



Amherst School
Curriculum Overview – Long Term Planning (2023-2024)

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 Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	



	AUTUMN	SPRING	SUMMER
MATHS	<p>Term 1</p> <p>Autumn Block 1 – Place Value</p> <ol style="list-style-type: none"> 1. Represent numbers to 1,000 2. Partition numbers to 1,000 3. Number line to 1,000 4. Thousands 5. Represent numbers to 10,000 6. Partition numbers to 10,000 7. Flexible partitioning of numbers to 10,000 8. Find 1, 10, 100, 1,000 more or less 9. Number line to 10,000 10. Estimate on a number line to 10,000 11. Compare numbers to 10,000 12. Order numbers to 10,000 13. Roman numerals 14. Round to the nearest 10 15. Round to the nearest 100 16. Round to the nearest 1,000 17. Round to the nearest 10, 100 or 1,000 <p>Autumn Block 2 – Addition & Subtraction</p> <ol style="list-style-type: none"> 1. Add and subtract 1s, 10s, 100s and 1,000s 2. Add up to two 4-digit numbers – no exchange 3. Add two 4-digit numbers – one exchange 4. Add two 4-digit numbers – more than one exchange 5. Subtract two 4-digit numbers – no exchange 6. Subtract two 4-digit numbers – one exchange 7. Subtract two 4-digit numbers – more than one exchange 8. Efficient subtraction 	<p>Term 3</p> <p>Spring Block 1 – Multiplication and division B</p> <ol style="list-style-type: none"> 1. Factor pairs 2. Use factor pairs 3. Multiply by 10 4. Multiply by 100 5. Divide by 10 6. Divide by 100 7. Related facts – multiplication and division 8. Informal written methods for multiplication 9. Multiply a 2-digit number by a 1-digit number 10. Multiply a 3-digit number by a 1-digit number 11. Divide a 2-digit number by a 1-digit number 12. Divide a 2-digit number by a 1-digit number 13. Divide a 3-digit number by a 1-digit number 14. Correspondence problems 15. Efficient multiplication <p>Spring Block 2 – Length and perimeter</p> <ol style="list-style-type: none"> 1. Measure in kilometres and metres 2. Equivalent lengths (kilometres and metres) 3. Perimeter on a grid 4. Perimeter of a rectangle 5. Perimeter of rectilinear shapes 6. Find missing lengths in rectilinear shapes 7. Calculate the perimeter of rectilinear shapes 8. Perimeter of regular polygons 9. Perimeter of polygons <p>Term 4</p> <p>Spring Block 3 – Fractions</p> <ol style="list-style-type: none"> 1. Understand the whole 2. Count beyond 1 3. Partition a mixed number 4. Number lines with mixed numbers 5. Compare and order mixed numbers 	<p>Term 5</p> <p>Summer Block 1 – Decimals B</p> <ol style="list-style-type: none"> 1. Make a whole with tenths 2. Make a whole with hundredths 3. Partition decimals 4. Flexibly partition decimals 5. Compare decimals 6. Order decimals 7. Round to the nearest whole number 8. Halves and quarters as decimals <p>Summer Block 2 – Money</p> <ol style="list-style-type: none"> 1. Write money using decimals 2. Convert between pounds and pence 3. Compare amounts of money 4. Estimate with money 5. Calculate with money 6. Solve problems with money <p>Summer Block 3 – Time</p> <ol style="list-style-type: none"> 1. Years, months, weeks and days 2. Hours, minutes and seconds 3. Convert between analogue and digital times 4. Convert to the 24 hour clock 5. Convert from the 24 hour clock <p>Term 6</p> <p>Summer Block 4 – Shape</p> <ol style="list-style-type: none"> 1. Understand angles as turns 2. Identify angles 3. Compare and order angles 4. Triangles 5. Quadrilaterals 6. Polygons 7. Lines of symmetry 8. Complete a symmetric figure



