Ford Class Overview- Spring 1 2025

<table>
<tr><th>Subject</th><th colspan="2">What we will learn this half term:</th></tr>
<tr><td>English</td><td colspan="2">This half term the children will have daily reading, spellings and handwriting sessions.

Our class book this half term is ‘Ottoline And The Yellow Cat’ by Chris Riddell

We will use this book, alongside a range of fiction and non-fiction texts, to continue to develop our vocabulary and skills in inference, prediction, clarification and evaluation.

This half-term we will produce a range of writing including a:

- Adventure narrative - Charlie and The Chocolate Factory
- Non-Fiction newspaper report - The Creature</td></tr>
<tr><td>Maths</td><td>Year 3

We will learn:

Times tables: 3, 6 and 9 and the relationship between them
- Adjacent multiples of three have a difference of three. Facts from the three times table can be used to solve multiplication and division problems with different structures.
- Counting in multiples of six can be represented by the six times table. Adjacent multiples of six have a difference of six. Facts from the six times table can be used to solve multiplication and division problems with different structures.
- Products in the six times table are double the products in the three times table; products in the three times table are half of the products in the six times table.
- Counting in multiples of nine can be represented by the nine times table. Adjacent multiples of nine have a difference of nine. Facts from the nine times table can be used to solve multiplication and division problems with different structures.
- Products in the nine times table are triple the products in</td><td>Year 4

We will learn:

Composition and calculation: tenths
- When one is divided into ten equal parts, each part is one tenth of the whole.
- Tenths can be expressed as decimal fractions; the number written ‘0.1’ is one tenth; one is ten times the size of 0.1.
- We can count in tenths up to and beyond one.
- Numbers with tenths can be composed additively and multiplicatively.
- Known facts and strategies, including column algorithms, can be applied to calculations for numbers with tenths.
- Numbers with tenths can be rounded to the nearest whole number by examining the value of the tenths digit.

Composition and calculation: hundredths and thousandths
- Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and</td></tr>
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	the three times table. Products that are in the three, six and nine times tables share the same factors. - Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by three, six or nine. - **Preparing for fractions: the part-whole relationship** - Count up and down in tenths. - Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators	fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator - Recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 4 1 , 2 1 , 4 3 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number. - Compare numbers with the same number of decimal places up to two decimal places. **Addition and subtraction: money** - Solve simple measure and money problems involving fractions and decimals to two decimal places. - Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. - Calculate different measures, including money in pounds and pence.
Science	**Electricity** **We will:** - Know that electrical energy is one of many forms of energy. - Know that static electricity is an imbalance of charged particles on a material; it does <u>not</u> operate by flowing around a complete circuit. - Know that current electricity is the flow of charged particles called electrons around a circuit. - Know that current electricity is the form of electricity that we use in our lives in lights, computers, televisions, etc. - Know that electrical current flows well through some materials, called electrical conductors, and poorly through other materials, called electrical insulators. - Know that electrical conductivity (how well a material conducts electricity) is an example of a property. - Know that metals are good electrical conductors. - Know that electrical current can flow if there is a complete circuit. - Know that wires – which contain a conductor inside them, usually made of metal – can allow electrical current to flow around a circuit.	

	- Know that when electrical current flows through a circuit components within that circuit – such as buzzers which make a noise and bulbs which emit light – begin to work. - Know that exposure to high levels of electrical current can be dangerous. - Know that Michael Faraday was a scientist who studied electricity and that he invented the electric motor.
Humanities (History and Geography)	**Ancient Rome and Roman Britain** Overarching enquiry question: What was the Roman Empire, and how did it impact Britain and the wider world? **We will learn:** - How Ancient Rome became an empire. - What life was like in Ancient rome. - What the place we now call Britain like before the Roman invasion, and why the Romans invaded. - How the Roman invasion changed Britain and how the inhabitants of Britain reacted? - How and why Roman rule in Britain ended and its legacy.
DT	**Structures- Pavilions** **We will:** - Produce a range of free-standing frame structures of different shapes and sizes. - Design a pavilion that is strong, stable and aesthetically pleasing. - Select appropriate materials and construction techniques to create a stable, free-standing frame structure. - Select appropriate materials and techniques to add cladding to the pavilion.
PSHE/RSE	**How data is shared and used; making decisions about money; using and keeping money safe** **We will:** - Discuss what data is. - Look at different ways data is shared and used. - Talk about the concept of money. - Look at financial decision making. - Discuss how money is kept safe. - Look into different ways money is used and alternative methods of payment.

RE	**What do Hindus believe God is like?** **Key Question- What do Hindus believe that God is like?** **We will:** Understand the impact: - Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make sense of belief: - Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections. - Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
Computing	**Unit 4.3 - Creating media - Photo editing** **We will learn to:** - Change digital images. - Change the composition of images. - Change images for uses. - Retouch images. - Spot fake images. - Evaluate our work.
French	**Les fruits (Fruits), Je peux... (I Am Able...) and J'apprends le français (I Am Learning French)** **We will:** - Learn the names of fruits in french. - Use the sentence starters 'I am able' and 'I am learning' to listen to, speak and write sentences in french. - Listen, pronounce and write a range of french phrases/sentences linked to the topic.
PE	**Multi-skills and dance** Ford class will have NUFC dance every Wednesday afternoon and NUFC PE every Thursday. Every afternoon we will complete the daily mile. Children should come to school in their PE kit every Wednesday and Thursday.

Useful links:

Maths:

https://play.numbots.com/#/intro

https://play.ttrockstars.com/ttrs/online/mtc?t=home

English:

https://play.edshed.com/en-gb

https://www.lexiacore5.com/?SiteID=1420-0156-4609-0710