

## Ford Class Overview- Spring 2 2026

<b>Subject</b>	<b>What we will learn this half term:</b>
English	<p>This half term the children will have daily reading, spellings and handwriting sessions.</p> <p>Our class book this half term is 'The Puffin Keeper' by Micheal Morpurgo.</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><b>This half-term we will produce a range of writing including a:</b></p> <ul style="list-style-type: none"> <li>- Non-Chronological Report Skeletons and Muscle</li> <li>- Free writing</li> </ul>
Maths	<p><b>Year 3</b></p> <p><b>We will learn:</b></p> <p><b>Non-unit fractions: identifying, representing and comparing</b></p> <ul style="list-style-type: none"> <li>- Make links between last half-terms learning about fractions to compare in the context of problems/representations.</li> </ul> <p><b>Adding and subtracting within one whole.</b></p> <ul style="list-style-type: none"> <li>- When adding fractions with the same denominators, just add the numerators.</li> <li>- When subtracting fractions with the same denominators, just subtract the numerators.</li> <li>- Addition and subtraction of fractions are the inverse of each other, just as they are for whole numbers.</li> <li>- To subtract from one whole, first convert the whole to a fraction where the denominator and numerator are the same.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Recap pounds and pence.</li> <li>- Convert pounds and pence.</li> <li>- Add money.</li> <li>- Subtract money.</li> <li>- Find change.</li> </ul>
Science	<p><b>Animals including humans</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>- Explore the 5 main food groups.</li> <li>- Humans and animals need food to help their bodies grow, repair and stay healthy.</li> <li>- Vitamins are found in foods and are essential for the body's growth, repair and immunity.</li> <li>- Minerals are found in foods and help build strong bones and teeth.</li> <li>- A nutrition label gives information about what food contains, such as vitamins and minerals.</li> </ul>

	<ul style="list-style-type: none"> <li>- A balanced diet means eating foods in the right proportions to stay healthy.</li> <li>- Learn about the nutrition of the food we eat.</li> <li>- Learn about different types of skeletons.</li> <li>- Learn about animals and their skeletons.</li> <li>- An endoskeleton is a skeleton inside the body (like humans, dogs and birds).</li> <li>- An exoskeleton is a skeleton outside the body (like insects and crabs).</li> <li>- The skeleton supports the body, helps us move and protects important organs.</li> </ul> <p>Muscles work with bones to help the body move. Explore the role of muscles.</p>
<p>Humanities (History and Geography)</p>	<p><b>Are all settlements the same?</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>- Locate cities and counties in the UK, including places local to our school.</li> <li>- Begin to locate the 12 geographical regions of the UK.</li> <li>- Locate major cities in countries studied, including New Delhi.</li> <li>- Describe the differences between villages, towns and cities.</li> <li>- Identify and understand types of settlements.</li> <li>- Explain why settlements have grown in certain locations.</li> <li>- Explain why people might choose to live in urban or rural areas.</li> <li>- Identify physical features (rivers, mountains, coasts).</li> <li>- Identify human features (roads, buildings, bridges).</li> <li>- Describe how physical features such as rivers, mountains, volcanoes and earthquakes affect landscapes and communities.</li> <li>- Describe similarities and differences between different regions, including a contrasting location (New Delhi) and the local area.</li> <li>- Describe different types of land use.</li> <li>- Explain why different places have different human features.</li> <li>- Describe how people respond to their environment.</li> <li>- Describe how a local area has changed over time.</li> <li>- Use atlases, maps, globes, satellite images and digital maps to locate places.</li> <li>- Use OS maps, including the key (legend) and scale bar.</li> <li>- Follow a route on a map with some accuracy.</li> <li>- Create a simple map using a key to show physical and human features</li> </ul>
<p>Art</p>	<p><b>Drawing- growing artists</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>- Recognise how artists use shape.</li> <li>- Understand how to create tone by shading.</li> <li>- Understand how texture can be created in art.</li> <li>- Apply observational drawing skills.</li> <li>- Explore composition and scale.</li> <li>- Create a final piece using all learnt skills.</li> </ul>
<p>PSHE/RSE</p>	<p><b>What makes a good community</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>- Learn what a community is.</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify the features of a good community.</li> <li>- Identify different communities.</li> <li>- Explore communities that we are a part of.</li> <li>- Discuss core skills with regard to communities, linking to teamwork.</li> <li>- Design an ideal community.</li> </ul>
RE	<p><b>L2.10 How do festivals and family life show what matters to Jewish people?</b></p> <p><b>We will learn:</b>  Make sense of belief:</p> <ul style="list-style-type: none"> <li>● Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>● Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</li> <li>● Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
Computing	<p><b>Data and information- branching bases</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>● Learn what a branching database is and how it helps us organise information.</li> <li>● Ask and answer yes/no questions to sort and identify objects.</li> <li>● Identify and use attributes (properties) to group objects in different ways.</li> <li>● Create groups of objects and organise them into a tree structure.</li> <li>● Build physical and on-screen branching databases using an online tool.</li> <li>● Test our branching databases to check that they work correctly.</li> <li>● Improve our databases by choosing the best order for questions.</li> <li>● Compare different ways of presenting information, including branching databases and pictograms, and decide when a branching database is useful.</li> </ul>
French/Music	<p><b>Birthday Celebrations</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>- Say the numbers 1-31 in French.</li> <li>- Read and calculate Maths sums correctly.</li> <li>- Match French months to their English equivalents.</li> <li>- Ask when someone's birthday is and say when their birthday is.</li> <li>- Compare similarities and differences between birthdays in the UK and France.</li> <li>- Write sentences to create a wish list, describing things orally and in writing.</li> <li>- Appreciate songs in the language.</li> <li>- Compare French festivals and their traditions with English ones.</li> </ul>

## PE

### Problems and Tennis

Ford class will have Tennis every Wednesday 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.trockstars.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>