



Amherst School
Curriculum Overview – Long Term Planning (2018-2019)

MATHS OVERVIEW												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division		Measurement - Area	Fractions				Decimals			Consolidation	
Summer	Decimals	Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation		



	AUTUMN Term 1 / Term 2	SPRING Term 3 / Term 4	SUMMER Term 5 / Term 6
MATHS OBJECTIVES	<p>Term 1 Number – Place Value Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral</p>	<p>Term 3 Number – Multiplication & Division Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Measurement – Area Find the area of rectilinear shapes by counting squares.</p> <p>Fractions Recognise and show, using diagrams,</p>	<p>Term 5 Decimals Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Measurement – Money Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Time Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Read, write and convert time between</p>



	<p>system changed to include the concept of zero and place value.</p> <p>Number – Addition & Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p>Term 2 Measurement – Length & Perimeter Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Number – Multiplication & Division Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Count in multiples of 6, 7, 9, 25 and</p>	<p>families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Term 4 Fractions (finish objectives from Term 3)</p> <p>Decimals Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Term 6 Statistics (finish objectives from Term 5)</p> <p>Geometry – Properties of Shape Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with</p>
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	<p>1000.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Convert between different units of measure [for example, kilometre to metre]</p>	<p>respect to a specific line of symmetry.</p> <p>Geometry – Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>
<p>ENGLISH</p> <p>Majority of the Reading / Comprehension objectives will be taught through guided reading. The Word Reading objectives will need to be taught under SPaG.</p> <p>Each unit needs to include learning objectives for all elements. A unit can be 1-3 weeks.</p>	<p>Term 1 Unit 1 – <i>The Minpins</i> (Roald Dahl) (2 weeks)</p> <p>Unit 2 – Stories that raise issues – <i>The Man Who Walked Between the Towers</i> (Mordicai Gerstein) (2 weeks)</p> <p>Unit 3 – Folk Tales – <i>Aesop’s Fables</i> (2 weeks)</p> <p>Term 2 Unit 4 – Whole-school poetry text (3 weeks)</p> <p>Unit 5 – Nature Poetry – <i>Coming Home</i> and <i>Where My Wellies Take Me</i> (Michael Morpurgo) (3 weeks)</p>	<p>Term 3 Unit 6 – Newspaper Reports – <i>Little Red Riding Hood</i> (2 weeks)</p> <p>Unit 7 – Stories from imaginary worlds – <i>The Chronicles of Narnia</i> (C.S. Lewis) (2 weeks)</p> <p>Term 4 Unit 8 – Whole-school text (3 weeks)</p> <p>Unit 9 – Stories from other cultures – <i>The Firework Maker’s Daughter</i> (Philip Pullman) (3 weeks)</p>	<p>Term 5 Unit 10 – Suspense story – <i>Varjak Paw</i> (S.F. Said) (3 weeks)</p> <p>Unit 11 – Topic Linked – Sir Francis Drake’s Circumnavigation (3 weeks)</p> <p>Term 6 Unit 12 – Information Texts – <i>The Manchester Ridgeback Dragon</i> (2 weeks)</p> <p>Unit 13 – Playscripts – Shakespeare’s <i>The Tempest</i> (3 weeks)</p>



<p>GRAMMAR AND PUNCTUATION</p>	<p>Term 1</p> <ul style="list-style-type: none"> Recap word classes: nouns, verbs, adjectives, adverbs Question marks Inverted commas Prepositions Conjunctions Apostrophes for contraction and possession <p>Term 2</p> <ul style="list-style-type: none"> Commas for a list Use of 's' for possession and plurals Pronouns Past and present tense Adverbials – including comma after fronted adverbials 	<p>Term 3</p> <ul style="list-style-type: none"> Recap word classes: prepositions, conjunctions, pronouns Determiners Statement/command/question Plural nouns Subordinate clauses <p>Term 4</p> <ul style="list-style-type: none"> Exclamation marks Adverbial phrases Inverted commas (continuation from Autumn 1) Commas 	<p>Term 5</p> <ul style="list-style-type: none"> Recap word classes: nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, determiners Root words Types of conjunction Tenses (continuation from Autumn 2) <p>Term 6</p> <ul style="list-style-type: none"> Commas (continuation from Spring 2) Adverbs – adding description to adjectives, other adverbs and the whole clause as well as to verbs Any other areas needed
<p>SPELLING</p>	<p>Terms 1 & 2</p> <p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' <p>(all from Year 3)</p> <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') 	<p>Terms 3 & 4</p> <p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /jən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe</p>	<p>Terms 5 & 6</p> <p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /zən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist,</i></p>

