



**Amherst School**  
**CURRICULUM OVERVIEW – LONG TERM PLANNING (2020/21)**

	<b>AUTUMN</b> <b>Term 1 / Term 2</b>	<b>SPRING</b> <b>Term 3 / Term 4</b>	<b>SUMMER</b> <b>Term 5 / Term 6</b>
<b>MATHS</b>	<p><b>Number – number &amp; place value</b></p> <ul style="list-style-type: none"> <li>• <b>Number: Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</b></li> <li>• <b>Round any whole number to a required degree of accuracy.</b></li> <li>• <b>Use negative numbers in context, and calculate intervals across zero.</b></li> <li>• <b>Solve number and practical problems that involve all of the above</b></li> </ul> <p><b>Number – addition, subtraction, multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>• <b>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</b></li> <li>• <b>Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</b></li> </ul>	<p><b>Number – fractions (inc decimals &amp; percentages)</b></p> <ul style="list-style-type: none"> <li>• Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Number-percentages</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</li> <li>• Recall and use equivalence s between simple FDP including in different contexts.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>• Use, read, write and convert</li> </ul>	<p><b>Geometry- Properties of Shapes</b></p> <p>Draw 2D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>Time at the end of the term for consolidation, gap filling, seasonal activities, preparation for Secondary School etc.</b></p>



	<ul style="list-style-type: none"> <li>• Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> <li>• Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Geometry and Statistics (PPA cover)</b></p> <ul style="list-style-type: none"> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> </ul>	<p>between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <ul style="list-style-type: none"> <li>• Convert between miles and kilometres.</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate the area of parallelograms and triangles.</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</li> </ul> <p><b>Number-algebra</b></p> <ul style="list-style-type: none"> <li>• simple formulae</li> <li>• Generate and describe linear number sequences.</li> <li>• Express missing number problems algebraically.</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Number-ratio</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the</li> </ul>	
--	---	--	--



	<ul style="list-style-type: none"> <li>• Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>• Calculate the mean as an average</li> <li>•</li> </ul> <p><b>Number – fractions (inc decimals &amp; percentages) TERM 2</b></p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>• Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• Generate and describe linear number sequences (with fractions)</li> <li>• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example <math>\frac{1}{2} \times \frac{2}{3} = \frac{1}{3}</math>]</li> <li>• Divide proper fractions by whole numbers [for example <math>\frac{1}{2} \div 2 = \frac{1}{4}</math>]</li> </ul> <p><b>Geometry- Position and Direction (PPA cover)</b></p> <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants).</li> <li>• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>	<p>relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <ul style="list-style-type: none"> <li>• Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b>Number – addition, subtraction, multiplication &amp; division- recap PPA cover</b></p> <p>Time at the beginning end of the term for consolidation ,gap filling, seasonal activities, assessments, etc.</p>	
--	---	--	--

# Year Group 6



<p><b>ENGLISH</b></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>Please state which term and how many weeks for each unit.</p>	<p><b>Term 1 (approx. 7 weeks)</b> 11+</p> <p><b>Unit: Goodnight Mister Tom wk1,2,3</b> <b>Unit: Narrative Poetry wk4</b> <b>Unit: Biographical Genres – A. Frank wk 5,6</b> <b>Unit: Instructional writing (shelters) wk 7</b></p> <p><b>Reading:</b> Revolting Rhymes by Roald Dahl, Goodnight Mister Tom, The Diary of Anne Frank and The Biography of Anne Frank</p> <p>Guided reading- Bombers Moon, Silver Sword, War Horse</p> <ul style="list-style-type: none"> <li>• I use my knowledge of word history and the link between words to suggest meaning.</li> <li>• I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around).</li> <li>• I can read aloud with confidence and fluency with intonation that shows understanding</li> <li>• -I can work out the meaning of words from the context</li> <li>• I can take part in discussions, taking account of what others</li> </ul>	<p><b>Term 3 (approx. 6 weeks)</b> <b>Unit: Macbeth by William Shakespeare Storyboarding/PlayScript/Poetry</b> <b>Unit: Ruckus – Literacy Shed</b></p> <p><b>Reading:</b> Macbeth’s abridged version of Macbeth and Macbeth – A Shakespeare Story by Andrew Matthews and Tony Rossm whole Class text, Pig Heart Boy Malorie Blackman</p> <p>Continue whole class reading Kensuke’s Kingdom</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• I use my knowledge of word history and the link between words to suggest meaning.</li> <li>• I can retrieve information from non-fiction</li> <li>• I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.</li> <li>• I can discuss the purpose, audience and organisation of different fiction/non-fiction texts.</li> <li>• I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.</li> </ul>	<p><b>Term 5 (approx. 5 weeks)</b> <b>Unit: Quest Narrative</b> <b>Unit: Journalism – newspapers</b> <b>Unit: narrative - replay</b> <b>SATs KS2 Assessments</b></p> <p><b>Reading:</b> Newspapers, Comprehension</p> <p><b>Digital Literacy:</b> Myst III Exile game</p> <p>Comprehension continued from term 4/5.</p> <p>Class book reading with focus on reading for pleasure.</p> <p><b>Writing:</b> Descriptive - Myst (1 wk) the action Narrative –Myst used to create longer story (2 wk)</p> <ul style="list-style-type: none"> <li>• creating atmosphere, and integrating dialogue to convey character and advance action</li> <li>• describing settings and characters</li> </ul> <p>Newspaper article – Fairytale (2 wks)</p> <ul style="list-style-type: none"> <li>• managing shifts between levels</li> </ul>
---	---	--	---



