





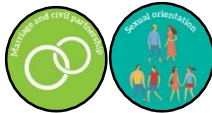






Town End Junior School


Year 3 and 4 Long Term Plan Year A – 2025-26





	Autumn Term		Spring Term		Summer Term	
Focus	The Romans	The Romans	Mountains	The Anglo-Saxons and Vikings	Local Area and Sheffield	Local Area and Sheffield
Class Text	<p>Romans on the rampage by Jeremy Strong</p> 	<p>The BFG by Roald Dahl</p> 	<p>The Abominables By Eva Ibbotson & Jamie Littler</p> 	<p>How to train your dragon by Cressida Cowell</p> 	<p>No. 1 car spotter by Atinuke</p> 	<p>The Highland Falcon thief by M. G. Leonard</p> 
English – Writing and Grammar	<p>Text 1: Leon and the Place Between by Angela McAllister Focus: Own version fantasy narratives</p>  <p>Text 2: The Heart and the Bottle by Oliver Jeffers Focus: Dilemma Narratives</p> 	<p>Text 1: The Tear Thief by Carol Ann Duffy Focus: Newspaper Articles</p>  <p>Text 2: The BFG by Roald Dahl Focus: Fantasy</p> 	<p>Text 1: Frindleswyld by Natalia and Lauren O'Hara Focus: Sequels</p>  <p>Text 2: Winter's child by Angela McAllister Focus: Fantasy Sequels</p>  	<p>Text 1: Beowulf by Rob Lloyd Jones Focus: Own Hero Myth</p>   <p>Text 2: Black Dog by Levi Pinfold Focus: Suspense</p> 	<p>Text 1: Cloud Tea Monkeys by Mal Peet and Elspeth Graham Focus: Non-chronological reports</p>   <p>Text 2: Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew Focus: Narrative</p>	<p>Text 1: Weslandia by Paul Fleischman Focus: Reports</p> <p>Text 2: Flotsam by Davis Wiesner Focus: Sequels: mysteries</p>









						
English – Spelling	<p>Week 1 - /a/ phoneme</p> <p>Week 2 - /ay/ phoneme</p> <p>Week 3 - -ing, -ed, -er, - est</p> <p>Week 4 - /oo/ phoneme</p> <p>Week 5 - super-, anti-, auto</p> <p>Week 6 – Review</p>	<p>Week 1 - /ow/ phoneme</p> <p>Week 2 - /e/ phoneme</p> <p>Week 3 - /ee/ phoneme</p> <p>Week 4 - -ation</p> <p>Week 5 - /u/ phoneme</p> <p>Week 6 - /ue/ phoneme</p> <p>Week 7 – Review</p>	<p>Week 1 - /h/ phoneme</p> <p>Week 2 – sub-, inter</p> <p>Week 3 - /j/ phoneme</p> <p>Week 4 - -ous</p> <p>Week 5 - /kw/ phoneme</p> <p>Week 6 – Review</p>	<p>Week 1 - /sh/ phoneme</p> <p>Week 2 – homophones</p> <p>Week 3 - /shun/ phoneme</p> <p>Week 4 - /w/ phoneme</p> <p>Week 5 - /m/ phoneme</p> <p>Week 6 – Review</p>	<p>Week 1 - /k/ phoneme</p> <p>Week 2 - /z/ phoneme</p> <p>Week 3 - /aw/ phoneme</p> <p>Week 4 - /r/ phoneme</p> <p>Week 5 - /er/ phoneme</p> <p>Week 6 – Review</p>	<p>Week 1 - /n/ phoneme</p> <p>Week 2 - /p/ phoneme</p> <p>Week 3 – homophones</p> <p>Week 4 - /t/ phoneme</p> <p>Week 5 - /y/ phoneme</p> <p>Week 6 – Review</p>
English – Reading	<p>Magic and Mystery</p> <p>Text 1: The Lost Spells – Robert MacFarlane</p> <p>Text 2 – Arthur and the Golden Rope – Joe Todd-Stanton</p>	<p>Dreams and Desires</p> <p>Text 1 – New and Collected Poems for Children – Carole Ann Duffy</p> <p>Text 2: The BFG – Roald Dahl</p> 	<p>Hope and Healing</p> <p>Text 1 – The Poet’s dog – Patricia MacLachlan</p> <p>Text 2 – Earth Shattering Events – Robin Jacobs</p>	<p>Taking Courage</p> <p>Text 1 – Viking Voyages – Jack Tite</p>  <p>Text 2 – Viking Sagas – BBC</p> 	<p>Overcoming Adversity</p> <p>Text 1: Africa, Amazing Africa – Atinuke</p>  <p>Text 2 – How Does a Lighthouse Work? – Roman Belyaev</p>	<p>Unearthing Civilisations</p> <p>Text 1 – The Humans: Ancient Civilisations – Jonny Marx</p> <p>Text 2 – How to Wash a Woolly Mammoth – Michelle Robinson</p>
Maths (Year 3)	<p>White Rose Block 1: Place Value</p> <p>White Rose Block 2: Addition and Subtraction</p>	<p>White Rose Block 3: Multiplication and Division A</p>	<p>White Rose Block 4: Multiplication and division B</p> <p>White Rose Block 5: Length and Perimeter</p>	<p>White Rose Block 6: Fractions A</p> <p>White Rose Block 7: Mass and Capacity</p>	<p>White Rose Block 8: Fractions B</p> <p>White Rose Block 9: Money</p>	<p>White Rose Block 11: Shape</p> <p>White Rose Block 12: Statistics</p>