Year Group 4



	<p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p>	<p>Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proofreading, including using a dictionary.</p>	<p><i>medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p>
HANDWRITING PROGRESSION	<p>Pencil grip and posture</p> <p>The anticlockwise letters: <i>a, c, d, g, o, q</i></p> <p>The tall letters: <i>b, d, f, h, k, l, t</i></p> <p>The long letters: <i>f, g, j, p, q, y</i></p> <p>The lumpy letters: <i>h, m, n, r</i></p> <p>The vowels: <i>a, e, i, o, u</i></p> <p>The other letters: <i>v, w, x, z</i></p> <p>The capital letters: <i>A-Z</i></p>		
SCIENCE	Term 1: Animals including Humans	Term 3: Electricity Term 4: States of Matter	Term 5: All living things (with a focus on local trees) Term 6: Forces
COMPUTING	<p><u>Terms 1 & 2: Coding</u> Course D from https://studio.code.org/s/express – Students develop their understanding of algorithms, nested loops, while loops, conditionals, and events. Beyond coding, students learn about digital citizenship.</p>	<p><u>Term 3: Editing (Comic Life)</u> Creating a digital newspaper.</p> <p><u>Term 4: Excel</u> Using <i>Learn to Code</i> books.</p>	<p><u>Term 5: Presentation (PowerPoint)</u> Create a PowerPoint.</p> <p><u>Term 6: Creativity (Audacity/LMMS)</u> We are musicians – Producing digital music (link to Year 6 Production)</p>
HISTORY	Ancient Egypt		Tudors
GEOGRAPHY		Mountains of Asia	

Year Group 4



PE	Term 1: Swimming Term 2: Gymnastics	Term 3: Dance Term 4: Indoor Athletics	Term 5: Indoor Athletics/Swimming Term 6: Swimming
GAMES	Rugby/Handball	Hockey/Rugby/Orienteering Handball	Term 5: Cricket /Tennis/Orienteering Term 6: Rounders
ART	Sketching (link to nature) Perspective (link to English) Clay canopic jars (link to History) Watercolours (link to whole-school text)	Indian Art & Printing	Tudors Portraits
DT	Sewing Tree Decorations	Narnia Lamps (link to Electricity in Science)	Tudor Toys (Cams)
RE	<u>Term 1: Christianity, Judaism</u> What can we learn from religions about deciding what is right and wrong? <u>Term 2: Christianity, Hinduism, Islam, Judaism</u> Why are festivals important to religious communities?	<u>Terms 3 & 4: Christianity</u> Why is Jesus inspiring to some people?	<u>Term 5: Hinduism</u> What does it mean to be a Hindu in Britain today? <u>Term 6: Christianity, Hinduism, Judaism</u> Why do some people think that life is a journey and what significant experiences mark this?
MFL	Duolingo in class + Getting to school (Term 1) + Francophone Countries (Term 2)	Duolingo in class + Sports (Term 1) + Animals (Term 2)	Duolingo in class + Food (Term 5)
MUSIC	Djembe Drumming with Cheryl Hooker-Blake	Djembe Drumming with Cheryl Hooker-Blake	<i>Active Music</i> Kodály Scheme
PSHE	<u>Term 1 – Trust</u> <i>We will act responsibly and honestly to earn the trust of each other at Amherst School.</i> The environment Internet safety Personal survival Leadership	<u>Term 3 – Determination</u> <i>We will work hard to do our best even when things are difficult.</i>	<u>Term 5 – Fairness</u> <i>We will treat everyone as our equal(s) at Amherst School.</i> Rights and responsibilities Valuing diversity <u>Term 6 – Co-operation</u>

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	<p><u>Term 2 – Kindness</u> <i>We will treat everybody and everything with care and respect at Amherst School.</i></p> <p>Family Units Anti-bullying Peer pressure Bereavement Friendship</p>		<p><i>We will all work together to include each other as a team at Amherst School.</i></p> <p>Community Teamwork</p>
<p>PROVISIONAL TRIPS / VISITORS</p>	<p>Egyptian Day (Victrix) TBA Pantomime (Stag Theatre)</p>	<p>Local church visits TBA</p>	<p>Hampton Court Author visit (SF Said)</p>