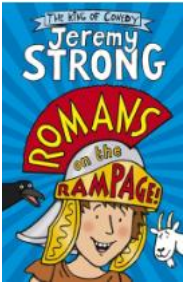
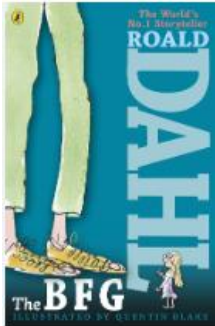
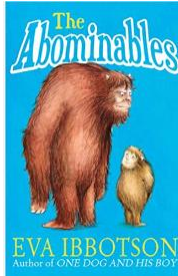
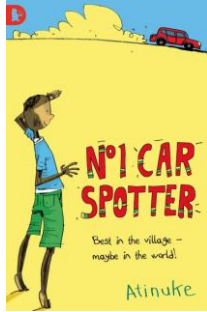
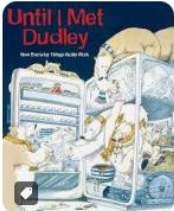
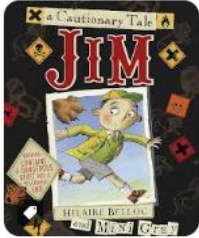
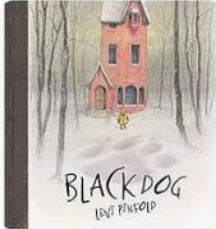
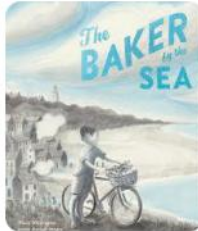
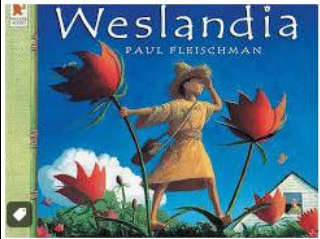




Town End Junior School

Year 3 and 4 Long Term Plan Year A - 2027-28



	Autumn Term		Spring Term		Summer Term	
Focus	The Romans	The Romans	The Anglo-Saxons and Vikings	The Anglo-Saxons and Vikings	Mountains	Local Area and Sheffield
Class Text	Romans on the rampage by Jeremy Strong 	The BFG by Roald Dahl 	How to train your dragon by Cressida Cowell 	The Abominables By Eva Ibbotson & Jamie Littler 	No. 1 car spotter by Atinuke 	The Highland Falcon thief by M. G. Leonard 
English - Writing and Grammar	Revision of Foundational Knowledge  Text: Until I Met Dudley  Focus: Explanation Texts	Text: Jim: A Cautionary Tale  Focus: Narrative Poems	Text: Frindleswylde by Natalia and Lauren O'Hara  Focus: Sequels	Text: Black Dog by Levi Pinfold  Focus: Suspense	Text I: Baker By The Sea  Focus: Brochure	Text: Weslandia by Paul Fleischman  Focus: Non Chronological Reports

English - Spelling	Week 1 - /a/ phoneme Week 2 - /ay/ phoneme Week 3 - -ing, -ed, -er, -est Week 4 - /oo/ phoneme Week 5 - super-, anti-, auto Week 6 - Review	Week 1 - /ow/ phoneme Week 2 - /e/ phoneme Week 3 - /ee/ phoneme Week 4 - -ation Week 5 - /u/ phoneme Week 6 - /ue/ phoneme Week 7 - Review	Week 1 - /h/ phoneme Week 2 - sub-, inter Week 3 - /j/ phoneme Week 4 - -ous Week 5 - /kw/ phoneme Week 6 - Review	Week 1 - /sh/ phoneme Week 2 - homophones Week 3 - /shun/ phoneme Week 4 - /w/ phoneme Week 5 - /m/ phoneme Week 6 - Review	Week 1 - /k/ phoneme Week 2 - /z/ phoneme Week 3 - /aw/ phoneme Week 4 - /r/ phoneme Week 5 - /er/ phoneme Week 6 - Review	Week 1 - /n/ phoneme Week 2 - /p/ phoneme Week 3 - homophones Week 4 - /t/ phoneme Week 5 - /y/ phoneme Week 6 - Review
English - Reading	Magic and Mystery Text 1 - Arthur and the Golden Rope - Joe Todd-Stanton Text 2 - Ashley Booth Scheme	Dreams and Desires Text 1 - Ashley Booth Scheme Text 2: The BFG - Roald Dahl	Hope and Healing Text 1 - The Poet's dog - Patricia MacLachlan Text 2 - Earth Shattering Events - Robin Jacobs	Taking Courage Text 1 - Viking Sagas BBC Text 2 - Adventuremice Otter Chaos	Overcoming Adversity Text 1: Africa, Amazing Africa - Atinuke Text 2 - How Does a Lighthouse Work? - Roman Belyaev	Unearthing Civilisations Text 1 - Ashley Booth Scheme Text 2 - White Fox
Maths	Revision of Foundational Knowledge White Rose Block 1: Place Value White Rose Block 2: Addition and Subtraction	White Rose Block 3: Multiplication and Division A White Rose Block 4: Area	White Rose Block 5: Multiplication and division B White Rose Block 6: Length and Perimeter	White Rose Block 7: Fractions A White Rose Block 8: Mass and Capacity White Rose Block 9: Fractions B	White Rose Block 10: Time White Rose Block 11: Decimals	White Rose Block 12: Money White Rose Block 13: Shape White Rose Block 14: Position and Direction White Rose Block 15: Statistics

