

## 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 'Matilda' by Roald Dahl.</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>- Y3 Non-Fiction- Holiday Brochure- Skara Brae</li> <li>- Free Writings</li> </ul>
Maths	<p><b>Year 3</b></p> <p><b>We will learn:</b></p> <p><b>Times tables: 7 and patterns within/across times tables.</b></p> <ul style="list-style-type: none"> <li>- Counting in multiples of seven can be represented by the seven times table. Adjacent multiples of seven have a difference of seven. Facts from the seven times table can be used to solve multiplication and division problems with different structures.</li> <li>- When both factors are odd numbers, the product is an odd number; when one factor is an odd number and the other is an even number, the product is an even number; when both factors are even numbers, the product is an even number.</li> <li>- When both factors have the same value, the product is called a square number; square numbers can be represented by objects arranged in square arrays.</li> <li>- Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by particular divisors.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>- Roman numerals to 12</li> <li>- Tell the time to 5 minutes</li> <li>- Tell the time to the minute</li> <li>- Read time on a digital clock.</li> <li>- Use am and pm.</li> <li>- Years, months and days.</li> <li>- Hours and minutes.</li> <li>- Minutes and seconds.</li> <li>- Units of time.</li> <li>- Problem solving with time.</li> </ul>

<p>Science</p>	<p><b>Plants</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>- The different parts of a flowering plant (roots, stem, leaves, and flowers).</li> <li>- Compare factors in plant growth.</li> <li>- The jobs (functions) of each part of a plant.</li> <li>- What plants need to live and grow (water, light, air, nutrients, and space).</li> <li>- How water moves through a plant.</li> <li>- How different factors can affect plant growth.</li> <li>- The life cycle of a flowering plant.</li> <li>- How pollination helps plants make seeds.</li> <li>- The different ways seeds are dispersed (spread).</li> <li>- How to carry out simple investigations about plants.</li> </ul>
<p>Humanities (History and Geography)</p>	<p><b>How did the achievements of the ancient Maya impact society and beyond?</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>- Where the Ancient Maya civilisation fits on a timeline and what was happening in Britain at the same time.</li> <li>- How the Maya lived in the rainforest and the challenges they faced.</li> <li>- About Ancient Maya beliefs, religion, and daily life.</li> <li>- What Ancient Maya cities were like and the features they had.</li> <li>- How to use artefacts, pictures, and sources to learn about the past.</li> <li>- How to ask historical questions and find answers using evidence.</li> <li>- How to compare life in the past with life today.</li> <li>- How historians use evidence to make deductions about the past.</li> <li>- Why the Maya civilisation declined.</li> <li>- Why archaeologists, archivists, and historians are important for helping us understand history.</li> </ul>
<p>DT</p>	<p><b>Structures- Constructing a castle</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>- Draw and label a simple castle that includes the most common features.</li> <li>- Recognise that a castle is made up of multiple 3D shapes.</li> <li>- Design a castle with key features which satisfy a given purpose.</li> <li>- Score or cut along lines on the net of a 2D shape.</li> <li>- Use glue to securely assemble geometric shapes.</li> <li>- Utilise skills to build a complex structure from simple geometric shapes.</li> <li>- Evaluate their work by answering simple questions.</li> </ul>
<p>PSHE/RSE</p>	<p><b>Why should we eat well and look after our teeth?</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>- Recap the eatwell plate.</li> <li>- Discuss the importance of eating well, considering energy levels and health.</li> <li>- Learn about how to take care of our teeth.</li> <li>- Sequence routines to help take care of our teeth.</li> </ul>

RE	<p><b>L2.4: What kind of world did Jesus want?</b></p> <p><b>We will learn:</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>- Make clear links between the calling of the first disciples and how Christians try to be 'fishers of people'</li> <li>- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>
Computing	<p><b>Programming- sequence in music</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>● How to use Scratch, a programming program, and understand its layout.</li> <li>● How to identify sprites (characters) and backdrops (backgrounds) in a Scratch project.</li> <li>● That commands in Scratch are shown as blocks of code.</li> <li>● How to control sprites by choosing the commands we give them.</li> <li>● What a sequence is and how to join blocks together in the correct order.</li> <li>● That programs need a starting point and can start in different ways.</li> <li>● How the order of commands changes what happens in a program.</li> <li>● How to combine movement, sounds, costumes, and backdrops in a project.</li> <li>● How to design, build, and test a simple program.</li> <li>● How to create a musical instrument (like a piano) in Scratch using sequences.</li> </ul>
French/Music	<p><b>Compose with friends</b></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>- How to listen to and sing music carefully.</li> <li>- How to play, improvise, and compose music with others.</li> <li>- How musicians work together to compose a piece of music.</li> <li>- That music often has a "home note" (tonic) where the melody feels finished.</li> <li>- How different notes (C, D, E, F, F#, G, A, B b , B) can be used to create melodies.</li> <li>- How to explore sounds using instruments and our voices.</li> <li>- How to create and perform music with friends.</li> <li>- How music can express ideas and improve our world.</li> </ul>
PE	<p><b>Net and Wall, Fundamental movements</b></p> <p>Ford class will have PE every Wednesday and NUFC PE every Thursday.</p> <p>Every afternoon we will complete the daily mile.</p> <p>Children should come to school in their PE kit every Wednesday and Thursday.</p>

## **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>