

Long Term Matrix 2021-2022

	AUTUMN	SPRING	SUMMER
English Genres Fiction	Fables Fairy tales/folk tales	Playscripts Novel as a theme	Stories from other cultures Mystery /fantasy
Genres Non-Fiction	Recount of educational visit: Stone Age day Non-chronological reports: Stone Age & Mary Anning	Persuasion in letters – Alice V Queen of Hearts Recount – Autobiography	Explanations – extreme earth volcanoes Discussion & debating – environmental issues
Genres Poetry	Poems with figurative Language Anti-bullying Poems with structure e.g. shape, calligrams (text that forms an image), rhyming couplets (2 lines that rhyme) Shape poetry: Bonfire night	Classic poetry for performance Rewrite a classic poem in the style of Lewis Carroll about the white rabbit Poems by heart & performance	Take 1 poet Poetry appreciation 2 weeks Marriott Edgar The Lion and Albert
Key Texts	Recount: My first Day The Stone Age Boy by Satoshi Kitamura Ug: Boy Genius of the Stone Age Bully asleep poem Hare and the Tortoise The boy who cried wolf Information text about Stone Age people, clothes and food. Bonfire poetry The True Story of the Three Little Pigs by Jon Scieszka	Alice in Wonderland Lewis Carroll poem The Crocodile poem Information texts on Ancient Egyptians Marcy and the Riddle Marcus Rashford - You are a champion Left or Right? Poem Information texts on Ancient Egyptians	Grandpa Chatteri Mr P texts about storms Escape from Pompeii Information books on volcanos Quakes, Floods and Other Disasters 100 Facts – Extreme Earth The Lion and Albert Albert's Return Albert and His Savings Albert Down Under The boy who grew dragons Quakes, Floods and Other Disasters by Fred Martin Albert's Return Albert and His Savings Albert Down Under
Class Stories	The Hundred-Mile-an-Hour Dog Hansel and Gretel	The Abominables Marcus Rashford – You are a champion	The Iron Man The Battle of Bubble and Squeek
Grammar and Punctuation	Narrative Compound sentences with co-ordinating conjunctions: And, but, or, so, for, nor, yet Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs Verbs – Present perfect: “has/have” + past participle She has gone to the shops. instead of She went to the shops. Non-fiction	Narrative Exaggerated language: unbelievable, glorious, etc. Prepositions: next to, by the side of, in front of, during, though, throughout, because of Non-Fiction Pattern of three for persuasion: Fun. Exciting. Adventurous! Compound sentences with co-ordinating conjunctions: and, but, or, so, for, nor, yet Expressing time, place and cause using conjunctions: when, before, after, while, so, because	Narrative The difference between a phrase and a clause Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line. Use a comma after a fronted adverbial phrase, prepositional phrase or adverb

