Ford Class Overview- Autumn 2 2026

<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.

Our class book this half term is ‘The Chronicles of Narnia. The Lion, The Witch And The Wardrobe’ by C.S Lewis.

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:

- Myth narrative
- Christmas themed persuasive post</td></tr>
<tr><td>Maths</td><td>Year 3

We will learn:

Times tables: 2, 4 and 8 and the relationship between them
- Counting in multiples of four can be represented by the four times table.
- Adjacent multiples of four have a difference of four. Facts from the four times table can be used to solve multiplication and division problems with different structures.
- Products in the four times table are double the products in the two times table; products in the two times table are half of the products in the four times table.
- Counting in multiples of eight can be represented by the eight times table. Adjacent multiples of eight have a difference of eight. Facts from the eight times table can be used to solve multiplication and division problems with different structures.
- Products in the eight times table are double the products in the four times table; products in the four times table are half of the products in the eight times table. Products that are in the two, four and eight times tables</td><td>Year 4

We will learn:

Times tables 11 and 12
- The distributive law can be used to build up the 11 times table by partitioning 11 into 10 and 1. Adjacent multiples of 11 have a difference of 11.
- The distributive law can be used to build up the 12 times table by partitioning 12 into 10 and 2. Adjacent multiples of 12 have a difference of 12.
- Products in the 12 times table are double the products in the six times table; products in the six times table are half of the products in the 12 times table.
- Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by 11 or 12.

Division with remainders
- Objects can be divided into equal groups, sometimes with a remainder; objects can be shared equally, sometimes with a remainder; a remainder can be represented as part of a division equation.
- If the dividend is a multiple of the divisor, there is no remainder; if the dividend is not a multiple of the divisor, there is a remainder. The remainder is always less than the divisor.</td></tr>
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	share the same factors. - Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by two, four or eight. **Algorithms: column addition** - Any numbers can be added together using an algorithm called *'column addition'*. - The digits of the addends must be aligned correctly before the algorithm is applied. - In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left). - If any column sums to ten or greater, we must *'regroup'*. - The numbers within each column should be added in the most efficient order. **Algorithms- column subtraction** - One number can be subtracted from another using an algorithm called *'column subtraction'*; the digits of the minuend and subtrahend must be aligned correctly; the algorithm is applied working from the least significant digit (on the right) to the most significant digit (on the left). - If there is an insufficient number of any unit to subtract from in a given column, we must exchange from the column to the left.	- When solving contextual problems involving remainders, the answer to a division calculation must be interpreted carefully to determine how to make sense of the remainder. **Calculation: multiplying or dividing by 10 or 100** - Finding 10 times as many is the same as multiplying by 10 (for positive numbers); to multiply a whole number by 10, place a zero after the final digit of that number. - To divide a multiple of 10 by 10, remove the final zero digit (in the ones place) from that number. - Finding 100 times as many is the same as multiplying by 100 (for positive numbers); to multiply a whole number by 100, place two zeros after the final digit of that number. - To divide a multiple of 100 by 100, remove the final two zero digits (in the tens and ones places) from that number. - Multiplying a number by 100 is equivalent to multiplying by 10, and then multiplying the product by 10. Dividing a multiple of 100 by 100 is equivalent to dividing by 10, and then dividing the quotient by 10. - If one factor is made 10 times the size, the product will be 10 times the size. If the dividend is made 10 times the size, the quotient will be 10 times the size. - If one factor is made 100 times the size, the product will be 100 times the size. If the dividend is made 100 times the size, the quotient will be 100 times the size.

Science	**Rocks and fossils** **We will learn about:** - The structure of rock and how forces impact it. - The earth's tectonic plates. - The three main types of rock. - How fossils form. - What fossils show/tell us. - The make up of soil. - Zhang Heng and his invention.
Humanities (History and Geography)	**Tectonic Plates, Volcanoes and Earthquakes** **Retrieval vocab: crust, igneous, metamorphic, molten, sedimentary, tectonic plate, volcano, fertile.** **New vocab: active, ash, crater, dormant, earthquake, eruption, fault, flank, iron, lava, magma, mantle, structure, tsunami, upper mantle, vent, volcano.** **Key concepts: physical geography (tectonics); resources (food supply); settlements (population, rural areas).** **We will learn that:** - There are three kinds of rocks: igneous, sedimentary and metamorphic. - The Earth has a solid crust made up of tectonic plates with molten rock beneath. - The structure of the Earth is made up of crust, mantle, outer core and inner core. - The crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath. - A fault is a crack in the surface of the Earth. - Most volcanoes form at the edges of tectonic plates where there are faults. - Volcanic eruptions can be deadly for people living near to active volcanoes, but that the soil around volcanoes is very fertile meaning - that people live there to ensure that crops grow successfully on farms. - Tectonic plates move very slowly over time and when they suddenly slip past each other, this causes earthquakes that can have. - devastating consequences for human life through destruction of buildings and tsunamis (extremely large series of waves). - Mount Vesuvius is an example of a volcano and that the eruption at Pompeii in the times of ancient Rome (79 AD) is a famous historical - example.
Art	**Paint and mixed media- Christmas art (light and dark)** **We will:** - Learn how to create tints and shades of colours. - Use tints and colours to create three-dimensional effects. - Explore how paint can create different effects depending on techniques used. - Consider proportion and composition. - Apply knowledge to create a Christmas themed final piece.

PSHE/RSE	**Communities, shared responsibilities and similarities/differences.** **We will:** - Talk about respecting differences and similarities. - Discuss differences sensitively. - Learn what makes a community. - Identify key communities. - Discuss shared responsibilities.
RE	**What do Hindus believe God is like?** **Key Question- What do Hindus believe that God is like?** **We will:** - Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. - Offer informed suggestions about what Hindu murtis express about God. - Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali). - Identify some different ways in which Hindus worship. - Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
Computing	**Creating media and editing audio** **We will:** - Examine devices that can record audio. - Identify the input and output of devices that can record audio. - Discuss ownership and implications of audio. - Use software to produce a podcast on a set topic. The children will edit their work adding multiple tracks and learn how to open/save the tracks. - The children will evaluate their work and give peer feedback.
Music	**Writing down music** **We will:** - Listen to a range of different music. - Use a range of instruments to produce set sounds. - Explore how music is written. - Write music independently.
PE	**Attack and defence games and swimming** Ford class will have swimming 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 Thursday. Every Wednesday children must bring their swimming kit.

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