Ford Class Overview- Autumn 2 2025

Subject	What we will learn this half term:
English	This half term the children will have daily reading, spellings and handwriting sessions. Our class book this half term is 'The Great Chocoplot' by Chris Callaghan 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:** - Narrative- Stone Age Boy - Poetry, based on the colour collector.
Maths	**Year 3** **We will learn:** **Times tables: 2, 4 and 8 and the relationship between them** - Counting in multiples of four can be represented by the four times table. - Adjacent multiples of four have a difference of four. Facts from the four times table can be used to solve multiplication and division problems with different structures. - Products in the four times table are double the products in the two times table; products in the two times table are half of the products in the four times table. - Counting in multiples of eight can be represented by the eight times table. Adjacent multiples of eight have a difference of eight. Facts from the eight times table can be used to solve multiplication and division problems with different structures. - Products in the eight times table are double the products in the four times table; products in the four times table are half of the products in the eight times table. Products that are in the two, four and eight 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 two, four or eight. **Algorithms: column addition** - 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. **Algorithms- column subtraction** - One number can be subtracted from another using an algorithm called *'column subtraction'*; the digits of the minuend and subtrahend 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 there is an insufficient number of any unit to subtract from in a given column, we must exchange from the column to the left
Science	**States of Matter** **We will learn:** - Compare and group objects into the three states of matter: solid, liquid and gas. - Explore how particles behave in solids, liquids and gases. - Investigate melting points and find out when solids turn into liquids. - Explore freezing and boiling points of different materials, including water. - Explore evaporation and condensation and how they change liquids and gases. - Understand the water cycle and how water moves around our world.
Humanities (History and Geography)	**Where does our food come from? (countries, cities, biomes and sustainability)** We will learn: - Locate North and South America, the Equator, the Tropics of Cancer and Capricorn, and the Northern and Southern Hemispheres on a world map using an atlas and grid references. - Explain that lines of latitude and longitude are invisible lines that help us describe locations on Earth. - Recognise the world's main climate zones, vegetation belts, and biomes, and explain how climates influence the types of food that can grow. - Describe the main types of land use and identify that food is a natural resource. - Explain that countries near the Equator experience less seasonal change than those near the poles. - Identify that different foods grow in different biomes and explain why. - Describe how food imports can be both helpful and harmful, and give examples. - Explain which foods have the most significant negative impact on the environment. - Suggest changes people can make to reduce the negative impact of food production. - Describe the journey of a cocoa bean from farm to consumer. - Explain the intentions behind fair trading and why trading responsibly is important. - Recognise that the UK grows some food locally but also imports food from other countries. - Use a scale bar to measure approximate distances on a map. - Collect data through questionnaires and interviews, distinguishing between quantitative (numerical) and qualitative (opinions/feelings) data. Analyse responses to answer an enquiry question and discuss trends in the data.
Art	**Abstract Shape and Space** We will: - Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.

	- Make a structure that holds its 3D shape. - Explain in simple terms the difference between 2D and 3D art. - Combine shapes together to make an interesting Christmas themed free-standing sculpture. - Try out more than one way to create joins between shapes. - Identify familiar 2D shapes in photographs. - Identify shapes in the negative space between objects. - Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. - Plan an abstract sculpture. - Show how to shape materials in more than one way (e.g. by folding and rolling). - Choose appropriate methods for joining elements in their sculptures. - Think about how to improve their sculptures and made choices about what to add. - Work cooperatively in pairs to add detail to their artwork.
PSHE/RSE	**Mental health and emotional wellbeing** We will: - Learn that mental health, just like physical health, is part of daily life. - The importance of taking care of mental health. - Strategies and behaviours that support mental health, including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. - Recognise that feelings can change over time and range in intensity - Discuss everyday things that affect feelings and the importance of expressing feelings. - Use varied vocabulary to use when talking about feelings. - Talk about how to express feelings in different ways. - Discuss strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. - Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
RE	**L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)?** - Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. - Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. - Offer suggestions for what texts about God might mean.
Computing	**Creating media- stop frame animations** We will:

	- Explain that animation is made from a sequence of images shown quickly one after another. - Create simple flipbook-style animations to show how still pictures can appear to move. - Predict what an animation will look like and explain why only small changes are needed between frames. - Use iPads to create an effective stop-frame animation. - Plan a story by breaking it down into characters, settings, and events, and represent this as a storyboard. - Work carefully and consistently to create a smooth animation, using onion skinning to check frame changes. - Review and evaluate animations, explaining what worked well and how to improve them. - Improve animations based on feedback. - Add other media such as text, sound, or music to enhance the final animation. - Evaluate the impact of adding extra media and explain the choices made.
French	**This is me and school days** We will: - Recognise and respond to different greetings. - Sound out French phonemes and begin to notice key phonemes in words. - Form phrases to say hello and introduce ourselves. - Recognise how some sounds are represented in written form. - Ask someone how they are feeling and say how they are feeling. - Match written captions to images. - Deduce the meaning of new words using language detective skills. - Accurately imitate the pronunciation of new vocabulary, including how accents change sounds. - Speak clearly and present simple phrases with visual support. - Explain what there is and is not in a classroom. - Identify masculine and feminine nouns in written form. - Extract key information from a written text. - Use modelled language to create sentences with the correct articles. - Write familiar language accurately by applying knowledge of sound–spelling links.
PE	**Attack and Defence games and gymnastics** Ford class will have gymnastics every Tuesday and NUFC PE every Thursday. Every afternoon we will complete the daily mile. Children should come to school in their PE kit every Tuesday and Thursday.

Useful links:

Maths:

https://play.numbots.com/#/intro
https://play.ttrockstars.com/ttrs/online/mtc?t=home
https://www.timestables.co.uk/
https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3

English:

https://play.edshed.com/en-gb
https://www.lexiacore5.com/?SiteID=1420-0156-4609-0710
https://www.topmarks.co.uk/Search.aspx?Subject=9&AgeGroup=2