

















# Town End Junior School

## Year 3 and 4 Long Term Plan Year B – 2024-25














	Autumn Term		Spring Term		Summer Term	
Focus	Stone Age	Bronze Age to Iron Age	Ancient Egypt	Rivers	Europe	Europe
Class Text	<p>The Stolen Spear by Saviour Pirotta</p> 	<p>The Iron Man by Ted Hughes</p> 	<p>Will Solvit and the mummy's curse by Zed Storm</p> 	<p>The Ancient Egypt Sleepover by Stephen Davis</p> 	<p>The Secret of Black Rock by Joe Todd-Stanton</p> 	<p>The Lion, the witch, and the wardrobe. By C.S. Lewis</p> 
English – Writing and Grammar	<p><b>Text 1 – The Tin Forest by Helen Ward</b> Focus: Persuasive information leaflets</p>   <p><b>Text 2 – The First Drawing by Mordicai Gerstein</b> Focus: Historical Narratives</p> 	<p><b>Text 1 – Until I Met Dudley by Roger McGough and Chris Riddel</b> Focus: Explanation Texts</p> <p><b>Text 2 – The Iron Man by Ted Hughes</b> Focus: Mystery Narratives</p> 	<p><b>Text 1 – Granny Came Here on the Empire Windrush by Patrice Lawrence</b> Focus: Factual Reports</p>   <p><b>Text 2 – Cinnamon by Neil Gaiman</b> Focus: Own Version Fables</p> 	<p><b>Text 1: How to Live Forever by Colin Thompson</b> Focus: Prequels</p> <p><b>Text 2: The Story of Tutankhamun by Patricia Cleveland-Peck</b> Focus: Biographies</p> 	<p><b>Text 1: Jim, A Cautionary Tale by Hilaire Belloc</b> Focus: Narrative Poems</p>  <p><b>Text 2: Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Sanders</b> Focus: Biography</p>	<p><b>Text 1: The Lion, The Witch and the Wardrobe by C S Lewis</b> Focus: Own Version Narrative</p>  <p><b>Text 2: Jabberwocky – Lewis Carroll</b> Focus: Nonsense Poetry</p> 

						
English – Spelling	<p>Week 1 - /d/ phoneme Week 2 - /g/ phoneme Week 3 - /i/ phoneme Week 4 - -ing, -en, -er Week 5 - /igh/ phoneme Week 6 - un-, dis-, mis Week 7 - Review</p>	<p>Week 1 - /f/ phoneme Week 2 - re Week 3 - /z/ phoneme Week 4 - homophones Week 5 - /zh/ phoneme Week 6 - -ly Week 7 - Review</p>	<p>Week 1 -/ear/ phoneme Week 2 - /b/ &amp; /p/ phoneme Week 3 -/air/ phoneme Week 4 - -sion, -ssion, -tion, -cian Week 5 -/ng/ phoneme Week 6 -Review</p>	<p>Week 1 - -sure, -ture Week 2 - /th/ phoneme Week 3 - Homophones Week 4 - /o/ phoneme Week 5 - /ar/ phoneme Week 6 - Review</p>	<p>Week 1 - /l/ phoneme Week 2 - /ch/ phoneme Week 3 - /s/ phoneme Week 4 - -il, -im Week 5 - /ure/ phoneme Week 6 - Review</p>	<p>Week 1 – in-, ir Week 2 - /o-e/ phoneme Week 3 – Homophones Week 4 - /oy/ phoneme Week 5 - /ul/ phoneme Week 6 – Review</p>
English – Reading	<p><b>Imagination and Freedom</b></p> <p>Text 1: Zombierella - Joseph Coelho</p>  <p>Text 2: Annie Lumsden, The Girl from the Sea - David Almond</p> 	<p><b>Invention and Transformation</b></p> <p>Text 1: The Story of Flight - Jakob Whitfield</p>  <p>Text 2: The Wild Robot - Peter Brown</p>  	<p><b>Finding Your Future</b></p> <p>Text 1: The Pied Piper of Hamelin - Robert Browning</p>  <p>Text 2: Tamarind and the Star of Ishta - Jasbinder Bilan</p>  	<p><b>From Mystery to Discovery</b></p> <p>Text 1: Mr Penguin and the Lost Treasure – Alex T Smith</p>  <p>Text 2: Old Possum’s Book of Practical Cats - T. S. Eliot</p>	<p><b>Pride and Downfall</b></p> <p>Text 1: A Necklace of Raindrops – Joan Aitlen</p>  <p>Text 2: Two Weeks with the Queen – Morris Gleitzman</p>	<p><b>Fantasy Worlds</b></p> <p>Text 1 - The Lion the Witch and the Wardrobe C. S. Lewis</p>    <p>Text 2 - Fortunately, the Milk - Neil Gaiman</p>

