frame structures, shell structures.  
Music– How does music bring us closer together?

## Physical Development

Outdoor – Target, Net and Wall.  
Indoor PE - Gymnastics and dance

## Knowledge and Understanding of the World

**Geography** - Physical geography - climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, coastal erosion. 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 Location Knowledge – Key topographical features including hills, mountains, coasts, river, estuary, and land patterns and understand how some of these aspects have changed over time (natural/manmade impacts).

**History**- The change in land use over time. How early civilizations used the land for settlements. Stone Age, Bronze Age, Iron Age.

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