

Y5 Long Term Matrix 2023 - 2024

	AUTUMN	SPRING	SUMMER
Reading	<p><u>Word Reading</u> Prefixes, Suffixes, Root Words and Contractions</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. <p>Fluency</p> <ul style="list-style-type: none"> Read fluently, decoding unfamiliar words with increasing speed and skill. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. <p>Rsng of Texts</p> <ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Read books that are structured in different ways and reading for a range of purposes. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Y6 obj). <p>Familiarity with Texts</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices. <p><u>Comprehension</u></p> <p>Vocabulary (2a)</p> <ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. <p>Retrieval (2b)</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction over a wide range of subjects. <p>Summarising (2c)</p> <ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p>Inference (2d)</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Prediction (2e)</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied. <p>Relationship Word Choice, Comparision and Authorial Intent (2f, 2g, 2h)</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 		

	<p>Poetry and Performance</p> <ul style="list-style-type: none"> Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. <p>Notes and Guidance</p> <ul style="list-style-type: none"> To begin to know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. 					
Guided Reading Texts	<p>Dragonology - Dugald Steer</p> <p>How to Train your Dragon - Cressida Cowell</p>	<p>Life in Tudor Britain - Anita Ganeri</p> <p>The House with Chicken Legs - Sophie Anderson</p>	<p>Kite - CGP</p> <p>The Wizards of Once - Cressida Cowell</p> <p>The Polar Bear Explorers Club - Alex Bell</p>	<p>The Wold Wilder - Katherine Rundell</p> <p>The Waves of Willouby Chase - Joan Aiken</p>	<p>Whale Boy - Nicola Davis</p> <p>Seaworld</p> <p>Beetle Boy - M. G. Leonard</p>	<p>The Beetle Collectors Handbook - M. G. Leonard</p> <p>The Jamie Drake Equation - Christopher Edge</p> <p>Once Upon a Star - James Carter</p> <p>Plague</p>
Writing	<p>Forms of Writing</p> <ul style="list-style-type: none"> Recount (1) Setting Description (2-3) Non Chronological Report (4-5) Legend/Tale Story (6-7) Poetry (8) <p>Spelling</p> <ul style="list-style-type: none"> Words ending in '-ious.' (1) Words ending in '-cious.' If the root word ends in -ce the sound 	<p>Forms of Writing</p> <ul style="list-style-type: none"> Diary (1-2) Newspaper Report (3-4) Assessment (5) Explanation Text (6-7) <p>Spelling</p> <ul style="list-style-type: none"> Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule (1) Words ending in '-able' and '- 	<p>Forms of Writing</p> <ul style="list-style-type: none"> Poetry (1) Character description (2-3) Narrative (4-5) Advert (6) <p>Spelling</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is 	<p>Forms of Writing</p> <ul style="list-style-type: none"> A review of a poem (1-2) Assessment week (3) Biography (4-5) <p>Spelling</p> <ul style="list-style-type: none"> Words with the 'ee' sound spelled ei after c. The 'i' before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions 	<p>Forms of Writing</p> <ul style="list-style-type: none"> Advert (1-2) Balanced Argument (3-4) Instructions (5-6) <p>Spelling</p> <ul style="list-style-type: none"> Challenge Words (1) These words are homophones or near homophones. They have the same pronunciation 	<p>Forms of Writing</p> <ul style="list-style-type: none"> Informal Letter (1-2) Sports Week (3) Diary Entry (4-5) Assessment Week (6) Poetry (7) <p>Spelling</p> <ul style="list-style-type: none"> Challenge Words (1) Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also