	<p>say and comment on their ideas.</p> <ul style="list-style-type: none"> <li>I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.</li> <li>I can refer to the text to support my predictions and provide examples.</li> <li>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence</li> <li>-I can predict what might happen from details stated and implied</li> <li>I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives.</li> </ul> <p><b>Writing:</b> A range of narrative tasks based on Goodnight Mister Tom including dialogue and formality (3wk)</p> <ul style="list-style-type: none"> <li>using co-ordinating and subordinating conjunctions</li> <li>using a wide range of clause structures, sometimes varying their position within the sentences</li> <li>using capital letters, full stops, question marks, exclamation</li> </ul>	<ul style="list-style-type: none"> <li>I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text.</li> <li>I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.</li> <li>I can evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Writing:</b> Storyline - storyboard Character analysis– 1 week Letter writing (as Macbeth to Lady Macbeth) – 2 weeks</p> <ul style="list-style-type: none"> <li>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>Using parathesis</li> <li>Using a range of advanced punctuation</li> <li>creating atmosphere</li> </ul> <p>Poetry (witches spell) – 1 week</p> <ul style="list-style-type: none"> <li>creating atmosphere</li> </ul> <p>Whole school text-</p> <ul style="list-style-type: none"> <li>creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>Using parathesis</li> </ul>	<p>of formality through selecting vocabulary precisely and by manipulating grammatical structures</p> <p>Replay- Narrative (1 wk)</p> <ul style="list-style-type: none"> <li>Using advanced punctuation</li> <li>Creating atmosphere, and integrating dialogue to convey character and advance action</li> </ul> <p><b>Spoken Language:</b> Sharing Quest narratives, persuasive letter writing</p> <p><b>Spelling &amp; Vocabulary:</b> -Statutory yr5-6 list -Words ending in –ant –ance and –ancy -Root words and meaning</p> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>Subjunctive mood</li> <li>Word classes (nouns, verbs, adjectives, adverbs, pronouns) –</li> </ul>
--	--	---	--