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

Science	<b>Rocks and Soils</b>	<b>Forces and Magnets</b>	<b>Living things and their habitats</b>	<b>Animals including humans (Y4)</b>	<b>Light</b>	<b>Consolidation and Revision</b>
	<u>NC: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made</u>	<u>NC: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of</u>	<u>NC: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose</u>	<u>Describe simple functions of the basic parts of the digestive system in humans different types of teeth in humans and their simple functions interpret a variety of food chains, identifying producers, predators and Prey. identify that animals,</u>	<u>NC: Recognise that they need light in order to see things and that dark is the absence of Light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that</u>	

	<p><u>from rocks and organic matter.</u></p>	<p><u>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</u></p>	<p><u>dangers to living things.</u></p>	<p><u>including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</u></p> 	<p><u>shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</u></p>	
History	<p><b>Stone Age To Iron Age Britain</b></p> <p><u>NC: Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter gatherers and early farmers, for example, Skara Brae.</u></p>	<p><b>Stone Age To Iron Age Britain (continued)</b></p> <p><u>NC: Bronze Age religion, technology and travel, for example, Stonehenge., Iron Age hill forts: tribal kingdoms, farming, art and culture, the Celts in Britain.</u></p> 	<p><b>Ancient Egypt</b></p> <p><u>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</u></p> 			
Geography				<p><b>How is a river formed?</b></p> <p><u>NC: name and locate</u></p>	<p><b>What do we know about European countries?</b></p>	<p><b>What do we know about European countries?</b></p>

				<p>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</p>	<p>NC: NC: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> 	<p>NC: NC: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> 
Religious Education	<p>What does it mean to be a Christian in Britain today? Part 1 (L2.7) Christian</p> 	<p>What does it mean to be a Christian in Britain today? Part 2 (L2.7) Christian</p> 	<p>Why is the Bible so important for Christians today? (L2.2) Christians</p> 	<p>Why are festivals important to Religious communities? (L2.5) Christians and Jewish people (Easter)</p> 	<p>What do different people believe about God? (L2.1) Christians and Muslims</p> 	<p>Why do people pray? (L2.4) Christians and Hindus</p> 
Computing	<p>Computer Science: Computer Systems and Networks</p> <p>NC: understand computer networks</p>	<p>Information Technology: Creating Media: (Y3) Desktop publishing</p>	<p>Computer Science: Programming A: (Y3) Sequencing sounds</p>	<p>Information Technology: Data and Information: (Y3) Branching Databases</p>	<p>Information Technology: Creating Media: (Y3) Stop-frame Animation</p>	<p>Computer Science: Programming A: (Y4) Repetition in shapes</p>











	<u>including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</u>	<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 and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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>	<u>NC: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</u>	<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 and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</u>	<u>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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)	<b>Privacy and Security</b>  <b>School</b>	<b>Online Bullying (PSHE)</b>  <b>Self image and Identity</b>	<b>Online Relationships</b>  <b>Online Reputation (PSHE)</b>	<b>Health, Wellbeing and Lifestyle (PSHE)</b>	<b>Managing Online Information</b>	<b>Copyright and Ownership</b>
	<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	<b>Gestural Drawing with Charcoal</b>  Making loose, gestural drawings	<b>Working with Shape and Colour</b>  "Painting with Scissors": Collage and	<b>Telling Stories Through Making</b>  Explore how artists are inspired by other	<b>Cloth, Thread, Paint</b>  Explore how artists combine media to create work in	<b>Making Animated Drawings</b>  Explore how to create simple	<b>Using Natural Materials to Make Images</b>

