

Sapphire Class
Years 3 & 4
Autumn 2019

The Land of the Midnight Sea

Trips/Visitors:

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

Social: What are the responsibilities people have to safe guard animals in jeopardy?

Political: Should the development or progress on technology, machinery and science
continue if it is detrimental to animals? Or life on Earth? Can there be a balance? How?

Historical: How can we learn about life on the Arctic Circle through animal behaviours
and local traditions? How has Britain impacted on Canada?

Environmental: What effects does global warming have on Polar Bear's
environment/habitat?

Critical: Can Global Warming be avoided? Who is to blame?

Ethical: Is it ethical to relocate Polar Bears to 'help' them? Are they trying to adapt to
new surroundings and we are preventing them?

Philosophical: Will there be Polar Bears in the future?

Spiritual: What are the Team's responsibilities to the Polar Bears and locals?

English

Spellings will continue and
tests will take place every
Friday. Children have been
sent the spelling lists home.
We will be creating:

Reports

Formal Letters

Informal letters

Diary entries

Non-fiction texts

Campaigns

Poetry

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

Personal, Social and Emotional Development

RE – Creation: What do Christians learn from the creation story? Judaism:
How do festivals and family life show what matters to Jewish people?

PSHE – Overcoming Obstacle following Jigsaw programme.. Mindfulness
sessions weekly for 10 weeks.

Computing

Internet safety. Create a powerpoint presentation of Polar bear awareness in
the town of Hudson Bay.

Creative Development

Art/DT– Designing and making a mini model of an ethical cage to capture
the polar bears safely. To create watercolour paintings inspired by the
Aurora lights

Music– Learning to play tuned Ocarinas and following Charanga

Physical Development

Outdoor Athletics and Invasion games- Saints Soccer School

Indoor PE - Gymnastics

Knowledge and Understanding of the World

History – Britain's impact on Canada - Though an independent country,
Queen Elizabeth remains nations head of state – her powers mostly
symbolic – what does this mean?

Geography - Locational knowledge *A study of a contrasting location in the
World and its characteristics – what is life like on the Arctic circle and
surrounding countries? How does it contrast with the landscape in the UK?*

Human and physical geography. Contrasting places - *To describe and
understand key aspects of: rivers, climate zones, the water cycle and
economic activity, trade links and the distribution of natural resources
including energy, food minerals and water.*

Science - Animals (inc humans) - *Polar bear nutrition, skeleton, muscles,
digestive systems, teeth and their functions- make an information booklet,
construct and interpret food chains – an awareness leaflet for children in
local schools.* Forces and magnets - *Design and make a magnetic
contraption to capture the bears safely and ethically.* Living things and their
habitats - *A study of classification in our local environment contrasting to the
Arctic circle*