Science	Sound <u>NC: Identify how sounds are made, associating some of them with something vibrating.</u>	Electricity <u>NC: Identify common appliances that run on electricity. Construct a simple series electrical</u>	Plants <u>NC: Identify and describe the functions of different parts of</u>	Animals including humans (Y3) <u>NC: Identify that humans and some other animals have</u>	States of matter <u>NC: Compare and group materials together according to whether they are solids, liquids or</u>	Consolidation and revision
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	<u>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 from the sound source increases.</u>	<u>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 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>	<u>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 play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</u>	<u>skeletons and muscles for support, protection and movement.</u>	<u>gases, observe 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>	
History	The Roman Empire and its impact on Britain. <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/</u>	The Roman Empire and its impact on Britain (continued). <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</u>	Britain's settlement by the Anglo Saxons and Vikings <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</u>	Britain's settlement by the Anglo Saxons and Vikings <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</u>		

	<u>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</u>	<u>example, Boudica/ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</u>	<u>Confessor:</u>	<u>Confessor:</u>		
Geography					How were mountains formed? NC: <u>Physical geography including mountains; describe and understand key aspects of physical geography; including mountains; map work and use of compass points</u>	Where in the UK is Sheffield? (continued) NC: <u>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>

						<u>impact of metal industry;</u> <u>coal mining and</u> <u>railways in the</u> <u>local area</u>
Religious Education	L2.8 - What does it mean to be a Hindu in Britain today?	L2.5 - Why are festivals important to religious communities?	L2.10 - How do family life and festivals show what matters to Jewish people?	L2.3 - Why is Jesus inspiring to some people?	L2.9 - What can we learn from religions about deciding what is right and wrong?	L2.3 - Why is Jesus inspiring to some people? (continued)
Computing	Computer Science: Computer Systems and Networks <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 communication and collaboration</u>	Information Technology: Creating Media: (Y4) Photo editing <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>	Computer Science: Programming B: (Y3) Events and actions in programs <u>NC: use sequence, selection, and repetition in programs; work with variables and various forms of input and output</u>	Information Technology: Creating Media: (Y4) Audio editing <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>	Information Technology: Data and Information: (Y4) Data Logging <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>	Computer Science: Programming B: (Y4) Repetition in games <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)	Privacy and Security School	Online Bullying (PSHE)	Online Relationships Online Reputation (PSHE)	Health, Wellbeing and Lifestyle (PSHE)	Managing Online Information	Copyright and Ownership

		Self image and Identity				
	NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Art		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. 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]		Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork. 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] to create sketch books to record their observations and use them to review and revisit ideas		Making Animated Drawings Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. 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] to create sketch books to record their observations and use them to review and revisit ideas
	NC: to create sketch books to record their observations and use them to review and revisit ideas					
Design Technology	Textiles: stitching NC: select from and use a wider range of materials and components, including construction			Structures: constructing castles NC: apply their understanding of how to strengthen, stiffen		Digital World: wearable technology NC: select from and use a wider range of tools and equipment to perform practical tasks

	<u>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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</u>			<u>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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</u>		<u>[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; apply their understanding of computing to program, monitor and control their products.</u>
	<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>					
Music	Ancient China <u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations</u>	Jazz <u>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</u>	Samba <u>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</u>	Words, Words, Words <u>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</u>	Minimalism <u>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</u>	Rivers <u>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</u>

		<u>for a range of purposes using the inter-related dimensions of music</u>	<u>staff and other musical notations</u>		<u>from different traditions and from great composers and musicians</u>	
Modern Foreign Languages	A new start (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Fruits and vegetables, Hungry, Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Going on a picnic Picnic story, food items, polite request Aliens in France (Explore France, ask and answer 'where do you live?')
Physical Education	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> Fitness NC: <u>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</u> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a</u>	Gymnastics Sportshall Athletics NC: <u>use running, jumping, throwing and catching in isolation and in combination</u> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a</u>	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> Ball Skills NC: <u>use running, jumping, throwing and catching in isolation and in combination</u> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a</u>	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> Hockey 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>	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> Tennis 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>	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> 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>

	<u>team</u>		<u>team</u>	Forest School <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u>	Forest School <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u>	Forest School <u>NC: take part in outdoor and adventurous activity challenges both individually and within a team</u>
	<u>Across all areas of the curriculum - NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u>					
PSHE (JIGSAW)	Being me in my world • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives	Celebrating Difference • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	Dreams & Goals • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting	Healthy Me • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline • scenarios • Respect for myself and others • Healthy and safe choices	Relationships • 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 choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends	Changing Me • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition to a new class •
Wider Opportunities	Institute of Sport Day	Christmas enterprise challenge. Pantomime				<u>Visit to Creswell Crags</u>

		Christmas Performance at Tibshelf				
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