	<p>is usually spelled '-cious.' (2)</p> <ul style="list-style-type: none"> Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (3) Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (4) Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (5) Challenge words (6) Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. (7) Words ending in '-ance.' '-ance' Is used if there is 	<p>ible.' '-able' is used where there is a related word ending '-ation.' (2)</p> <ul style="list-style-type: none"> Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably (3) Challenge Words (4) Assessment of spellings taught so far (5) Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they 	<p>added. If the -fer is not stressed then the r isn't doubled. (1)</p> <ul style="list-style-type: none"> Words with 'silent' letters at the start. (2) Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (3) Challenge Words (4-5) Words spelled with 'ie' after c. (6) <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity. Adverbials of time, place and number to link ideas across paragraphs Literary devices- similes, metaphor, 	<p>like those in the spellings. (1)</p> <ul style="list-style-type: none"> Words containing the letter string 'ough' where the sound is /aw/. (2) Assessment of spellings taught so far (3) Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow (4) Adverbs of possibility. These words show the possibility that something has of occurring (5) <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Identify how the progressive tense in verbs-both past and present is formed and use both terms. Relative clauses. Prepositional phrases Using the correct 	<p>but different spellings and/or meanings. (2)</p> <ul style="list-style-type: none"> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (3) These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (4) These words are homophones or near homophones. They have 	<p>begins with one. (2)</p> <ul style="list-style-type: none"> Challenge Words (3) Revision: Year 5 words (4) Revision: Year 5 words (5) Revision: Year 5 words (6) Revision: Year 5 words (7) <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> AfL Grammar & Punctuation adverbials, relative clauses, subordinate conjunctions. Begin to make some use of Year 6 punctuation: semi colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens
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	<p>an 'a' or 'ay' sound in the right place. (8)</p> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use a wide range of conjunctions to create compound and complex sentences. • Direct and indirect speech. • Possessive apostrophes. • Adverbials of time, place and number to link ideas across paragraphs. • Using paragraphs to organise ideas • Range of punctuation taught so far 	<p>would be said with their hard sounds as in cap and gap (6)</p> <ul style="list-style-type: none"> • Adverbs of time (temporal adverbs) these are words to develop chronology in writing (7) <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Relative clauses. • Literary devices- similes, metaphor, alliteration. • Brackets, dashes or commas to indicate parenthesis. • Modal verbs • Using different verb forms mostly accurately • Making some use of fronted adverbials followed by a comma • Apostrophes- Contraction 	<p>alliteration.</p> <ul style="list-style-type: none"> • Identify determiners including articles and the definite article. 	<p>verb tenses</p>	<p>the same pronunciation but different spellings and/or meanings. (5)</p> <ul style="list-style-type: none"> • These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (6) <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions. • Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between 	
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					independent clauses, semi-colons for lists or hyphens.	
Handwriting	On-Going <ul style="list-style-type: none"> Producing legible joined handwriting. Maintaining legibility, fluency and speed in handwriting. 					
Texts used for Stimuli	The Explorer - Katherine Rundell Quetzalcoatl, the snake God of the Aztecs November Night- Adelaide Crapsey	Anglo-Saxon Boy by Tony Bradman	It's Spring - John Foster Nowhere Emporium - Ross MacKensie	The head that wears the crown: poems about Kings and Queens - Emma Write and Rachel Piercey	Who Let the Gods Out? By Maz Evans	Rose Blanche book History lessons Oh The Places You Will Go- Dr Seuss
Mathematics	Place Value <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Addition and Subtraction <ul style="list-style-type: none"> Add and subtract numbers mentally with increasing larger numbers; Add and subtract whole 	Place Value <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Multiplication and Division <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts. Recognise and use square numbers and cube numbers, and the notation for squared2 and cubed3. Multiply and divide 	Place Value <ul style="list-style-type: none"> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Addition and Subtraction <ul style="list-style-type: none"> Use rounding to check answers to calculations and 	Place Value <ul style="list-style-type: none"> Read Roman numerals to 1000 and recognise years written in Roman numerals. Fractions <ul style="list-style-type: none"> Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal. Read and write decimal numbers as 	Place Value <ul style="list-style-type: none"> Solve number problems and practical problems that involve all of the above (<i>all Y5 place value objectives</i>) Addition and Subtraction <ul style="list-style-type: none"> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use 	Multiplication and Division <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

