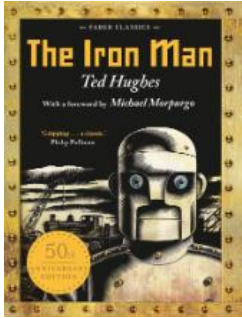
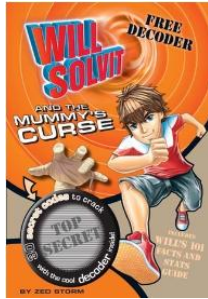
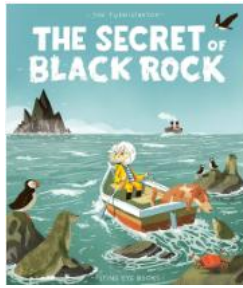
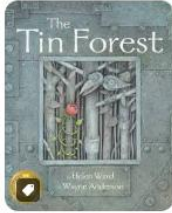
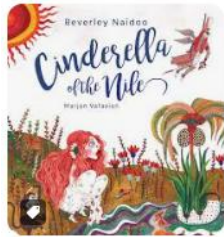
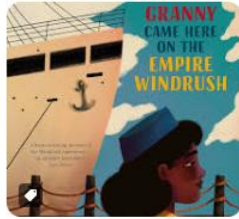
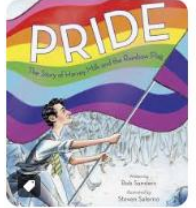




Town End Junior School

Year 3 and 4 Long Term Plan Year B - 2026-27



	Autumn Term		Spring Term		Summer Term	
Focus	Stone Age	Bronze Age to Iron Age	Ancient Egypt	Rivers	Europe	Europe
Class Text	The Stolen Spear by Saviour Pirotta 	The Iron Man by Ted Hughes 	Will Solvit and the mummy's curse by Zed Storm 	The Ancient Egypt Sleepover by Stephen Davis 	The Secret of Black Rock by Joe Todd-Stanton 	The Lion, the witch, and the wardrobe. By C.S. Lewis 
English - Writing and Grammar	Writing Revision  Focus: revision of prior foundational knowledge. Text - The First Drawing by Mordicai Gerstein 	Text - The Jabberwocky  Focus: Nonsense Poetry	Text - The Tin Forest  Focus: Persuasive Leaflets	Text - Cinderella of the Nile  Focus: Traditional Tales	Text - Granny Came Here on the Empire Windrush  Focus: Factual Report	Text - Pride  Focus: Biography

	Focus: Historical Narratives					
English - Spelling	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	Week 1 - /f/ phoneme Week 2 - re Week 3 - /z/ phoneme Week 4 - homophones Week 5 - /zh/ phoneme Week 6 - -ly Week 7 - Review	Week 1 - /ear/ phoneme Week 2 - /b/ & /p/ phoneme Week 3 - /air/ phoneme Week 4 - -sion, -ssion, -tion, -cian Week 5 - /ng/ phoneme Week 6 - Review	Week 1 - -sure, -ture Week 2 - /th/ phoneme Week 3 - Homophones Week 4 - /o/ phoneme Week 5 - /ar/ phoneme Week 6 - Review	Week 1 - /l/ phoneme Week 2 - /ch/ phoneme Week 3 - /s/ phoneme Week 4 - -il, -im Week 5 - /ure/ phoneme Week 6 - Review	Week 1 - in-, ir Week 2 - /o-e/ phoneme Week 3 - Homophones Week 4 - /oy/ phoneme Week 5 - /ul/ phoneme Week 6 - Review
English - Reading	Imagination and Freedom Text 1: Zombierella - Joseph Coelho Text 2: Lost Species	Invention and Transformation Text 1: The Fossil Hunter Text 2: The Wild Robot - Peter Brown	Finding Your Future Text 1: The Pied Piper of Hamelin - Robert Browning Text 2: <u>Ashley Booth</u> Hatshepshut (NF) Anisha	From Mystery to Discovery Text 1: Mr Penguin and the Lost Treasure - Alex T Smith Text 2: Old Possum's Book of Practical Cats - T. S. Eliot	Pride and Downfall Text 1: A Necklace of Raindrops - Joan Aitlen Text 2: Ashley Booth Scheme	Fantasy Worlds Text 1 - The Lion the Witch and the Wardrobe C. S. Lewis Text 2 - Ashley Booth Scheme
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	Rocks and Soils 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 from rocks and organic matter.	Forces and Magnets 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 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.	Living things and their habitats 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 dangers to living things.	Animals including humans (Y4) 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, 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.	Light 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 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.	Consolidation and Revision
History	Stone Age To Iron Age Britain NC: Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter gatherers and early farmers, for example, Skara Brae.	Stone Age To Iron Age Britain (continued) NC: Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts, tribal kingdoms.	Ancient Egypt NC: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one.			

