

Ford Class Overview- Summer 1 2025

Subject	What we will learn this half term:	
English	<p>This half term the children will have daily reading, spellings and handwriting sessions.</p> <p>Our class book this half term is 'How to Train your Dragon' by Cressida Cowell</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>This half-term we will produce a range of writing including:</p> <ul style="list-style-type: none"> - Non-fiction Holiday Brochure 	
Maths	<p>Year 3</p> <p>We will learn:</p> <p>Times tables: 7 and patterns within/across times tables.</p> <ul style="list-style-type: none"> - 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. - 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. - 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. - Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by particular divisors. <p>Time</p>	<p>Year 4</p> <p>We will learn:</p> <p>Working across one whole: improper fractions and mixed numbers</p> <ul style="list-style-type: none"> - Quantities made up of both wholes and parts can be expressed as mixed numbers. - Mixed numbers can be placed on a number line. - Understanding how to compare and order proper fractions supports the comparison and ordering of mixed numbers. - Mixed numbers can be partitioned and combined in the same way as whole numbers. - Mixed numbers can be written as improper fractions. - Improper fractions can be added and subtracted in the same way as proper fractions. <p>Multiplicative contexts: area and perimeter (shape)</p> <ul style="list-style-type: none"> - Perimeter is the distance around the edge of a two-dimensional (2D) shape. - Perimeter is measured in units of length and can be calculated by adding together the lengths of the sides of a 2D shape. - Multiplication can be used to calculate the perimeter of a

	<ul style="list-style-type: none"> - Roman numerals to 12 - Tell the time to 5 minutes - Tell the time to the minute - Read time on a digital clock. - Use am and pm. - Years, months and days. - Hours and minutes. - Minutes and seconds. - Units of time. - Problem solving with time. 	<p>regular polygon; when the perimeter is known, side-lengths can be calculated using division.</p> <ul style="list-style-type: none"> - Area is the measurement of the surface of a flat item. - Area is measured in square units, such as square centimetres (cm²) and square metres (m²). - The area of a rectangle can be calculated using multiplication; the area of a composite rectilinear shape can be found by splitting the shape into smaller rectangles.
<p>Science</p>	<p>Living things and habitats:</p> <p>We will:</p> <ul style="list-style-type: none"> - Learn about a range of living things and their habitats - Classify animals - Classify plants - Know that living things are divided into kingdoms: the animal kingdom, plants, fungi, bacteria, and single-celled organisms - Know that a species is a group of living things have many similarities that can reproduce together produce offspring - Know that a classification key uses questions to sort and identify different living things (see diagram below) - Know how to use a classification key to identify living things - Discuss human impact on plants - Discuss different ways to classify animals/plants - Know how to create a classification key to sort plants on the school premises - Know that changes to the environment can make it more difficult for living things to survive and reproduce; in extreme cases this leads to extinction, where an entire species dies - Know that human activity – such as climate change caused by pollution - can change the environment for many living things, endangering their existence - Know that many species of living things have already been made extinct as a result of human activity 	
<p>Humanities (History and Geography)</p>	<p>History - The Anglo-Saxons, the Vikings and the Norman Conquest</p> <p><u>Overarching enquiry question: Who were the Anglo-Saxons, the Vikings and the Normans, and how did they change Britain?</u></p> <p>We will:</p> <ul style="list-style-type: none"> - History is the study of past changes in human society, divided into BCE/CE or BC/AD. - Human prehistory includes the Stone Age, Bronze Age, and Iron Age, with key developments in tools, settlements, and agriculture. - Britain before the Romans was divided into tribal groups, and the Roman invasion (43-410 CE) left a lasting impact on towns, language, and infrastructure. - The Anglo-Saxons arrived after the Romans left, coming from present-day 	

	<p>Germany, Denmark, and the Netherlands for various reasons, including farmland and security.</p> <ul style="list-style-type: none"> - Anglo-Saxon society was structured with kings, nobles, peasants, and enslaved people, and their settlements were mostly rural. - The Anglo-Saxons replaced British and Latin languages with Old English, influencing modern English place names. - Anglo-Saxon culture included storytelling, with <i>Beowulf</i> as a famous epic poem, and their beliefs shifted from polytheism to Christianity over time. - Christianity spread through missionaries like Augustine, who converted King Aethelbert, leading to the establishment of churches and monasteries. - The Vikings began raiding Britain in 793, using longships for rapid attacks; their raids continued for decades, leading to conflict and cultural exchange. - Viking invasions resulted in the Danelaw, a division of England between Anglo-Saxon and Viking-controlled areas, influencing culture and governance. - Alfred the Great and later Athelstan played key roles in uniting England and resisting Viking rule, leading to a more unified kingdom. - The Norman Conquest of 1066, led by William the Conqueror, ended Anglo-Saxon rule and brought French influence, new laws, and castles. - Historical sources, including written records, artefacts, and archaeology, help us understand the past but can be biased or incomplete. - Historians interpret events differently based on available evidence, and perspectives on history change over time. - The legacy of these periods continues today in language, place names, government, and cultural traditions.
DT	<p>Cooking and nutrition- adapting a recipe- biscuits</p> <p>We will:</p> <ul style="list-style-type: none"> - Describe features of biscuits using taste, texture and appearance. - Follow a recipe with support. - Use a budget to plan a recipe. - Adapt a recipe using additional ingredients.
PSHE/RSE	<p>Physical and emotional changes when growing up; personal hygiene routines; support with growing up (Materials shared will be age-appropriate)</p> <p>We will:</p> <ul style="list-style-type: none"> - Discuss that puberty happens as we grow up. - Discuss physical changes when growing up. - Discuss emotional changes when growing up. - Think about personal hygiene, what it is and think about routines to ensure personal hygiene is maintained. - Use NSPCC resources such as the 'pantosaurus' to have age-appropriate discussions.

RE	<p>For Christians, when Jesus left what was the impact of Pentecost?</p> <p>We will:</p> <ul style="list-style-type: none"> - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today expressing some of their own ideas.
Computing	<p>Programming - Repetition in shapes</p> <p>We will learn to:</p> <ul style="list-style-type: none"> - Type basic commands. - Create algorithms for their initials. - Use a repeat command when programming - Break down code into smaller parts - Create an algorithm containing a controlled loop
French	<p>Bon appétit- shopping for French food</p> <p>We will:</p> <ul style="list-style-type: none"> - Recognise and name a range of french foods, beginning with fruits and vegetables. - Recognise which nouns are cognates or near cognates. - Explain ways to work out the meaning of unfamiliar words. - Identify the correct definite article for the names of fruit according to gender. - Correctly identify and pronounce plural nouns. - Accurately express an opinion with j'aime and je n'aime pas. - Say the numbers to 31 in French. - Read and calculate maths sums correctly in French, considering values of food items. - Say and write all the days of the week in relation to which day they are visiting the shops. - Identify the days for yesterday and today. - Accurately perform a role play with good pronunciation and understanding.
PE	<p>Multi-skills and dance</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.ttrockstars.com/ttrs/online/mtc?t=home>

English:

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

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