

# Long Whatton CE Primary School

*We believe that growing up should be an adventure during which every child climbs a tree and a mountain, enjoying the struggle and the view and spends a night under the stars...*



## My Learning Journey



**Name:**

**My First Milestone**

**Years 1 and 2**

## Our Values...

Love others and be compassionate.

Be honest and truthful.

Respect and like yourself.

Never give up.

Accept others for who they are.

Let everyone have their say but don't  
be a bystander.

...and take some risks in your life.

**DON'T LIVE LIFE ON THE LINE**

## Our Simple School Rules

1. Thank you for walking in school.
2. We use our hands, feet and words for doing good.
3. We listen to each other.
4. We put things back in the right place.
5. We leave others feeling good about themselves.



## Parents evening thoughts...

Meeting 1 Autumn term

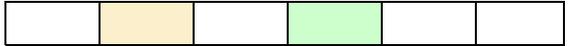
Meeting 1 Autumn term

Meeting 2 Summer term

Meeting 2 Summer term

# Becoming a mathematician at milestone 1

## Knowing about and using numbers:



I can count to and across 100 from any number.

I can read and write numbers to 100 in numerals and words.

I can give 1 more or 1 less.

I can count on and back in steps in 2's 3's 5's and 10's .

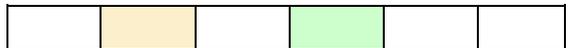
I can estimate and represent numbers in different situations.

I understand equals, more than, less than, most and least and the signs + < > .

I can tell you the place value of the digits in a 2 digit number and partition them.

I can use place value and number facts to solve problems.

## Adding up and Subtracting:



I can solve 1 step problems by adding or subtracting 1-digit and 2 digit numbers to 20 including zero using objects or drawings.

I can do some + and - problems in my head and have ideas for writing them down.

I know and use the signs +, -, and =.

I know I can add numbers in any order (but not subtract them in any order).

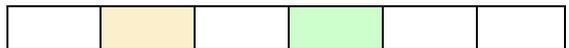
I can solve a missing number problem, such as  $5 = 8 - ?$  and use the inverse to check.

I can recall and use all pairs of addition and subtraction number bonds within 20 and I use this to help me work out number facts to 100.

I have a method for adding 2 digit numbers within 100 and can roughly estimate my answer.

I can subtract 2 two digit numbers mentally when there is no regrouping.

## Multiplying and Dividing:



I recognise odd and even numbers.

I can solve a one-step problem involving multiplication and division using objects, pictures and arrays.

I can use =, x and div signs to work out and write tables facts.

I know I can multiply numbers in any order (but not divide them in any order).

I can do some problems in my head and have ideas for writing them down.

I know and can remember my 2, 5 and 10 times table (x and div facts) and use them to check my answers.

# What's my next challenge in maths?

Autumn Term 1

Autumn Term 1

Autumn Term 2

Autumn Term 2

Spring Term 1

Spring Term 1

Spring Term 2

Spring Term 2

Summer Term 1

Summer Term 1

Summer Term 2

Summer Term 2

# Becoming a mathematician at milestone 1

## Using Fractions:



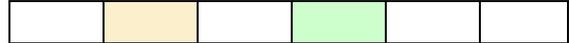
I write simple fractions like  $1/2$  of  $6 = 3$ .

I recognise that  $2/4$  is the same as  $1/2$ .

I can recognise, find and name a half as one of two equal parts of an object, shape or quantity and I can identify  $1/3$   $1/4$   $1/2$   $2/4$   $3/4$ .

I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Shapes:



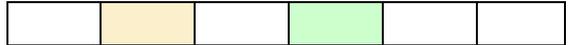
I can recognise, name and describe 2D shapes.

I can recognise, name and start to describe 3D shapes.

I can tell you about their properties and what's special about them.

I can compare them, sort them out and spot them in everyday objects.

## Position, direction and movement

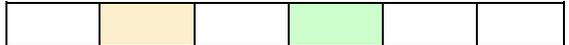


I can show you a quarter, a half and a three quarter turn.

I know which way is clockwise and anti-clockwise.

I can order and arrange patterns and sequences.

## Measurement:



I can recognise all the coins, £1, 50p, 20p, 10p, 1p.

I can find different combinations of coins that equal the same amounts of money.

I can solve practical problems using money and give change.

I can measure and read scales in divisions of 1s 2s 5s and 10s to record length, mass/weight, capacity and time.

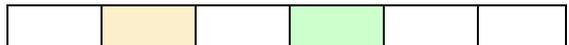
I can name the days of the week and months of the year and I know how many minutes in an hour and hours in a day.

I can tell and write the time to 15 minute intervals.

I can choose and use the best standard units to estimate length, height, temperature and capacity.

