

## Ford Class Topic Overview - Spring Term (1) 2023

	Anglo-Saxons, Vikings, and the Normans
English	<p>Arthur and the Golden Rope by Joe Todd Stanton</p> <ul style="list-style-type: none"> <li>character description using antonyms.</li> <li>plan a short story to explain how Arthur gains another magical item to add to his collection.</li> <li>rehearse and perform their short story</li> <li>write a short story, learn how to open story sentences with verbs.</li> <li>complete and edit a story. Children complete and edit their story using the surprise method.</li> <li>plan a diary entry.</li> <li>use drama to explore the townspeople's experience of the wolf attack</li> <li>write a diary entry using thesauruses</li> <li>write a persuasive letter to the author to persuade him to use them as the hero in his next story.</li> <li>plan a story in first person, with themselves as the unlikely hero</li> <li>write a story in first person</li> </ul>
Maths	<ul style="list-style-type: none"> <li>NCETM <a href="#">Primary Mastery Professional Development</a></li> </ul> <p>Spine 1: Number, Addition and Subtraction.</p> <p>Algorithms: column addition and subtraction, multiplications.</p> <p>Children will be equipped with useful calculation strategies for bridging hundreds boundaries, and three-digit numbers; continue to use the partitioning structure to facilitate calculation.</p> <p>Children will be introduced to the column algorithm for addition calculations, applying the algorithm to a variety of aggregation and augmentation contexts for two-digit and three-digit numbers; explore regrouping (column total is ten or greater) in detail.</p> <p>Children will be introduced to the column algorithm for subtraction calculations, applying the algorithm to a variety of partitioning, reduction, and difference contexts for two-digit and three-digit numbers; explore exchange (insufficient quantity to subtract from in a column) in detail.</p> <p>Introduce Year 4 children to tenths, hundredths (and thousandths) using both the partitioning structure and ideas of place value; apply additive facts and strategies, including column algorithms, and rounding to numbers with tenths, hundredths (and thousandths).</p>
Science	<p>This unit 'Living things and their habitats' takes children through six lessons where they learn how to: recognise that living things can be grouped in a variety of ways; and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>
History	<ul style="list-style-type: none"> <li>This unit will teach the class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare crimes, punishments, and laws with their modern-day equivalents. The children will also learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</li> </ul>
Religious Education	<ul style="list-style-type: none"> <li>Northumberland Agreed Syllabus 2022: How do festivals and worship show what matters to Muslim people? Children will: <ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/ sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• describe how people show their beliefs in how they worship and in the way they live</li> <li>• identify some differences in how people put their beliefs into practice</li> <li>• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• give good reasons for the views they have and the connections they make</li> </ul>
Computing	<p><u>Creating media- desktop publishing</u></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>
PSHE, Citizenship and Relationships Education	<p><u>Belonging to a community the value of rules and laws; rights, freedoms, and responsibilities the reasons for rules and laws in wider society</u></p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and responsibilities</li> <li>• that with every right there is also a responsibility e.g., the right to an education and the responsibility to learn</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>▪ Apply and develop a broader range of skills, learning how to use them in different ways. The children will be communicating, collaborating, and competing. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. The class will learn to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul>
Music	<p>Unit 3 - How Does Music Make the World a Better Place?</p> <p><u>Composing Using Your Imagination</u></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum, Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning, and further musical exploration.</p>
Design and Technology	<p><u>Shell structures</u></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Use finishing techniques suitable for the product they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>• Test and evaluate their own products against design criteria and the intended user and purpose.</li> </ul>

	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
French	<p><u>Musical Instruments</u></p> <p>Introduce nouns and article for first 5 instruments</p> <p>Introduce noun and article for next 5 instruments</p> <p>Consolidation of all 10 instrument nouns but this lesson concentrates particularly on the article and its correct use</p> <p>Introduction of je joue... (I play...)</p> <p>Consolidation of je joue... (I play...)</p>

Your child has a Times Table Rockstars password a Prodigy maths password and a Spelling Shed password to access their homework.

Reading books are usually changed on Thursdays. Copies of this overview and photos of the class learning are on Ford Class page on the school website.

Outdoor P.E. is every Friday afternoon. Children may come to school in their outdoor PE kits and stay in them for the day. Please note, no earrings are allowed, and long hair must be tied back off the face. Please bring warm outdoor kit.

Spelling tests are on Fridays. The Times Tables Challenge and our Homework Policy are also on the school website. Press F9 to refresh the page of multiplications on Times Table Challenge.

<http://www.hipsburn.northumberland.sch.uk/website>

Useful Links:

<https://www.gov.uk/government/collections/national-curriculum>