	<p>9. Estimate answers 10. Checking strategies</p> <p>Term 2 Autumn Block 3 – Area</p> <ol style="list-style-type: none"> 1. What is area? 2. Count squares 3. Make shapes 4. Compare areas <p>Autumn Block 4 – Multiplication and division A</p> <ol style="list-style-type: none"> 1. Multiples of 3 2. Multiply and divide by 6 3. 6 times-table and division facts 4. Multiply and divide by 9 5. 9 times-table and division facts 6. The 3, 6 and 9 times-tables 7. Multiply and divide by 7 8. 7 times-table and division facts 9. 11 times-table and division facts 10. 12 times-table and division facts 11. Multiply by 1 and 0 12. Divide a number by 1 and itself 13. Multiply three numbers 	<ol style="list-style-type: none"> 6. Understand improper fractions 7. Convert mixed numbers to improper fractions 8. Convert improper fractions to mixed numbers 9. Equivalent fractions on a number line 10. Equivalent fraction families 11. Add two or more fractions 12. Add fractions and mixed numbers 13. Subtract two fractions 14. Subtract from whole amounts 15. Subtract from mixed numbers <p>Spring Block 4 – Decimals A</p> <ol style="list-style-type: none"> 1. Tenths as fractions 2. Tenths as decimals 3. Tenths on a place value chart 4. Tenths on a number line 5. Divide a 1-digit number by 10 6. Divide a 2-digit number by 10 7. Hundredths as fractions 8. Hundredths as decimals 9. Hundredths on a place value chart 10. Divide a 1- or 2-digit number by 100 	<p>Summer Block 5 – Statistics</p> <ol style="list-style-type: none"> 1. Interpret charts 2. Comparison, sum and difference 3. Interpret line graphs 4. Draw line graphs <p>Summer Block 6 – Position and direction</p> <ol style="list-style-type: none"> 1. Describe position using coordinates 2. Plot coordinates 3. Draw 2-D shapes on a grid 4. Translate on a grid 5. Describe translation on a grid
<p>ENGLISH</p>	<p>Term 1 Unit 1 – <i>Beowulf</i> (Michael Morpurgo) (2 weeks)</p> <p>Unit 2 – Folk Tales – <i>Aesop’s Fables</i> (2-3 weeks)</p> <p>Unit 3 – <i>The Man Who Walked Between the Two Towers</i> (2 weeks)</p> <p>Term 2</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>Term 5 Unit 10 – Suspense story – <i>Varjak Paw</i> (S.F. Said) (3 weeks)</p> <p>Unit 11 – Information Texts – <i>The Manchester Ridgeback Dragon</i> (2 weeks)</p> <p>Term 6 Unit 12 – Dragon Poetry (1 week)</p> <p>Unit 13 – Playscripts – Shakespeare’s <i>The</i></p>

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	<p>Unit 4 – Whole-school text (3 weeks)</p> <p>Unit 5 – Nature Poetry – <i>Coming Home</i> (Michael Morpurgo) (3 weeks)</p>	<p>Unit 9 – Stories from other cultures – <i>The Firework Maker’s Daughter</i> (Philip Pullman) (2 weeks)</p>	<p><i>Tempest</i> (3 weeks)</p>
<p>READING</p> <p>Daily whole-class and independent reading.</p> <p>Comprehension skills taught fortnightly.</p> <p>Vocabulary will be pre-taught for class texts.</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Beowulf • Aesop’s Fables • The Man Who Walked Between the Two Towers • + 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 • + 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>One weekly spelling lesson teaching spelling rules, to ensure full coverage of the National Curriculum.</p>	<p>Terms 1 & 2</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> Words with the letter string 'sure' Possessive apostrophe for singular proper nouns Homophones – several lessons Prefixes in, il, im, ir Long vowel 'a' spelt: ei, eigh, ey ch sounding sh 	<p>Terms 3 & 4</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> Short vowel 'u' sound spelt ou, oo, oe Suffixes ing, er, en, ed 'g' spelt gu 'ture' Possessive apostrophe for plurals Possessive apostrophe for irregular plural words Revision of apostrophes Prefixes 'inter' and 'anti' 	<p>Terms 5 & 6</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> Revision of prefixes: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' 's' spelt 'sc' 'ous' suffix Suffix 'ly' words ending y, le and ic Recap/revisit/any areas of need
	<p><u>Term 1: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> answer believe certain continue experiment imagine natural position recent surprise <p><u>Term 2: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> accident(ally) caught consider describe 	<p><u>Term 3: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> address centre disappear exercise favourite increase island minute possess strength <p><u>Term 4: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> bicycle eight guard material 	<p><u>Term 5: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> recommend relevant restaurant rhyme rhythm secretary shoulder signature sincere soldier <p><u>Term 6: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> stomach suggest symbol system

