



Amherst School
Curriculum Overview – Long Term Planning (2021-2022)

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			
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: 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>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 text (3 weeks)</p> <p>Unit 5 – Nature Poetry – <i>Coming Home</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 – Dragon Poetry (1 week)</p> <p>Unit 14 – Playscripts – Shakespeare’s <i>The Tempest</i> (3 weeks)</p>



<p>READING</p> <p>Daily whole-class and independent reading.</p> <p>Comprehension skills taught fortnightly.</p> <p>‘Word of the day’ taught in class, explicitly teaching new vocabulary.</p> <p>Vocabulary will be pre-taught for class texts.</p>	<p>Term 1</p> <ul style="list-style-type: none"> • The Minpins • The Man Who Walked Between the Two Towers • Aesop’s Fables • + Class Novel chosen by teacher <p>Term 2</p> <ul style="list-style-type: none"> • Whole-school text • Coming Home • + Class Novel chosen by teacher 	<p>Term 3</p> <ul style="list-style-type: none"> • The Lion, the Witch and the Wardrobe • + Class Novel chosen by teacher <p>Term 4</p> <ul style="list-style-type: none"> • Whole-school text • The Firework Maker’s Daughter • + Class Novel chosen by teacher 	<p>Term 5</p> <ul style="list-style-type: none"> • Varjak Paw • + Class Novel chosen by teacher <p>Term 6</p> <ul style="list-style-type: none"> • The Tempest (Leon Garfield) • + Class Novel chosen by teacher
<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>Two weekly spelling lessons:</p> <ul style="list-style-type: none"> • One based around Sir Linkalot, working through YouTube 	<p>Terms 1 & 2</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 1. Words with the letter string ‘sure’ 2. Possessive apostrophe for singular proper nouns 	<p>Terms 3 & 4</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 7. Short vowel ‘u’ sound spelt ou, oo, oe 8. Suffixes ing, er, en, ed 9. ‘g’ spelt gu 	<p>Terms 5 & 6</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 15. Revision of prefixes: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ 16. Endings that sound like /ʃən/ spelt ‘-cian’, ‘-

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<p>video lessons.</p> <ul style="list-style-type: none"> • One teaching spelling rules, to ensure full coverage of the National Curriculum. • Weekly spelling tests on a Friday. 	<p>3. Homophones – several lessons 4. Prefixes in, il, im, ir 5. Long vowel ‘a’ spelt: ei, eigh, ey 6. ch sounding sh</p>	<p>10. ‘ture’ 11. Possessive apostrophe for plurals 12. Possessive apostrophe for irregular plural words 13. Revision of apostrophes 14. Prefixes ‘inter’ and ‘anti’</p>	<p>sion’, ‘-tion’ and ‘-ssion’ 17. ‘s’ spelt ‘sc’ 18. ‘ous’ suffix 19. Suffix ‘ly’ words ending y, le and ic</p>
<p>HANDWRITING PROGRESSION</p>	<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>		
<p>SCIENCE</p>	<p>Term 1: Animals including Humans</p>	<p>Term 3: Electricity</p> <p>Term 4: States of Matter</p>	<p>Term 5: All living things (with a focus on local trees)</p> <p>Term 6: Forces</p>
<p>COMPUTING</p>	<p><u>Terms 1 & 2: Coding</u> Course C from https://studio.code.org/s/express – Students develop their understanding of algorithms, nested loops, conditionals and events. Beyond coding, students learn about digital citizenship.</p>	<p><u>Term 3: Touch Typing</u> Using Typing Jungle.</p> <p><u>Term 4: Spreadsheets</u> Using Google Sheets to add data, sort, use functions and conditional formatting.</p>	<p><u>Term 5: Presentation (PowerPoint)</u> Using <i>Learn to Code</i> books to explore animations, transitions and shapes.</p> <p><u>Term 6: Creativity (Audacity)</u> Producing and editing digital music (link to Year 6 Production).</p>
<p>HISTORY</p>	<p>The Norman Conquest</p>		<p>Tudors</p>
<p>GEOGRAPHY</p>		<p>Mountains</p>	
<p>PE</p>	<p>Term 1: Swimming Term 2: Gymnastics</p>	<p>Term 3: Street Dance Term 4: Indoor Athletics</p>	<p>Term 5: Indoor Athletics/Swimming Term 6: Swimming</p>

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GAMES	Term 1: Handball Term 2: Handball	Term 3: Football/Rugby/Netball Term 4: Football/Rugby/Netball	Term 5: Rugby Term 6: Athletics/Hockey/Summer Sports
ART	<u>Term 1</u> Sketching & observational drawings of Nature (link to <i>Minpins</i>) Perspective drawings (link to <i>MWWBTT</i>) <u>Term 2</u> Clay Shield (link to the Normans) Bayeux Tapestry Watercolours (link to whole-school text)	<u>Term 3</u> Tile printing based on Hokusai's <i>Mount Fuji</i> and <i>The Great Wave</i> (link to Mountains) <u>Term 4</u>	<u>Term 5</u> Tudor Portraits (chalk pastels and watercolour) <u>Term 6</u> Indian Art (e.g. Mehndi patterns and Rangoli with chalk pastels/sand)
DT	Sewing Tree Decorations	Narnia Lamps (link to Electricity in Science)	Cooking
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>Term 3 & 4: Christianity, Hinduism, Judaism</u> Why do some people think that life is a journey and what significant experiences mark this?	<u>Term 5: Hinduism</u> What does it mean to be a Hindu in Britain today? <u>Terms 6: Christianity</u> Why is Jesus inspiring to some people?
MFL	Term 1: All about me, Games and songs, Celebrations Term 2: Portraits	Term 3: The four friends, Growing things! Term 4: All aboard, Pocket money	Term 5: Pocket money, Tell me a story Term 6: Our sporting lives, The Carnival of the Animals
MUSIC	Term 1: Recorders (Kent Music) Term 2: Recorders (Kent Music)	Term 3: Recorders (Kent Music) Term 4: Recorders (Kent Music)	Term 5: Recorders (Kent Music) Term 6: Recorders (Kent Music)
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	<u>Term 3 – Determination</u> <i>We will work hard to do our best even when things are difficult.</i> <u>Term 4 – Politeness</u>	<u>Term 5 – Fairness</u> <i>We will treat everyone as our equal(s) at Amherst School.</i> Rights and responsibilities Valuing diversity

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	<p>Internet safety Personal survival Leadership</p> <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><u>Term 6 – Co-operation</u> <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><u>Autumn 1</u></p> <p><u>Autumn 2</u> Battle Abbey Pantomime (Stag Theatre)</p>	<p><u>Spring 1</u> Possible RE Trip</p> <p><u>Spring 2</u> Sevenoaks Science Science Museum</p>	<p><u>Summer 1</u> Bushcraft Day</p> <p><u>Summer 2</u> Hampton Court</p>