# Ford Class Overview- Summer 2 2025

<table>
<tr><th>Subject</th><th colspan="2">What we will learn this half term:</th></tr>
<tr><td>English</td><td colspan="2">This half term the children will have daily reading, spellings and handwriting sessions.<br><br>Our class book this half term is ‘Alice’s Adventures in Wonderland’ by Lewis Carroll<br><br>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.<br><br>This half-term we will produce a range of writing including:<br><br>- Narrative - Traditional Tale - Aladdin and the Enchanted Lamp</td></tr>
<tr><td>Maths</td><td>Year 3<br><br>We will learn:<br><br>Time<br><br>- Know the number of seconds in a minute and the number of days in each month, year and leap year<br>- Compare durations of events [for example to calculate the time taken by particular events or tasks].<br><br>Shape and Measurement<br><br>- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br>- Measure the perimeter of simple 2-D shapes.<br>- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.<br>- Recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.<br>- Identify whether angles are greater than or less than a right angle identify horizontal</td><td>Year 4<br><br>We will learn:<br><br>Multiplying whole numbers and fractions.<br><br>- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br>- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs<br><br>Structures: using measure and comparison to understand scaling<br>- Convert between different unit of measure [for example, kilometre to metre; hour to minute].<br>- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br>- Find the area of rectilinear shapes by counting squares.<br>- Estimate, compare and calculate different measures, including money in pounds and pence.<br><br>Time<br>- Read, write and convert time between analogue and digital 12- and 24-hour clocks.<br>- Solve problems involving converting from hours to minutes; minutes to seconds;</td></tr>
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| | and vertical lines and pairs of perpendicular and parallel lines.<br><br>**Position and direction**<br><br>- Describe positions on a 2-D grid as coordinates in the first quadrant<br>- Describe movements between positions as translations of a given unit to the left/right and up/down.<br>- Plot specified points and draw sides to complete a given polygon | years to months; weeks to days.<br>- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.<br>**Position and direction**<br><br>- Describe positions on a 2-D grid as coordinates in the first quadrant<br>- Describe movements between positions as translations of a given unit to the left/right and up/down.<br>- Plot specified points and draw sides to complete a given polygon |
| Science | **Living things and habitats:**<br><br>**We will:**<br><br>- Know that the polar bear is a famous example of climate change endangering the existence of a species; as the climate changes and gets warmer, the sea ice on which polar bears live reduces in amount making it harder for them to survive and reproduce.<br>- Know that Carl Linnaeus was a famous scientist who studied life and created a system for sorting living things into different groups.<br>- Know that the concept of species and kingdoms (such as the animal kingdom or the plant kingdom) was his invention, and that all living things are given a name that uses his method of classification<br>- Look at animal adaptations.<br>- Explore and research a habitat.<br>- Discuss ecosystems. | |
| Humanities (History and Geography) | **Geography- Waterways of the UK**<br><br>**We will learn that:**<br>- Geography is the study of places and how people interact with their environment.<br>- Water moves through the water cycle, including evaporation, condensation, transpiration, precipitation, and surface run-off.<br>- The melting point of water is 0°C, and the boiling point is 100°C. The sea shapes the coast through erosion and deposition, creating cliffs, beaches, and pebbles.<br>- Tides are caused by the Moon's gravity, with additional effects from the Sun.<br>- The UK is surrounded by the North Sea, English Channel, Irish Sea, and Atlantic Ocean. Rivers flow downhill due to gravity, and tributaries add to their flow. Major UK rivers include the Thames, Severn, Trent, Great Ouse, and Nene.<br>- Canals are human-made waterways for transport and irrigation.<br>- Settlements often developed near rivers for water and trade, including ancient civilizations like Sumer and Egypt.<br>- The Lake District is a national park and world heritage site, attracting millions of tourists annually.<br>- Tourism benefits the area but also causes erosion, pollution, and | |

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| | congestion.<br>- Climate change is impacting the Lake District through extreme weather and threats to wildlife. |
| Art | **Craft and design- fabric of nature**<br><br>**We will:**<br>-<br>- Describe objects, images and sounds with relevant subject vocabulary.<br>- Create drawings that replicate a selected image.<br>- Select imagery and colours to create a mood board with a defined theme and colour palette.<br>- Complete four drawings, created with confident use of materials and tools to add colour.<br>- Understand the work of William Morris, using subject vocabulary to describe his work and style.<br>- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.<br>- Identify and explain where a pattern repeats.<br>- Follow instructions to create a repeating pattern, adding extra detail.<br>- Understand different methods of creating printed fabric in creative industries.<br>- Use sketchbooks to evaluate patterns.<br>- Produce ideas to illustrate products using their designs. |
| PSHE/RSE | **Medicines and household products; drugs common to everyday life**<br><br>**We will:**<br><br>- Discuss common medicines and why it is important to follow prescribed instructions.<br>- Look at household products and safety.<br>- Discuss safety regarding medicines. |
| RE | **How and why do people try to make the world a better place?**<br><br>**We will:**<br><br>- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).<br>- Make links between religious beliefs and teachings and why people try to live and make the world a better place.<br>- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)<br>- Describe some examples of how people try to live (e.g. individuals and organisations)<br>- Identify some differences in how people put their beliefs into action<br>- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better<br>- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.<br>- Express their own ideas about the best ways |
| Computing | **Programming - Repetition in games**<br><br>**We will learn to:** |

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| | - Develop our understanding of repetition in programming using Scratch by exploring count-controlled and infinite loops in animations and games.<br>- Design and modify programs, refining the use of loops to create effective outcomes.<br>- Culminate in designing, building, and evaluating a game that incorporates repetition, reinforcing programming concepts and debugging skills. |
| Music | **Music- Compose using imagination**<br><br>**We will:**<br><br>- Use imagination when creating compositions.<br>- Listen to the beat.<br>- Improvise.<br>- Think about what you see when you close your eyes?<br>- Write a melody or find sounds that represent the story you want to tell |
| PE | **Athletics and Cricket**<br><br>Ford class will have NUFC PE every Thursday.<br><br>Year 3 will have cricket with Tom Vicars on Tuesdays.<br><br>Year 4 will have cricket with Tom Vicars Wedensdays.<br><br>Every afternoon we will complete the daily mile.<br><br>Children in **Year 3** should come to school in their PE kit every **Tuesday and Thursday.**<br><br>Children in **Year 4** should come to school in their PE kit every **Wednesday and Thursday.** |

## 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