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	<ul style="list-style-type: none"> • enough • guide • interest • library • peculiar • separate 	<ul style="list-style-type: none"> • occasion • purpose • quarter • question • straight • although 	<ul style="list-style-type: none"> • temperature • thorough • twelfth • vegetable
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 Developing Experts	<p><u>Term 1:</u> Animals including Humans: Digestion and food</p> <p><u>Term 2:</u> Energy: Electricity and circuits</p>	<p><u>Term 3:</u> Materials: States of Matter</p> <p><u>Term 4:</u> Energy: Sound</p>	<p><u>Term 5:</u> Living things: Habitats</p> <p><u>Term 6:</u> Living things: Conservation</p>
COMPUTING	<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> Learn and practise using Typing Jungle (www.typingclub.com).</p> <p><u>Term 4: Presentation (PowerPoint)</u> Explore creating and inserting slides, themes, pictures, animations and transitions.</p>	<p><u>Term 5: Editing Media</u> Editing images using Paint.net.</p> <p><u>Term 6: Branching Databases</u> Create and evaluate branching databases, and use them to sort groups of objects by using yes/no questions.</p>
HISTORY	<p><u>The Norman Conquest</u></p> <ol style="list-style-type: none"> 1. I can sequence key events in history 2. I can sequence key events in Norman history 		<p><u>Tudors</u></p> <ol style="list-style-type: none"> 1. I can sequence key events in history 2. I can sequence key events in Tudor history 3. I can explain the events leading up to the Battle



	<ol style="list-style-type: none"> 3. I can use evidence to form an opinion 4. I can explain events from the Battle of Stamford Bridge 5. I can re-enact events from the Battle of Hastings 6. I can form an opinion based on historical evidence 7. I can evaluate different sources 8. I can interpret the Bayeux Tapestry 9. I can explain the impact of William's rule 10. I can investigate the purpose of the Domesday book 11. I can describe Norman castles 12. I can explain the legacy of the Norman Era 		<p>of Bosworth</p> <ol style="list-style-type: none"> 4. I can use sources to describe Henry VIII 5. I can use a family tree to discuss Henry VIII's wives 6. I can compare the lives of rich and poor Tudors 7. I can explain Henry VIII's legacy in England 8. I can use historical sources to form an opinion 9. I can use historical sources to form an opinion 10. I can explain how England changed during the rule of Elizabeth I 11. I can explain the legacy of the Tudor Era
GEOGRAPHY		<p><u>Mountains</u></p> <ol style="list-style-type: none"> 1. I can explain how mountains are formed 2. I can identify the key features of mountains 3. I can use the index of an atlas to locate places 4. I can locate mountain ranges around the world 5. I can describe significant UK mountains 6. I can explain the effect of tourism on mountain ranges 7. I can compare mountainous environments 8. I can recognise and use an 8-point compass 	
PE	<p>Term 1: Swimming</p> <p>Term 2: Gymnastics</p>	<p>Term 3: Street Dance</p> <p>Term 4: Indoor Athletics</p>	<p>Term 5: Indoor Athletics/Swimming</p> <p>Term 6: Swimming</p>
GAMES	<p>Term 1: Hockey and Football</p> <p>Term 2: Handball</p>	<p>Term 3: Football/Rugby/Netball</p> <p>Term 4: Football/Rugby/Netball</p>	<p>Term 5: Rugby</p> <p>Term 6: Athletics/Hockey/Summer Sports</p>
ART	<p><u>Term 1: Drawing Skills</u></p> <ol style="list-style-type: none"> 1. I can use pencil sketching techniques 2. I can apply sketching techniques to draw realistically 3. I can use sketching techniques for observational drawing 4. I can use a different medium for observational drawing 5. I can explore bird's-eye view perspective 6. I can use a vanishing point to add detail 	<p><u>Term 3: Hokusai</u></p> <ol style="list-style-type: none"> 1. I can analyse different Hokusai prints 2. I can practise drawing in the style of Hokusai 3. I can design a tile print in the style of Hokusai 4. I can create a printing tile 5. I can create artwork using printing tiles 6. I can evaluate my artwork 	<p><u>Term 5: Tudor Portraits</u></p> <ol style="list-style-type: none"> 1. I can draw different features of a portrait 2. I can recreate a Tudor portrait 3. I can experiment with different mediums 4. I can experiment with different mediums 5. I can create a Tudor portrait 6. I can create a Tudor portrait 7. I can create a 3D frame 8. I can evaluate my artwork