					White Rose Block 10: Time	
Maths (Year 4)	White Rose Block 1: Place Value	White Rose Block 3: Area	White Rose Block 5: Multiplication and division B	White Rose Block 7: Fractions	White Rose Block 9: Decimals B	White Rose Block 12: Shape
	White Rose Block 2: Addition and Subtraction	White Rose Block 4: Multiplication and Division A	White Rose Block 6: Length and Perimeter	White Rose Block 8: Decimals A	White Rose Block 10: Money White Rose Block 11: Time	White Rose Block 13: Statistics White Rose Block 14: Position and Direction


Science	Sound	Electricity	Plants	Animals including humans (Y3)	States of matter	Consolidation and revision
	<p><u>NC: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance</u></p>	<p><u>NC: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and</u></p>	<p><u>NC: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers</u></p>	<p><u>NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</u></p> 	<p><u>NC: Compare and group materials together, according to whether they are solids, liquids or gases. bserve that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</u></p>	

	<p>from the sound source <u>increases.</u></p> 	<p><u>closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors</u></p>	<p><u>play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</u></p>			
History	<p>The Roman Empire and its impact on Britain.</p> <p><u>NC: Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica/ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</u></p>	<p>The Roman Empire and its impact on Britain (continued).</p> <p><u>NC: Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica/ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</u></p>		<p>Britain's settlement by the Anglo Saxons and Vikings</p> <p><u>NC: Anglo-Saxon invasions, settlements & kingdoms, place name & village life. Scots invasions from Ireland to north Britain (now Scotland), the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></p> 		

						
<p>Geography</p>			<p>How were mountains formed?</p> <p><u>NC: Physical geography including mountains, describe and understand key aspects of: physical geography, including: mountains, map work and use of compass points.</u></p>		<p>Where in the UK is Sheffield?</p> <p><u>NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, including the exploration and</u></p>	<p>Where in the UK is Sheffield? (continued)</p> <p><u>NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital</u></p>

					<p><u>impact of metal industry, coal mining and railways in the local area.</u></p> 	<p><u>technologies, including the exploration and impact of metal industry, coal mining and railways in the local area.</u></p> 
Religious Education	<p>What does it mean to be a Hindu in Britain today? Part 1 (L2.8) Hindus</p> 	<p>What does it mean to be a Hindu in Britain today? Part 2 (L2.8) Hindus</p> 	<p>Why are festivals important to religious communities? (L2.5) Christians and Muslims (Eid)</p> 	<p>Why is Jesus inspiring to some people? (L2.3) Christians</p> 	<p>What can we learn from religions about deciding what is right and wrong? (L2.9) Christians, Jewish people and non-religious people</p> 	<p>Why do some people think that life is like a journey and what significant experiences mark this? (L2.6) Christians and Jewish people</p> 
Computing	<p>Computer Science: Computer Systems and Networks</p> <p><u>NC: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</u></p>	<p>Information Technology: Creating Media: (Y4) Photo editing</p> <p><u>NC: select, use and combine a variety of software (including internet services) on a range of digital</u></p>	<p>Computer Science: Programming B: (Y3) Events and actions in programs</p> <p><u>NC: use sequence, selection, and repetition in programs; work with variables and various forms of input and output</u></p>	<p>Information Technology: Creating Media: (Y4) Audio editing</p> <p><u>NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,</u></p>	<p>Information Technology: Data and Information: (Y4) Data Logging</p> <p><u>NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems</u></p>	<p>Computer Science: Programming B: (Y4) Repetition in games</p> <p><u>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</u></p>

