Ford Class Overview- Autumn 1 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 Worst Witch' by Jill Murphy 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:** - Non-fiction instruction text based on 'My Strong Mind'. - Narrative based on the Stone Age.
Maths	**Year 3** **We will learn:** **Composition and calculation: 100 and bridging 100** - There are ten tens in 100; there are 100 ones in 100. 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures. - Addition facts can be used to calculate to 100. - Strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten. - Count and calculate across the hundreds boundary from/to any two-digit number in ones or tens. **Composition and calculation: three-digit numbers** - Three-digit numbers can be composed additively from hundreds, tens and ones - Smallest and largest three-digit numbers and each number's unique position. Known facts and strategies for addition and subtraction within and across ten, and within and across 100, can be used to support additive calculation within 1,000. - Extend counting sequences up to 1000. **1.19 Securing mental strategies: calculation up to 999** - Read and write numbers up to 1000 in numerals and in words and solve number problems and practical problems involving these ideas. - Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds.

Science	**Sound** **We will learn:** - Science helps us understand the world through careful thinking, observations, and experiments. - Energy exists in different forms and cannot be created or destroyed—only transformed. - Sound is made when objects vibrate and transfer energy to the air, moving air particles. - Sound travels in longitudinal waves (like a slinky), not transverse waves (like water ripples). - Sound needs a medium (like air) to travel and cannot move through a vacuum. - Our ears detect sound waves, and the brain interprets them as sound. - Sound travels at about 340 m/s in air, much slower than light—this is why thunder comes after lightning. - Pitch (how high or low a sound is) depends on frequency—the number of vibrations per second. - Volume (how loud or quiet) depends on the energy in the wave—e.g. how hard something is hit. - Sounds become quieter the further away you are from the source. - Scientists have different roles, such as: communicator, teacher, technician, explorer, entrepreneur, regulator, investigator, and developer. - Investigator scientists connect different areas of science. - Developer scientists find new uses for existing scientific discoveries.
Humanities (History and Geography)	**The Stone Age, Bronze Age, Iron Age and transition to agriculture** We will learn: - What history and prehistory are, and how time is divided (BCE/CE, BC/AD). - That prehistory is the time before written records and includes the Stone Age, Bronze Age, and Iron Age. - That these ages are named after materials used for tools and developed at different times around the world. - How Britain's landscape and climate affected life during the Stone Age (e.g. Doggerland). - How the Stone Age is divided into three parts: Paleolithic, Mesolithic, and Neolithic. - What life was like in the Paleolithic period: hunting, gathering, flint tools, and cave art - What life was like in the Mesolithic period: more advanced tools, foraging, and early homes like Howick House. - What life was like in the Neolithic period: farming, permanent homes, Skara Brae, Stonehenge, and decorated pottery like Peterborough Ware. - How life changed in the Bronze Age: metal tools, weaving, larger settlements, and places like Flag Fen - What life was like in the Iron Age: stronger tools, hillforts, clans, warrior leaders, and early writing by Julius Caesar. - That historical sources (not just writing) help us learn about the past, and we can ask our own questions using them.

DT	**Cooking and Nutrition- Eating Seasonally** We will: - Explain that fruits and vegetables grow in different countries based on their climates. - Understand that seasonal fruits and vegetables grow in a given season. - Understand that eating seasonal fruit and vegetables positively affects the environment. - Taste test fruits and vegetables whilst trialling chopping and cutting. - Design a tart recipe using seasonal ingredients.
PSHE/RSE	**How can we be a good friend?** We will: - Discuss what it means to be a good friend and create a friendship soup. - Categorise behaviours, discussing whether they are kind and supportive. - Look at friendship scenarios and discuss the most appropriate method of handling each situation . - Understand what bullying is. - Understand the importance of being a good friend and kind to others.
RE	**L2.2 What is it like for someone to follow god?** - Make clear links between the story of Abraham and the concept of faith. - Make simple links between. - People of God and how some Christians choose to live in their whole lives and in their church communities. - Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.
Computing	**Computing systems and networks: connecting computers** We will: - How digital devices work using the concepts of input, process, and output - To identify and classify input and output devices in our everyday lives - To design and model simple digital devices and processes - The differences and similarities between using digital tools and non-digital tools - How digital devices can change and improve the way we work - How digital devices connect and share information through computer networks - What a network switch does and why it is important in moving data - How servers and wireless access points function in a network - How information is passed between devices within a network - What our school network looks like and the benefits of connected digital devices
Music	**Developing Notation Skills** We will learn: - How different musical structures, like verses and choruses, help to organise a piece of music. - To sing and listen carefully to songs in a range of styles, including orchestral, soul ballad, and contemporary R&B.

	- To play and improvise using notes from the C and F major scales, and the C pentatonic scale. - To recognise and perform rhythmic patterns using minims, dotted crotchets, crotchets, and quavers. - To identify key musical features such as tempo (moderato), time signature (4/4), and key signatures (C major, F major, B ♭ major). - How music can bring people together by exploring and performing songs linked to social themes.
PE	**Modified team games and swimming** Ford class will have swimming every Wednesday and NUFC PE every Thursday. Every afternoon we will complete the daily mile. Every Wednesday children must bring their swimming kit. Children should come to school in their PE kit every Thursday.

Useful links:

Maths:

https://play.numbots.com/#/intro

https://play.ttrockstars.com/ttrs/online/mtc?t=home

https://www.timestables.co.uk/

English:

https://play.edshed.com/en-gb

https://www.lexiacore5.com/?SiteID=1420-0156-4609-0710