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	<p>7. I can create a city-scape using perspective</p> <p>8. I can evaluate my artwork</p> <p><u>Term 2: Norman Shields</u></p> <p>1. I can explore Norman Shields shown in the Bayeux Tapestry</p> <p>2. I can design a Norman shield</p> <p>3. I can make a clay shield</p> <p>4. I can paint a clay shield</p> <p>5. I can evaluate my artwork</p>		
DT	Sewing Tree Decorations	Gears, Levers & Pulleys	Baking Muffins
RE	<p><u>Term 1: Christianity, Judaism</u> What can we learn from religions about deciding what is right and wrong?</p> <p><u>Term 2: Christianity, Hinduism, Islam, Judaism</u> Why are festivals important to religious communities?</p>	<p><u>Term 3 & 4: Christianity, Hinduism, Judaism</u> Why do some people think that life is a journey and what significant experiences mark this?</p>	<p><u>Term 5: Hinduism</u> What does it mean to be a Hindu in Britain today?</p> <p><u>Terms 6: Christianity</u> Why is Jesus inspiring to some people?</p>
MFL	<p><u>Term 1</u> All about me, Games and songs, Celebrations</p> <p><u>Term 2</u> Portraits</p>	<p><u>Term 3</u> The four friends, Growing things!</p> <p><u>Term 4</u> All aboard, Pocket money</p>	<p><u>Term 5</u> Pocket money, Tell me a story</p> <p><u>Term 6</u> Our sporting lives, The Carnival of the Animals</p>
MUSIC Kapow Music Scheme	<p><u>Term 1</u> Body percussion and tuned percussion (Rainforests)</p> <p><u>Term 2</u> Glockenspiel Stage 2 Rock and roll</p>	<p><u>Term 3</u> Changes in pitch, tempo and dynamics (Rivers)</p> <p><u>Term 4</u> Haiku music and performance (Hanami)</p>	<p><u>Term 5</u> Samba and carnival sounds and instruments (South America)</p> <p><u>Term 6</u> Adapting and transposing motifs (Romans)</p>
PSHE	<u>Term 1 – Trust</u>	<u>Term 3 – Determination</u>	<u>Term 5 – Fairness</u>

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	<p><i>We will act responsibly and honestly to earn the trust of each other at Amherst School.</i></p> <p>The environment 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><i>We will work hard to do our best even when things are difficult.</i></p> <p><u>Term 4 – Politeness</u></p>	<p><i>We will treat everyone as our equal(s) at Amherst School.</i></p> <p>Rights and responsibilities Valuing diversity</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 Stag Theatre Pantomime</p>	<p><u>Spring 1</u> Science Show (tbc)</p> <p><u>Spring 2</u></p>	<p><u>Summer 2</u> Hampton Court</p>