

## Shelton Junior School Long Term Curriculum Coverage 2018-19

	Year 3	Year 4	Year 5	Year 6
<b>English – T4W across the curriculum (see separate Overview of T4W Planning)</b>	<p><b>Non-fiction</b>            Instructions            Persuasion            Explanation            Information            Recount            Book review</p> <p><b>Fiction</b>            Character description            Setting description            Mystery narrative            Traditional tale            Fable            Finding tale            Poetry – similes            Short Burst writing</p>	<p><b>Non-fiction</b>            Information            Explanation            Discussion            Persuasion            Recount</p> <p>Instructions (including scientific recount)</p> <p><b>Fiction</b>            Fantasy setting            Losing tale            Historical narrative            Suspense tale            Warning tale            Poetry – list poems            Short Burst writing</p>	<p><b>Non-fiction</b>            Explanation            Instructions            Persuasive news editorial            Information            Recount            Discussion</p> <p><b>Fiction</b>            Defeating the monster            Wishing tale            Quest tale            Warning tale            Historical fiction</p> <p><b>Poetry – using metaphor</b>            Short Burst Writing</p>	<p><b>Non-fiction</b>            Information            Biography            Recount            Discussion            Persuasion            Explanation</p> <p><b>Fiction</b>            Meeting tale            First person narrative            Suspense tale            Journey narrative            Descriptive narrative –</p> <p><b>Short Burst Writing</b>            Poetry – Kennings / Imagery</p>
<b>Spelling</b>	<p>See Shelton Spelling Scheme / Spelling Shed            Groups 1 (including Phonics), 2 and 3            First 50 Y3-4 words</p>	<p>See Shelton Spelling Scheme / Spelling Shed            Groups 2, 3 and 4            Second 50 Y3-4 words</p>	<p>See Shelton Spelling Scheme / Spelling Shed            Groups 3, 4 and 5            First 50 Y5-6 words</p>	<p>See Shelton Spelling Scheme / Spelling Shed            Revision of previous groups + group 6            Second 50 Y5-6 words</p>
<b>Writing Key Skills</b>	Year 3 (+WTS checklist)	Year 4 (+WTS checklist)	Year 5 (+WTS checklist)	Year 6 (+EXS/GDS checklist)
<b>Reading Key Skills</b>	Year 3 Super Six Skills + Rising Stars	Year 4 Super Six Skills + Rising Stars	Year 5 Super Six Skills + Rising Stars	Year 6 Super Six Skills + Rising Stars

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<b>Science</b>	<p><b>Biology:</b> *Plants *Digestive System &amp; Teeth</p> <p><b>Chemistry:</b> *Rocks &amp; Fossilisation</p> <p><b>Physics:</b> *Shadows &amp; Reflection *Forces (Magnetism)</p>	<p><b>Biology:</b> *Classification of living things * Food chains * Animals: skeletons &amp; nutrition</p> <p><b>Chemistry:</b> * Classification of materials according to a variety of properties</p> <p><b>Physics:</b> * Electricity: simple circuits and conductors * Gravity, resistance and mechanical forces</p>	<p><b>Biology:</b> * Plant and animal lifecycles (including mammal, bird, insect, amphibian) * Health &amp; lifestyles, including the circulatory system</p> <p><b>Chemistry:</b> * Changes of state- solid, liquid and gas * The water cycle * Reversible and irreversible changes, mixtures and solutions</p> <p><b>Physics:</b> * The Sun, Earth and Moon * Sound as vibrations</p>	<p><b>Biology:</b> *Classification, including micro-organisms *Evolution and adaptation *REVISION</p> <p><b>Chemistry:</b> *REVISION - materials</p> <p><b>Physics:</b> *Light &amp; shadows: the eye * Electricity – Revision *REVISION</p>
<b>History</b>	<p>*Stone Age to Iron Age *Ancient Egyptians</p>	<p>*Roman Empire *Ancient Mayans</p>	<p>*Anglo Saxons &amp; Scots *Vikings *Ancient Greece</p>	<p>*Local History Study (Crime and Punishment) *Post 1066 – Conflict (World War I and WWII)</p>
<b>Geography</b>	<p>*Rivers, Mountains and Coasts *Skara Brae</p>	<p>*The Americas *Volcanoes and Earthquakes</p>	<p>*Climates *Polar Regions in North America</p>	<p>*Fairtrade *St Lucia</p>
<p>Atlas Work - Europe and the Americas Compass and Map skills Field work</p>				

