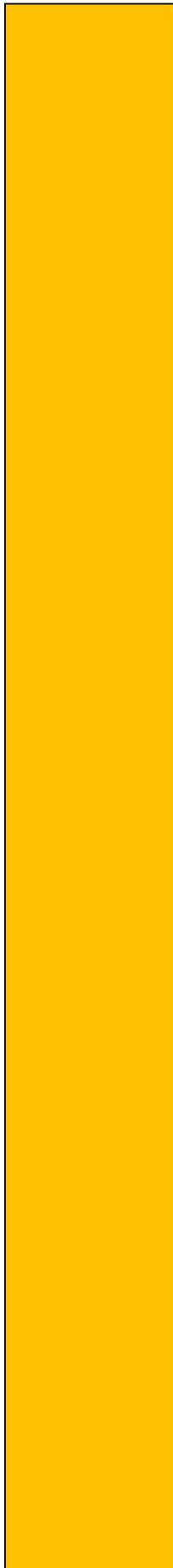


Ford Class Overview – Spring 2 2024

Subject	What we will learn this half term	
English	<p>Our class book this half term is <i>The Puffin Keeper</i> by Michael Morpurgo. 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.</p> <p>This half term we will produce a range of writing including a narrative based on the book "The Iron Man" by Ted Hughes.</p> <p>We will also be celebrating World Book Day on 7th March!</p>	
Maths	<p><u>Year 3</u></p> <p>ALGORITHMS: COLUMN ADDITION.</p> <ul style="list-style-type: none"> • Any numbers can be added together using an algorithm called 'column addition'. • The digits of the addends must be aligned correctly before the algorithm is applied. • In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left). • If any column sums to ten or greater, we must 'regroup'. • The numbers within each column should be added in the most efficient order. <p>TIMES TABLES: 3,6 AND 9, AND THE RELATIONSHIP BETWEEN THEM.</p> <ul style="list-style-type: none"> • Counting in multiples of three can be represented by the three times table. Adjacent multiples of three have a difference of three. Facts from the three times table can be used to solve 	<p><u>Year 4</u></p> <p>MULTIPLICATION: PARTITIONING LEADING TO SHORT MULTIPLICATION.</p> <ul style="list-style-type: none"> • The distributive law can be applied to multiply any two-digit number by a single-digit number, by partitioning the two-digit number into tens and ones, multiplying the parts by the single-digit number, then adding the partial products. • Any two-digit number can be multiplied by a single-digit number using an algorithm called 'short multiplication'; the digits of the factors must be aligned correctly; the algorithm is applied working from the least significant digit (on the right) to the most significant digit (on the left); if the product in any column is ten or greater, we must 'regroup'. • The distributive law can be applied to multiply any three-digit number by a single-digit number, by partitioning the three-digit number into hundreds, tens and ones, multiplying the parts by the



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 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.

single-digit number, then adding the partial products.

- Any three-digit number can be multiplied by a single-digit number using the short multiplication algorithm.

DIVISION: PARTITIONING LEADING TO SHORT DIVISION.

- Any two-digit number can be divided by a single-digit number, by partitioning the two-digit number into tens and ones, dividing the parts by the single-digit number, then adding the partial quotients; if dividing the tens gives a remainder of one or more tens, we must exchange the remaining tens for ones before dividing the resulting ones value by the single-digit number.
- Any two-digit number can be divided by a single-digit number using an algorithm called '*short division*'; the algorithm is applied working from the most significant digit (on the left) to the least significant digit (on the right); if there is a remainder in the tens column, we must '*exchange*'.
- Any three-digit number can be divided by a single-digit number, by partitioning the two-digit number into hundreds, tens and ones, dividing the parts by the single-digit number, then adding the partial quotients; if dividing the hundreds gives a remainder of one or more hundreds, we must exchange the remaining hundreds for tens before dividing the