		<u>farming, art and culture, the Celts in Britain</u>				
Geography				How is a river formed? 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</u>	What do we know about European countries? NC: NC: <u>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</u>	What do we know about European countries? NC: NC: <u>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</u>
Religious Education	L2.1 - What do different people believe about God?	L2.2 - Why is the Bible so important for Christians today?	L2.4 - Why do people pray?	L2.5 - Why are festivals important to religious communities (continued)	L2.6 - Why do some people think life is like a journey and what significant experiences mark this?	L2.7 - What does it mean to be a Christian in Britain today?
Computing	Computer Science: Computer Systems and Networks NC: <u>understand computer networks including the internet; how they can</u>	Information Technology: Creating Media: (Y3) Desktop publishing NC: <u>select, use and combine a variety of</u>	Computer Science: Programming A: (Y3) Sequencing sounds NC: <u>design, write and debug programs that accomplish specific goals;</u>	Information Technology: Data and Information: (Y3) Branching Databases	Information Technology: Creating Media: (Y3) Stop-frame Animation	Computer Science: Programming A: (Y4) Repetition in shapes NC: <u>design, write and debug programs that</u>

	<u>provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration</u>	<u>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>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>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) 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	<u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film <u>NC: about great artists, architects and designers in history</u>		<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. <u>NC: to improve their mastery of art and design techniques, including drawing, painting and</u>		<u>The Art of Display</u> 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 [for example,</u>	

			<u>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</u>		<u>pencil, charcoal, paint, clay</u>	
	<u>to create sketch books to record their observations and use them to review and revisit ideas</u>					
Design Technology		Mechanical systems: Slingshot Car <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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</u>		Electronics: Electronic Posters <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 components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</u>		Cooking: Adapting a recipe <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</u> <u>Techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</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	Stone Age <u>NC: listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations</u>	Castles <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 for a range of purposes using the inter-related dimensions of music</u>	In the Garden <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>	Greek Myths <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>	Volcanoes <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 from different traditions and from great composers and musicians</u>	Mayans <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>
Modern Foreign Languages	Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing, with colours)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions)
Physical Education	Handball <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</u>	Fundamentals <u>NC: use running, jumping, throwing and catching in isolation and in combination</u> Sportshall Athletics <u>NC: use running, jumping, throwing and catching, in</u>	Gymnastics - Parkour <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u>	Dance <u>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns</u>	Athletics <u>NC: use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance [for example, through</u>	Football <u>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</u>

	<u>principles suitable for attacking and defending</u> OAA 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 team</u>	<u>isolation and in combination</u> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a team</u>	Basketball 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 team</u>	Netball 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> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a team</u>	<u>athletics and gymnastics]</u> Cricket 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> Forest School NC: <u>take part in outdoor and adventurous activity challenges both individually and within a team</u>	<u>principles suitable for attacking and defending</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> Forest School NC: <u>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 • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council)	Celebrating Difference • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences	Dreams & Goals • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group	Healthy Me • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure	Relationships • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends	Changing Me • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change

	• Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour	• Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	• Celebrating contributions • Resilience • Positive attitudes	• Celebrating inner strength	• Showing appreciation to people and • Animals • Awareness of how other children have different lives • Expressing appreciation for family and friends	• Preparing for transition to a new class • Environmental change
Wider Opportunities	Institute of Sport Day Singing Wider Opps	Christmas enterprise challenge Pantomime Singing Wider Opps	Singing Wider Opps	Singing Wider Opps	Singing Wider Opps	Singing Wider Opps French MFL Day