	<p>Expressing time, place and cause, using prepositions: before, after, during, in, because of</p> <p>Expressing time, place and cause using adverbs: then, next, soon</p> <p>Poetry</p> <p>To use figurative poetic techniques such as: metaphors, similes, onomatopoeia and personification</p> <p>Narrative</p> <p>Expressing time, place and cause using conjunctions: when, before, after, while, so, because</p> <p>Verbs – Use irregular simple past-tense verbs awake – awoke blow – blew</p> <p>Powerful verbs:</p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p> <p>Non-Fiction</p> <p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</p> <p>Quantifiers:</p> <p>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</p> <p>Poetry</p> <p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</p> <p>Powerful verbs:</p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p>Poetry</p> <p>Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble</p> <p>To use figurative poetic techniques such as: metaphors, similes, onomatopoeia and personification</p> <p>Narrative</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p> <p>Homophones and their meanings:</p> <p>bear – bare pear – pair</p> <p>Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> <p>Non-fiction</p> <p>Pronouns – To know the difference between the subject and object with the personal pronoun</p> <p>Verbs – Past perfect: “had” + past participle</p> <p>Complex sentences using subordinate conjunctions: until, although, even if</p> <p>Poetry</p> <p>Word families based on common words: fear, feared, fearful, fears, fearfully</p>	<p>ending in “-ly”</p> <p>Non-fiction</p> <p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p> <p>Formation of nouns using prefixes: auto-, anti-, super-, under-</p> <p>Poetry</p> <p>Accent and Dialect</p> <p>Subject and object agreement</p> <p>Identifying all the word classes of a simple sentence/subject</p> <p>Narrative</p> <p>Complex sentences using subordinate conjunctions: until, although, even if</p> <p>Inverted commas:</p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> <p>Non-fiction</p> <p>Expressing time, place and cause using conjunctions: when, before, after, while, so, because</p> <p>Exaggerated language: unbelievable, glorious, etc.</p> <p>Poetry</p> <p>To use figurative poetic techniques such as: metaphors, similes, onomatopoeia and personification</p>
Handwriting	<p>Consistently joins handwriting through independent writing</p> <p>Letters are consistently sized</p> <p>Letters are properly spaced</p> <p>Letter-join – see Year 3 Overview for lessons</p>		
Spelling	<p>Phase 5 Alternative/ Phase 6 phonics Letters and Sounds</p> <p>Year 2/3 Common exception words</p> <p>Spelling Shed</p> <p>Spelling Rules: The /ow/ sound spelled ‘ou.’</p> <p>Found often in the middle of words, sometimes at</p>	<p>Phase 6 phonics Letters and Sounds</p> <p>Year 3 Common exception words</p> <p>Spelling Shed</p> <p>Spelling Rules: The long vowel /a/ sound spelled ‘ai’</p> <p>Spelling Rule: The long /a/ vowel sound spelled ‘ei.’</p> <p>Spelling Rules: The long /a/ vowel sound spelled ‘ey.’</p>	<p>Phase 6 phonics Letters and Sounds Year 3</p> <p>Common exception words Spelling Shed</p> <p>Spelling Rules: Words ending in ‘-er’ when the root word ends in (t)ch.</p> <p>Spelling Rules: Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.</p>

	<p>the beginning and very rarely at the end of words. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with 'sure.' Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. Challenge words Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.' Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. Challenge words</p>	<p>Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings. Challenge Words Spelling Rules: The // sound spelled '-al' at the end of words. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Spelling Rules: Adding the suffix -ly. Words which do not follow the rules. Challenge Words</p>	<p>Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. Challenge Words Revision – spelling rules we have learned in Stage 3.</p>
<p>Mathematics</p>	<ol style="list-style-type: none"> 1. Recognises the place value of each digit in a three-digit number (hundreds, tens, ones) Reads and writes numbers up to 1000 in numerals and in words 2. Compares and orders numbers up to 1000 3. Finds 10 or 100 more or less than a given number 4. Adds and subtracts numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones 	<ol style="list-style-type: none"> 1. Identifies, represents and estimates numbers using different representations 2. Adds and subtracts amounts of money to give change, using both £ and p in practical contexts 3. Writes and calculates mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 4. Estimates the answer to a calculation and uses inverse operations to check answers 	<ol style="list-style-type: none"> 1. Identifies horizontal and vertical lines and pairs of perpendicular and parallel lines 2. And 3, Solves number problems and practical problems involving finding 10 more or less, place value, comparing and ordering up to 1000 and reading and writing numbers up to 1000 in numerals and words 4. And 5. Solves problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 6. And 7 Solves problems, including

