

Ford Class Overview – Spring 1 2024

Subject	What we will learn this half term	
English	<p>Our class book this half term is <i>The Wild Robot</i> by Peter Brown.</p> <p>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 short film 'The Lost Thing' by Shaun Tan.</p>	
Maths	<p><u>Year 3</u></p> <p>SECURING MENTAL STRATEGIES: CALCULATION UP TO 999</p> <ul style="list-style-type: none"> ● Known partitioning strategies for adding two-digit numbers within 100 can be extended to the mental addition of two-digit numbers that bridge 100, and addition of three-digit numbers. ● Transforming addition calculations into equivalent calculations can support efficient mental strategies. ● Subtraction calculations can be solved using a 'finding the difference' strategy; this can be thought of as 'adding on' to find a missing part. ● The order of addition and subtraction steps in a multi-step calculation can be chosen or manipulated such as to simplify the arithmetic. <p>TIMES TABLES: 2, 4 AND 8, AND THE RELATIONSHIP BETWEEN THEM</p> <p>Children will build up the four/eight times table; using different structures/interpretations of</p>	<p><u>Year 4</u></p> <p>COMPOSITION AND CALCULATION: HUNDREDTHS AND THOUSANDTHS</p> <ul style="list-style-type: none"> ● When one is divided into 100 equal parts, each part is one hundredth of the whole. When one tenth of a whole is divided into ten equal parts, each part is one hundredth of the whole. ● Hundredths can be expressed as decimal fractions; the number written '0.01' is one hundredth; one is one hundred times the size of 0.01; 0.1 is ten times the size of 0.01. ● We can count in hundredths up to and beyond one. ● Numbers with hundredths can be composed additively and multiplicatively. ● Numbers with tenths and hundredths are commonly used in measurement, scales and graphing contexts. ● Known facts and strategies, including column algorithms, can be applied to calculations for numbers with hundredths; the same

multiplication and division, solve problems related to these tables; explore connections between the two, four and eight times tables.

approaches can be used for numbers with hundredths as are used for numbers with tenths.

- Numbers with hundredths can be rounded to the nearest tenth by examining the value of the hundredths digit or to the nearest whole number by examining the value of the tenths digit.
- When one is divided into 1,000 equal parts, each part is one thousandth of the whole. Knowledge and strategies for numbers with tenths and hundredths can be applied to numbers with thousandths.

CONNECTING MULTIPLICATION AND DIVISION, AND THE DISTRIBUTIVE LAW

- Multiplication is commutative; division is not commutative.
- Multiplication is distributive: multiplication facts can be derived from related known facts by partitioning one of the factors, and this can be interpreted as partitioning the number of groups; two-part problems that involve addition/subtraction of products with a common factor can be efficiently solved by applying the distributive law.
- The distributive law can be used to derive multiplication facts beyond known times tables.

Science

Forces and magnets

Children will:

- Know that metal is a material from which objects can be made
- Know that as objects move across a surface there is friction when they rub against each other and that sometimes this friction is larger or smaller
- Know that applying forces to objects can change their shape
- Know that the roughness of a material is an example of a property
- Know that a force can be thought of as a push or a pull
- Know that there are different types of contact force: impact forces (when two surfaces collide), frictional forces (when two surfaces are already in contact) and strain forces (when an elastic material is stretched or squashed)
- Know that objects move differently on rough and smooth surfaces; objects resist movement more on rough surfaces because there is higher friction as the object moves
- Know that there are also non-contact forces that can act between objects without them touching and that magnetism is an example of a non-contact force
- Know that magnets have two poles called north and south
- Know that like poles (south-south and north-north) of two magnets repel each other and that opposite poles of two magnets (north-south) attract each other
- Know that there is a magnetic field around a magnet which is strongest at each pole
- Know that some materials are magnetic, meaning that they are attracted to a magnet, while other materials are non-magnetic

Humanities
(History &
Geography)

Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?

- What is a civilisation, and when was ancient Egypt first unified?
- In what environments did ancient civilisations such as ancient

	<p>Egypt arise?</p> <ul style="list-style-type: none"> • Were people treated equally in ancient Egypt? • What does mummification (and who received it) tell us about Egyptian society and their beliefs about death? • Did ancient Egypt stay the same over time, and what written language was developed in ancient Egypt?
Art & D&T	<p>Digital world: Electronic charm</p> <ul style="list-style-type: none"> • To understand the impact of the digital revolution in the world of (D&T) product design • To write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm • To create and decorate a foam pouch for the eCharm, using a template • To design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product
RE	<p>How do festivals and worship show what matters to Muslim people?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.
PSHE	<p>What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same

	<p>sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> ● how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays ● how people within families should care for each other and the different ways they demonstrate this ● how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
PE	<p>This half term Ford Class will have PE on a Wednesday and with NUFC on a Thursday- children should come to school in their PE kit on those days.</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p>Creating media - Desktop publishing</p> <p>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>
Music	<p>Enjoying Improvisation</p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. Children will improvise over a section of the song.</p> <p>They will consider:</p> <p>Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p>Social Question: How Does Music Make a Difference to Us Every Day?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B</p>

French	
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Useful Links

Maths:

<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](#)