	<p>with charcoal, and exploring drama and performance.</p> <p><u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>	<p>stencil in response to looking at artwork.</p> <p><u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>	<p>art forms – in this case how we make sculpture inspired by literature and film.</p> <p><u>NC: about great artists, architects and designers in history.</u></p>	<p>response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p><u>NC: to create sketch books to record their observations and use them to review and revisit Ideas</u></p>	<p>moving drawings by making paper “puppets” and animate them using tablets.</p> <p><u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>	<p>Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</p> <p><u>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u></p>
<p><u>to create sketch books to record their observations and use them to review and revisit ideas</u></p>						
<p>Design Technology</p>	<p><b>Mechanical systems: Slingshot Car</b></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</u></p>	<p><b>Digital World: Mindful Moments Timer</b></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,</u></p>	<p><b>Cooking: Adapting a recipe</b></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,</u></p>	<p><b>Structures: build a pavilion</b></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</u></p>	<p><b>Textiles: fastenings</b></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</u></p>	<p><b>Electronics: Torches</b></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</u></p>








	<p><u>finishing], accurately; 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</u></p>	<p><u>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; apply their understanding of computing to program, monitor and control their products.</u></p>	<p><u>reared, caught and processed.</u></p>	<p><u>finishing], accurately; 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</u></p>	<p><u>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, according to their functional properties and aesthetic qualities</u></p>	<p><u>finishing], accurately; 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</u></p>
<p><u>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</u></p>						
<p><b>Music</b></p>	<p><b>Stone Age</b></p> <p><u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations</u></p>	<p><b>Castles</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</u></p>	<p><b>In the Garden</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</u></p>	<p><b>Greek Myths</b></p> <p><u>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail</u></p>	<p><b>Volcanoes</b></p> <p><u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations;</u></p>	<p><b>Mayans</b></p> <p><u>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</u></p>



		<u>expression; improvise and compose music for a range of purposes using the inter-related dimensions of music</u>	<u>expression; use and understand staff and other musical notations</u>	<u>and recall sounds with increasing aural memory</u> 	<u>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u>	<u>expression; use and understand staff and other musical notations</u> 
Modern Foreign Languages	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects) 	<b>My town, your town</b> (Commands, shops, asking and giving directions) 	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours) 	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation) 	<b>Feeling unwell/Jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) 	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) 
Physical Education	<b>Handball</b> <u>NC: 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>	<b>Fundamentals</b> <u>NC: use running, jumping, throwing and catching in isolation and in combination</u>  <b>Sportshall Athletics</b> <u>NC: use running, jumping, throwing and catching in isolation and in combination</u>	<b>Gymnastics - Parkour</b> <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u>  <b>Basketball</b> <u>NC: use running, jumping, throwing and catching in</u>	<b>Dance</b> <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u>  <b>Netball</b>	<b>Athletics</b> <u>NC: 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>	<b>Football</b> <u>NC: 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><b>OAA</b> NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>isolation and in combination</u></p> <p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>NC: 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</p> <p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Cricket</b> NC: 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</p> <p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Tennis</b> NC: 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</p> <p><b>Forest School</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>
	<p>Across all areas of the curriculum – NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
<p>PSHE (JIGSAW)</p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> </ul>	<p><b>Dreams &amp; Goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> </ul>

	<p>and democracy (school council)</p> <ul style="list-style-type: none"> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul> 	<ul style="list-style-type: none"> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul> 	<ul style="list-style-type: none"> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul> 	<ul style="list-style-type: none"> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and</li> <li>Animals</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul> 	<ul style="list-style-type: none"> <li>Accepting change</li> <li>Preparing for transition to a new class</li> <li>Environmental change</li> </ul> 
<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>