	<p>marks, commas for lists and apostrophes for contraction mostly correctly</p> <ul style="list-style-type: none"> <li>Advanced punctuation</li> </ul> <p>Poem- Nursery Rhyme in style of Revolting Rhymes (2 wk)</p> <ul style="list-style-type: none"> <li>creating atmosphere,</li> </ul> <p>Note Taking Skills – Anne Frank (1 wk)</p> <p>Biography on Anne Frank (features of chronological order, hooks for intro, summarising paragraphs) (1 wks)</p> <ul style="list-style-type: none"> <li>using paragraphs to organise ideas and to use cohesive devices</li> <li>using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> </ul> <p>Instruction Writing DT shelters(1 wk)</p> <ul style="list-style-type: none"> <li>using different verb forms mostly accurately</li> <li>subheadings</li> </ul> <p><b>Spoken Language:</b> Drama , Poetry</p> <p><b>Spelling &amp; Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Statutory word lists yr3-4 yr5-6</li> <li>Strategies for spelling</li> <li>-able –ably –ibly –ible</li> </ul>	<p>Ruckus animation - action writing (1-2wk)</p> <ul style="list-style-type: none"> <li>creating atmosphere, and integrating dialogue to convey character and advance the action using inverted commas accurately</li> </ul> <p><b>Spoken Language:</b> Drama from the narrative as it is read aloud</p> <p><b>Spelling &amp; Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-ough letter string</li> <li>-words ending in –cial and –tial</li> <li>-personal spelling lists</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>Inverted commas – direct speech</li> <li>Expanded noun phrases – revision</li> <li>Conjunctions (subordinating/ coordinating) – revision</li> <li>Word classes (nouns, verbs, adjectives, adverbs, pronouns) - revision</li> </ul>	<p>revision</p> <ul style="list-style-type: none"> <li>Adverbials of time to link ideas across paragraphs/cohesion</li> <li>Inverted commas – revision</li> <li>Determiners</li> <li>Present perfect verb form (He has gone outside.)</li> </ul> <p><b>Term 6 (approx. 7 weeks)</b> <b>Unit: Non-chronological report</b> <b>Unit: Poetry/lyrics</b> <b>Year 6 production</b> <b>Reading:</b> non-fiction Coasts, Playscript</p> <p><b>Writing:</b> Animation Lana and Theo- narrative Writing postcards Poem using personification (1 wk) Non-chronological reports about geographical processes (longshore drift,</p>
--	---	--	---

# Year Group 6



	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowels to words ending in –fer</li> <li>• proofreading</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Word classes (nouns, verbs, adjectives, adverbs, pronouns) - revision</li> <li>• commas in lists and using a colon to start a list – revision</li> <li>• use of question tags (He’s your friend, isn’t he?)</li> <li>• Fronted adverbials –</li> <li>• Semi-colons, colons and dashes</li> <li>• Cohesion within paragraphs</li> <li>• Conjunctions (subordinating/ coordinating) and clauses</li> <li>• Subject and object</li> </ul> <p><b>Term 2 (approx. 7 weeks)</b>  <b>Unit: Whole school text wk1,2,3</b>  <b>Unit: Anne Frank – description and diary writing, monologue wk 4</b>  <b>Unit: Emotive Narrative using a</b></p>	<ul style="list-style-type: none"> <li>• Statement, command, exclamation, question</li> <li>• Progressive forms of verbs in present and past tense</li> <li>• Apostrophes possession – revision</li> </ul> <p><b>Term 4 (approx. 6 weeks)</b>  <b>Unit: Balanced Argument – vivisection</b>  <b>Unit: Whole school text</b>  <b>Reading: Pig Heart Boy by Malorie Blackman</b></p> <p>Comprehension continued from term 3</p> <p><b>Writing:</b>  Balanced argument - Boreham Bypass (1 wk)  Note taking vivisection (1 wk)  Balanced Argument - vivisection (2-3 wks)</p> <ul style="list-style-type: none"> <li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• using a range of cohesive</li> </ul>	<p>erosion) (3 wks)  Independent project (3 wks)</p> <p><b>Spoken Language: Year 6 Production, debate about coastal development persuasive, drama peer pressure</b></p> <p><b>Spelling &amp; Vocabulary:</b></p>
--	--	---	--



	<p><b>flashback – Piano wk 6,7</b>  <b>Poetry – Twas the night before Christmas</b>  <b>Reading:</b> The Diary of Anne Frank and The Biography of Anne Frank, whole school text  <b>Digital Literacy:</b> The Piano by Aidon Gibbons</p> <p><b>Reading:</b> Anne Frank picture book for children</p> <p>Whole class reading: Kensukes Kingdom (whole class text)</p> <ul style="list-style-type: none"> <li>• I can summarise main ideas, identifying key details and using quotations for illustration</li> <li>• I can use the way text types are organised to help me sustain understanding over longer texts.</li> <li>• I can ask and respond to questions about a text to demonstrate my understanding.</li> <li>• I can work out the meaning of words from the context</li> <li>• I can predict how a character will react to situations, based on my understanding of their personality and previous actions.</li> <li>• I understand how the author</li> </ul>	<p>devices*, including adverbials, within and across sentences and paragraphs</p> <ul style="list-style-type: none"> <li>• using passive and modal verbs mostly appropriately</li> <li>• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</li> <li>•</li> </ul> <p><b>Spoken Language:</b> Hot seat characters in Pig Heart Boy, debating vivisection, recreating action from Ruckus</p> <p><b>Spelling &amp; Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-homophones</li> <li>- statutory year 5-6 list</li> <li>-generating words from prefixes and roots</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Synonyms and antonyms</li> <li>• Word classes (nouns, verbs, adjectives, adverbs, pronouns) – revision</li> </ul>	<p>Words ending –ent –ence and –ency  Homophones  Strategies for learning commonly misspelt words</p> <p><b>Grammar &amp; Punctuation:</b>  Application of taught material</p>
--	---	--	--