	<p>numbers with more than 4 digits including using formal written methods (columnar addition and subtraction).</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. • Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Identify multiples and factors including finding all factor pairs of a number and 	<p>whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Fractions</p> <ul style="list-style-type: none"> • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; • Read, write, order and compare numbers with up to three decimal places; • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving numbers up to 3 decimal places <p>Measurement</p> <ul style="list-style-type: none"> • Convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml). • Use all four operations to solve problems involving 	<p>determine, in the context of a problem, levels of accuracy.</p> <p>Fractions</p> <ul style="list-style-type: none"> • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. <p>Measurement</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. • Calculate & compare the area of rectangles (including squares, & including using standard units, square centimetres (cm²) and square metres (m²) & estimate the area of irregular shapes. <p>Statistics</p> <ul style="list-style-type: none"> • Complete, read and interpret 	<p>fractions, e.g. 0.71 = 71/100.</p> <ul style="list-style-type: none"> • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <p>Measurement</p> <ul style="list-style-type: none"> • Estimate volume (e.g. using 1 cm³ blocks to build cuboids, including cubes) & capacity (e.g. using water). <p>Geometry and Properties of Shape</p> <ul style="list-style-type: none"> • Identify 3D shapes, including cubes and other cuboids, from 2D representations. 	<p>and why.</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes. <p>Measurement</p> <ul style="list-style-type: none"> • Solve problems involving converting between units of time. <p>Geometry and Properties of Shape</p> <ul style="list-style-type: none"> • Calculate: • Angles in a right angle (multiples of 90) • Angles on a straight line and $\frac{1}{2}$ turn • Angles at a point and one whole turn • Mixed <p>Statistics</p>	<p>Fractions</p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <p>Measurement</p> <ul style="list-style-type: none"> • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <p>Geometry and Properties of Shape</p> <ul style="list-style-type: none"> • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Use the properties of rectangles to deduce related facts & find missing lengths & angles.
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	<p>common factors of two numbers.</p> <ul style="list-style-type: none"> • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19. <p>Fractions</p> <ul style="list-style-type: none"> • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number 	<p>measure using decimal notation and scaling.</p> <p>Geometry and Properties of Shape</p> <ul style="list-style-type: none"> • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. 	<p>information in: tables, including timetables.</p>		<ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph. 	
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	<ul style="list-style-type: none"> Compare and order fractions whose denominators are all multiples of the same number. <p>Geometry and Properties of Shape</p> <ul style="list-style-type: none"> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles and measure them in degrees. 					
Science	Earth and Space	Living things and their habitats - Life Cycles	Animals Including Humans - Ageing	Properties and changes of Materials	Forces	
Computing	Information Technology		Computer Science		Information Technology	
	<ul style="list-style-type: none"> Word Processing Data Handling Animation 		<ul style="list-style-type: none"> Computational Thinking Coding and Programming Computer Network 		<ul style="list-style-type: none"> Video Creation Sound 	
	On-going: Digital Literacy (E-Safety)		On-going: Digital Literacy (E-Safety)		On-going: Digital Literacy (E-Safety)	
	<ul style="list-style-type: none"> Self Image and Identity Online Relationships Online Reputation 		<ul style="list-style-type: none"> Online Bullying Managing Online Information Health Wellbeing and Lifestyle 		<ul style="list-style-type: none"> Privacy and Security Copyright and Ownership 	
DT	Make a Pouch		Cars		Monster Moving Pneumatics	
Art	Pop Art		Tudor/Monach Portraits		Greek Vases	

PE	Invasion Games Cross Country	Gymnastics	Dance	Striking and Fielding, Net	Athletics	Outdoor Adventurous Activities
	On-going: Swimming across all terms					
Music	Eggescliffe music provision Charanga		Eggescliffe music provision Compose a jingle using instruments/garageband		Eggescliffe music provision Learn and perform songs	
	On-going: Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, fluency, control and expression; 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; appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians; review and evaluate music					
History	What was life like in Britain at the time of the Anglo-Saxon and Scots invasion?		Did the Tudor Monarchs change life in Britain?		What was Teesside's role in WW2?	
Geography	Geography Unit What is significant about South America?		Geography Unit How are goods traded around the world?		Geography Unit Is Greece like the UK?	
PSHE	Being in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Food and Drink: What are religious rules for?	Is Christmas too Commercial?	Sikhism: The Gurdwara	Who is responsible for Jesus' Death?	What is Worship? What is it for?	
French	Phonics 1-3 My Family	The Date	What is the weather?	Do you have a pet?	My Home	Habitats
	Ongoing: Understand and communicate ideas, facts and feelings, in speech and writing, using knowledge of phonology, grammatical structures and vocabulary					