	<u>communication and collaboration</u>	<u>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>		<u>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</u>
Computing: Online Safety (Project Evolve)	Privacy and Security School	Online Bullying (PSHE) Self image and Identity	Online Relationships Online Reputation (PSHE)	Health, Wellbeing and Lifestyle (PSHE)	Managing Online Information	Copyright and Ownership
	<u>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</u>					
Art	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns <u>NC: to improve their mastery of art and design techniques, including drawing, painting and</u>	The Art of Display Explore how the way we display our work can affect the way it is seen. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</u>	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. <u>NC: about great artists, architects and designers in</u>	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? <u>NC: about great artists, architects and designers in history, to create sketch books to record their observations and use</u>	Festival Feasts How might we use food and art to bring us together? <u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,</u>

	<p><u>NC: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</u></p>	<p><u>sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas</u></p>	<p><u>[for example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas</u></p>	<p><u>history. to create sketch books to record their observations and use them to review and revisit ideas</u></p>	<p><u>them to review and revisit ideas</u></p>	<p><u>charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas</u></p> 
<p><u>NC: to create sketch books to record their observations and use them to review and revisit ideas</u></p>						
<p>Design Technology</p>	<p>Mechanical Systems: pneumatic toys</p> <p><u>NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components,</u></p>	<p>Digital World: wearable technology</p> <p><u>NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</u></p>	<p>Cooking: Eating seasonally</p> <p><u>NC: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</u></p>	<p>Structures: constructing castles</p> <p><u>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex Structures; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components,</u></p>	<p>Textiles: stitching</p> <p><u>NC: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of</u></p>	<p>Electronics: electrical poster</p> <p><u>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and</u></p>



including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

according to their functional properties and aesthetic qualities; apply their understanding of computing to program, monitor and control their products.

including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Throughout all projects: NC: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; investigate and analyse a range of existing product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

Music

Ancient China

NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations



Jazz

NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related

Samba

NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations



Words, Words, Words








NC: improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory.

Minimalism









NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Rivers

NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations

		<p><u>dimensions of music</u></p> 				
Modern Foreign Languages	<p>A new start (Greetings, feelings, numbers, colours)</p> 	<p>Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)</p> 	<p>Animals I like and don't like (Animal nouns, singular and plural, opinions, story)</p> 	<p>Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)</p> 	<p>Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)</p> 	<p>Going on a picnic Picnic story, food items, polite request</p> <p>Aliens in France (Explore France, ask and answer 'where do you live?')</p> 
Physical Education	<p>Tag Rugby NC: <u>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Fitness NC: <u>develop flexibility, strength, technique, control</u></p>	<p>Gymnastics</p> <p>Sportshall Athletics NC: <u>use running, jumping, throwing and catching in isolation and in combination</u></p> <p>Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a team</u></p>	<p>Dance NC: <u>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u></p> <p>Ball Skills NC: <u>use running, jumping, throwing and catching in isolation and in combination</u></p>	<p>Dance NC: <u>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u></p> <p>Hockey NC: <u>play competitive games, modified where appropriate [for example, badminton,</u></p>	<p>Athletics NC: <u>use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u></p> <p>Tennis NC: <u>play competitive games, modified where appropriate [for example, badminton,</u></p>	<p>Rounders NC: <u>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Athletics NC: <u>use running, jumping, throwing and catching in isolation and in</u></p>

	<p><u>and balance [for example, through athletics and gymnastics]</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>		<p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>combination; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u></p> <p>Forest School NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p><u>Across all areas of the curriculum – NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p>						
<p>PSHE (JIGSAW)</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important 	<p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my 	<p>Changing Me</p> <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas

	<ul style="list-style-type: none"> Seeing things from others' perspectives 	<ul style="list-style-type: none"> Recognising how words can be hurtful Giving and receiving compliments     	<p>overcome obstacles</p> <ul style="list-style-type: none"> Evaluating learning processes Managing feelings Simple budgeting 	<p>online and offline</p> <ul style="list-style-type: none"> scenarios Respect for myself and others Healthy and safe choices 	<p>choices affect others</p> <ul style="list-style-type: none"> Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> Preparing for transition to a new class 
<p>Wider Opportunities</p>	<p>Institute of Sport Day</p>	<p>Christmas enterprise challenge.</p> <p>Pantomime</p>				<p>Summer performance to school and parents.</p>