	<p>uses hidden messages to imply what might happen.</p> <p><b>Writing:</b> Whole school text-</p> <ul style="list-style-type: none"> <li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li> </ul> <p>Diary in style of character and description of the annex (1 wk)</p> <ul style="list-style-type: none"> <li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• propositional phrases</li> <li>• appropriate level of formality</li> </ul> <p>Narrative retelling the Piano (2 wk) Poetry (1 wk)</p> <ul style="list-style-type: none"> <li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> </ul> <p><b>Spoken Language:</b> Hot seat characters in Anne Frank, Implicit and Explicit Points of View</p> <p><b>Spelling &amp; Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Statutory word lists yr5-6</li> <li>• Homophones ce/se</li> <li>• Endings that are spelt -cious</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs and adverbs to show degrees of possibility</li> <li>• Using adverbials to create cohesion and make links between paragraphs – revision</li> <li>• Passive voice</li> <li>• Hyphens to avoid ambiguity</li> <li>• Standard English forms for verb inflections (We was..../We were...)</li> <li>• Apostrophes omission – revision</li> <li>• Formal and informal language</li> </ul>	
--	--	---	--

# Year Group 6



	<p>or -tious</p> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses/pronouns</li> <li>• Bullet points/layout devices</li> <li>• Prepositions –</li> <li>• Word classes (nouns, verbs, adjectives, adverbs, pronouns) - revision</li> <li>• Brackets, dashes, commas to indicate parenthesis</li> <li>• Use of comma to clarify meaning</li> <li>• Adverbials to make links/cohesion</li> <li>• Past tense/present tense</li> </ul>		
<b>SCIENCE</b>	Experimental skills (T1) Electricity (T2)	Light (T3) Evolution and inheritance (T4)	Animals including humans (T5) SRE (T6)
<b>COMPUTING</b>	App shed E-safety	ZU3D	Sketch up
<b>HISTORY</b>	World War 2 (T1 & T2)		
<b>GEOGRAPHY</b>		Citizenship & Diversity UK (T3)  Parliament and Law (T4)	Coasts (T5)  Summer Production (T6)
<b>PE</b>	T1: Dance  T2: Indoor Athletics	T3: Indoor athletics  T4: Gymnastics - Balance	T5: Swimming  T6: Swimming
<b>GAMES</b>	T1 and 2 : Hockey/ Rugby/ Football	T3: Hockey/ Rugby/ Football T4: Cricket/Athletics/Rounders	T5 and 6: Cricket/Athletics/Rounders  OAA-Hilltop
<b>ART</b>	T1: Still life	T4: Lowry (watercolours)	T5: Lowry (watercolours)

# Year Group 6



	T2: War artists - clay/paint, pastels, chalk		
<b>DT</b>	T1: Shelters	T3: Energy bars- cooking	T6: Tshirt customisation
<b>RE</b>	T1: Is it better to express your beliefs in arts and architecture or in charity and generosity? T2: What difference does it make to believe in ahimsa, grace and/or Ummah	T3/T4: What matter most to Christians and Humanists?	T5: What do religions say to us when life gets hard?
<b>MFL</b>	T1: Duo Lingo Time T2: Duo Lingo School environment	T3: Duo Lingo Food and Au cafe	
<b>MUSIC</b>	T1: Glockenspiels T2: Glockenspiels	T3 Young Voices T4 Young Voices	Summer Production
<b>PSHE</b>	T1: Trust  T2: Kindness	T3: Determination  T4: Politeness	T5: Fairness  T6: Cooperation
<b>INDEPENDENT RESEARCH</b>	Historical research project	Science Research project	Own choice of reearch project
<b>PROVISIONAL TRIPS / VISITORS</b>	Sevenoaks Science 6B? School Proms	Walk around Riverhead Houses of Parliament? Sevenoaks Science 6A Young Voices	ADAD - Drugs Hilltop Transition to Secondary schools Police Open Day Sevenoaks Science 6P