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<b>DT &amp; ART</b>	<b>Art:</b> * Sculptures *Patterns (weaving) *Artist study *Portraits (Summer Term) <b>DT:</b> *Food Technology *Product design *Gardening	<b>Art:</b> *Sketching techniques *Sculpture *Mosaics *Portraits (Summer Term) <b>DT</b> *Architecture (architect study) *Product design *Gardening	<b>Art:</b> *Sculpture *Artist study *Perspectives *Portraits (Summer Term) <b>DT</b> *Food technology (biscuits) *Textiles (designer study/product design) *Gardening	<b>Art:</b> *Pop art (artist study) *Landscapes *People in action *Portraits (Summer Term) <b>DT</b> *Shelters *Mechanical systems *Gardening
<b>R.E &amp; FBV</b>	*What do different people believe about god? (C&S) *How and why do believers show their commitments during the journey? (C&S) *What makes a leader worth following? (C&S) *Can be religions help to build a fair world? *What do religions teach about the natural world and why we should care about it? (C&S)	*What do different people believe about god? (C&H) What are the deeper meanings of festivals? EID *What makes a leader worth following? (C&H) *How and why do Christians follow Jesus? *What is the purpose and value of a sacred space? (C&H) *How and why do believers show their commitment during the journey of life? (H)	*Why is the Bible so important for Christians today? Why is the Guru Granth Sahib so important to Sikhs today? *What are the deeper meanings of Festivals? HOLI *What can we learn from religions about deciding what is right and wrong? *Why is prayer important for religious believers? *What do religions teach about the natural world and why we should care about it? (C, H & S)	*How can we make our town a more respectful place? *What can we learn from religions about deciding what is right and wrong? *What do religions say when life gets hard? *Why is pilgrimage important to some religious believers? (H, C & S) *How do people express their faith through the arts?
What are the deeper meanings of festivals? CHRISTMAS (see RE syllabus for specific focus) Why is Easter so important for Christians? EASTER				

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P.E	Gymnastics Tag Rugby	Gymnastics Hockey	Fitness: Circuits Netball	Fitness: Bleep Test Basketball	Athletics Cricket	Athletics Rounders
Computing	<p><i>*E-Safety</i>  <i>*Digital Literacy –</i>  <i>Communication and collaboration</i>  <i>Multi-modal texts</i>  <i>*Computer Science –</i>  <i>Algorithms and programming (Scratch)</i>  <i>*Information Technology –</i>  <i>Data</i>  <i>Internet research</i></p>					
Music	<ul style="list-style-type: none"> <li><i>* Play and perform in solo and ensemble contexts – voices and musical instruments</i></li> <li><i>* Improvise and compose music for a range of purposes</i></li> <li><i>* Listen with attention to detail and recall sounds with increasing aural memory</i></li> <li><i>* Use and understand staff and other musical notations</i></li> <li><i>* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li><i>* Develop an understanding of the history of music</i></li> </ul>					
MFL	<ul style="list-style-type: none"> <li><i>* Numbers 0-21</i></li> <li><i>* Classroom instructions</i></li> <li><i>* Classroom objects</i></li> <li><i>* All about me</i></li> <li><i>* Days of the week</i></li> <li><i>* Weather</i></li> <li><i>* Alphabet</i></li> <li><i>* My family</i></li> <li><i>* Colours</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Pets</i></li> <li><i>* Numbers to 40</i></li> <li><i>* Festivals</i></li> <li><i>* Time and date</i></li> <li><i>* Countries</i></li> <li><i>* Points of the compass</i></li> <li><i>* Locations of towns</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* School subjects</i></li> <li><i>* Asking for drinks and snacks</i></li> <li><i>* Using Euros</i></li> <li><i>* Parts of the body</i></li> <li><i>* Sports</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Clothes</i></li> <li><i>* Adjectives</i></li> <li><i>* Directions</i></li> <li><i>* Travelling to a Francophone location</i></li> </ul>		

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<b>PSHE</b>	<i>Investors in Pupils:</i> <i>Class Charter; Induction Booklet; Class Target; Personal Targets; Understanding the budget; Roles and Responsibilities – including Governors</i>
	<i>SEAL (Social &amp; Emotional Aspects of Learning) themes:</i> <i>New beginnings; Getting on; Bullying; Going for Goals; Drug Education; Good to be me; Relationships; SRE; Changes</i>

*\* Describing changes as humans develop and mature (SRE)*