	<ul style="list-style-type: none"> • a three-digit number and tens • a three-digit number and hundreds <ol style="list-style-type: none"> 5. Adds and subtracts numbers with up to three digits, using formal written methods of columnar addition and subtraction 6. Recalls and uses multiplication and division facts for the 3, 4 and 8 multiplication tables Counts from 0 in multiples of 4, 8, 50 and 100 7. Counts up and down in tenths Recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 8. Adds and subtracts fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) 9. Compares and orders unit fractions, and fractions with the same denominators 10. And 11. Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 12. Uses vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Knows the number of seconds in a minute and the number of days in each month, year and leap year Compares durations of events, (for example to calculate the time taken by particular events or tasks) 13. Draws 2-D shapes and make 3-D shapes using modelling materials Recognises 3-D shapes in different orientations and describes them <p>Two additional weeks for assessments, revisiting areas of need and consolidation.</p>	<ol style="list-style-type: none"> 5. Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognises and uses fractions as numbers: unit fractions and non-unit fractions with small denominators 6. Recognises and shows, using diagrams, equivalent fractions with small denominators 7. Measures, compares, adds and subtracts: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 8. Measures the perimeter of simple 2-D shapes 9. Records and compares time in terms of seconds, minutes and hours Estimates and reads time with increasing accuracy to the nearest minute 10. Recognises angles as a property of shape or a description of a turn Identifies right angles Recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn Identifies whether angles are greater than or less than a right angle 11. Interprets and presents data using bar charts, pictograms and tables <p>Two additional weeks for assessments, revisiting areas of need and consolidation.</p>	<p>missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <ol style="list-style-type: none"> 8. And 9. Solves problems that involve recognising that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10; counting up and down in tenths; recognising, finding and writing fractions; adding and subtracting fractions with the same denominator within one whole and comparing and ordering unit fractions and fractions with the same denominator 11. and 11. Solves one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables <p>One additional week for assessments, revisiting areas of need and consolidation.</p>
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Science	Rocks & Soils	Working Scientifically Focus with Rocks & Soils	Light	Forces & Magnets	Plants	Animals, including Humans
Computing	<u>Information Technology</u> Word processing Presentations Animations		<u>Computing Science</u> Computing Thinking Coding and programming Computer Network		<u>Information Technology</u> Video creation	
	On-going: Digital Literacy; self-image and identity, online relationships, Online reputation, Online bullying, managing online information, Health, Wellbeing and Life Style, Privacy and Security, Copyright and Ownership					
DT	Stone Age: Stewed Fruit		Egyptians: Pyramid with a hinged door.		Levers and linkage: Moving picture	
	On-going: Design, make, evaluate and apply technical knowledge					
Art	Stone Age: To create pictures in the style of cave paintings. 3D art: Stonehenge		Egyptian Artefacts		Portraits and relationships	
	On-going: To create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history					
PE	Games - Invasion, Striking and Fielding and Net	Dance	Gymnastics	Games Invasion, striking and Fielding and Net	Outdoor Adventurous Activities	Athletics
	On-going: Swimming across all terms					
Music	Charanga Music Scheme Egglescliffe Music Provision Rhythm & Pulse		Charanga Music Scheme Egglescliffe Music Provision Rhythm & Pulse		Charanga Music Scheme Egglescliffe Music Provision Rhythm & Pulse	
History	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, Bronze Age religion, Technology, Travel, 		<u>Earliest Civilizations: Egyptians</u> An overview of where the first civilisations appeared and an in-depth study of Ancient Egypt. Covering: <ul style="list-style-type: none"> Religion, Technology, 			

	<ul style="list-style-type: none"> • Iron Age hill forts • Tribal kingdoms, • Farming, • Art and culture. 	<ul style="list-style-type: none"> • Travel, • Farming, • Art and culture, • Settlements. 				
	<p>On-going: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>					
Geography	<p>Maps: UK regions and Cities Geography of Stone Age to Ice Age</p>	<p>Geography behind civilisation of Egyptians</p>	<p><u>Extreme Earth</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Using maps identify key topographical features and land use patterns; and understand how some of these features have changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of different regions. <p><u>Human and Physical Geography</u></p> <p>Describe and understand physical geography, volcanoes, earthquakes, tsunamis, extreme weather patterns</p>			
	<p>On-going: Mapping skills, independent research on continents and countries and local environment studies.</p>					
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Islam What is the Mosque and why is it important?	Christianity Why is Christmas a winter festival?	Why did monks copy the gospels by hand?	Why is Easter a spring festival?	Judaism, Believing and Belonging	Ramadan and Eid

MFL	French <i>All About Me</i>	French <i>Songs and Games</i>	French <i>Celebrations</i>	French <i>Portraits</i>	French <i>The Four Friends</i>	French <i>Growing Things</i>
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