		<p>resulting tens value by the single-digit number.</p> <ul style="list-style-type: none"> Any three-digit number can be divided by a single-digit number using the short-division algorithm.
<p>Science</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify the main organs of the human digestive system Create an accurate diagram of the main organs of the human digestive system Explain the role of the digestive system and the organs within it Describe the functions of the organs in the digestive system Use a model of the digestive system to explain the journey of food Explain how the equipment used in the model relates to the digestive system Identify the different types of human teeth Explain the functions of the different types of human teeth Explain why humans have 2 sets of human teeth Observe and record the effect of each liquid Draw conclusions from the investigation Explain how to care for your teeth Identify the key parts of a food chain Create a food chain within a chosen ecosystem Explain why it is important to keep food chains balanced Research living things within a chosen ecosystem Create a food web for a chosen ecosystem Identify threats to living things within their chosen ecosystem <p>We are also excited to be celebrating Science Week this half term!</p>	
<p>Humanities (History & Geography)</p>	<p>Landmarks of the world</p> <ul style="list-style-type: none"> Know that geography is the study of places and the relationships between people and their environments Know the names of the seven continents and name on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica. Know the location of the North and South Poles and know that they are the cold parts of the Earth. Know that there is one global ocean that is often divided into five distinct oceans and locate them on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean 	

	<ul style="list-style-type: none"> • Know that in the world there are things that are made by people and these are called human features. • Know that in the world there are things that are not made by people and these are called physical features. • Know what famous landmarks are in our area • Know that many special places in our world are protected by an organisation called UNESCO which decides that certain places are world heritage sites • Know that the Colosseum of Rome is in Italy's capital city in the continent of Europe and recognise this by sight • Know that the Great Pyramids of Giza are located in Egypt in the continent of Africa and recognise these by sight (retrieval from history curriculum) <ul style="list-style-type: none"> • know that the Great Wall of China is located in China in the continent of Asia and recognise it by sight • Know that the Great Barrier Reef is a coral reef off the North Eastern coast of Australia in the continent of Australia; know what a coral reef looks like and that these are underwater biomes rich in life; know that coral reefs are under threat due to rising sea temperatures due to climate change • Know that some of these world famous landmarks are considered to be human features (e.g. Great Wall of China) and others are considered to be physical features (e.g. the Great Barrier Reef) • know that Peru is the location of Machu Picchu, a long-deserted centre of the Inca civilization in the Andes mountains; know that this is located in the continent of South America • Know that the Golden Gate Bridge is located in San Francisco in the USA in the continent of North America • Know that landscapes can be densely populated, in particular due to available resources (e.g. water, fertile land, fossil fuels, etc), favourable climate and transport links to sustain large centres of population; know that San Francisco's temperate climate and river for trade allow for a large population; contrast this with Machu Picchu that once had a thriving population but is unsuitable for a modern city due to its altitude and inaccessibility <ul style="list-style-type: none"> • Know how to locate the above countries and continents in an atlas Enquiry question: Where are the world's most famous landmarks located? <ul style="list-style-type: none"> • Know that people travel to visit places of interest around the world including these famous landmarks; this is called tourism; tourism provides jobs and money for local people, but can also bring environmental problems, such as air pollution from air travel
Art & D&T	<p>Drawing: Growing artists</p> <ul style="list-style-type: none"> • To recognise how artists use shape in drawing. • To understand how to create tone in drawing by shading.

	<ul style="list-style-type: none"> • To understand how texture can be created and used to make art. • To apply observational drawing skills to create detailed studies. • To explore composition and scale to create abstract drawings.
RE	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
PSHE	<p>What makes a community?</p> <ul style="list-style-type: none"> • identify different groups people can belong to • describe how it can feel to belong to a group or community • identify behaviours that can make people feel they don't belong • describe behaviours that can help people in a group feel valued and welcome
PE	<p>problems</p> <p>NUFC will be delivering one of these sessions and the children will need to be wearing their PE kit on Wednesday and Thursday every week.</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p>Unit 3.4 - Data and Information - Branching Databases</p> <ul style="list-style-type: none"> • Develop understanding of what a branching database is and how to create one. • Gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. • Create physical and on-screen branching databases.

	<ul style="list-style-type: none"> Evaluate the effectiveness of branching databases and decide what types of data should be presented as a branching database.
Music	
French	<ul style="list-style-type: none"> To locate France, Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.

Notices

Maths and English Homework will be set on Thursdays. Homework is due in on the following Thursday.

Spellings will be set weekly on Thursdays. Spelling test will be on the following Thursday.

Useful Links

Maths:

[Multiplication Tables Check - 2023 - Timestables.co.uk](https://www.topmarks.co.uk/maths-games/7-11-years)

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years>

<https://play.prodigygame.com/>

<https://play.ttrockstars.com/ttrs/dashboard>

English:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.spellingshed.com/en-gb/index.html>

[ReadTheory | Free Reading Comprehension Practice for Students and Teachers](https://www.readtheory.net/)