I recognise and can use the £ and p symbols when solving addition and subtraction problems involving money.

## Statistics



I can make and tell you about simple pictograms, tally charts and simple tables.

I can ask and answer simple questions by counting the number of objects in each category and sorting the category by quantity.

## Algebra



I can solve addition and subtraction problems with missing numbers.

# What's my next challenge in maths?

Autumn Term 1

Autumn Term 1

Autumn Term 2

Autumn Term 2

Spring Term 1

Spring Term 1

Spring Term 2

Spring Term 2

Summer Term 1

Summer Term 1

Summer Term 2

Summer Term 2

# Becoming a reader at milestone 1

## Reading words accurately



I can read phonetically decodable words.

I can respond speedily with the correct sound to graphemes for all 40+ phonemes.

I can blend sounds in words that contain the letters we have learnt.

I can read tricky words quickly and discuss the 'tricky' bit.

I can read words with—s -ing -ed -er and -est endings.

I can read accurately words of two or more syllables that contain taught GPC's.

I can read words with contractions. (I'm, we'll, I'll)

I can read most suitable books accurately, showing fluency and confidence.

I can recognise and read alternative sounds. (graphemes)

I can read words with common suffixes. (in, pre, un, dis etc)

I read most words quickly and accurately when I have read them before without having to sound out.

I can read aloud suitable books fluently and without hesitating

I reread books to build up my confidence and fluency.

# What's my next challenge in reading?

Autumn Term 1

Autumn Term 1

Autumn Term 2

Autumn Term 2

Spring Term 1

Spring Term 1

Spring Term 2

Spring Term 2

Summer Term 1

Summer Term 1

Summer Term 2

Summer Term 2

# Becoming a reader at milestone 1

## Understanding Texts



I can listen to and talk about lots of texts and the things that happen in them.

I can make predictions about a text based on what I have read.

I can link what I have heard or read to my own experiences.

I can join in with stories or poems and recurring language.

I can check my reading makes sense and self-correct in my reading.

I can talk about the characters are like in a well-known story

I can ask and answer questions about a text.

I can talk about my favourite words and phrases in stories and poems.

I can explain what I think texts are about and give my opinions.

I can discuss the significance of the title and events.

I can draw simple inferences from pictures, events, characters actions and speech.

## Also

I enjoy reading and can talk about my favourite things to read.

I love listening to stories and I try to copy my teacher when I read aloud.

# What's my next challenge in reading?

Autumn Term 1

Autumn Term 1

Autumn Term 2

Autumn Term 2

Spring Term 1

Spring Term 1

Spring Term 2

Spring Term 2

Summer Term 1

Summer Term 1

Summer Term 2

Summer Term 2

# Becoming a writer at milestone 1

## Composition

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I can say my sentences out loud before writing them down.

I can plan and talk about my ideas for writing.

I can write for a real purpose.

I can look at what I have written and make it even better.

## To use imaginative description

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I can use adjectives to add more detail to my writing.

I can use adverbs for extra detail. e.g quickly

## To organise writing appropriately

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I can re-read my writing to make sure it makes sense.

I can use the correct tenses.

I can write in a style that I have been working on in class.

## To use paragraphs

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I can group my ideas when I write.

## To use sentences appropriately

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I can write sentences that make sense.

I can write my sentences in order so that they tell a story.

I can join my sentences with words like if, and, but, because and or.

I can write some short sentences and some longer ones.

## To present neatly.

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I have handwriting that is regular in size and shape and I am starting to join up my handwriting.

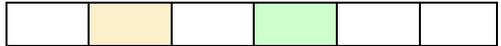
I leave the right size spaces between letters and words.

# What's my next challenge in writing?

Autumn Term 1	Autumn Term 1
Autumn Term 2	Autumn Term 2
Spring Term 1	Spring Term 1
Spring Term 2	Spring Term 2
Summer Term 1	Summer Term 1
Summer Term 2	Summer Term 2

# Becoming a writing at milestone 1

## Spelling



I can sound out new words containing each of the 40+ phonemes taught.

I can name letters of the alphabet in order.

I can spell the words we use all the time, even the tricky ones.

I can represent words by carefully thinking about the graphemes I have been taught.

I can write down simple sentences that the teacher tells me.

I can make nouns into plurals and use un to make an opposite.

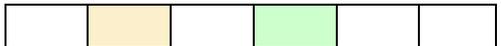
I can add ing, er and ed to words.

I can spell longer words that end with ment, ness, ful and less.

I can use a possessive apostrophe.

I can spell some words that sound the same but are spelt differently. (homophones)

## Punctuation and Grammar



I can leave the right spaces between words.

I can use capital letters for the names of people, places, days of the week .

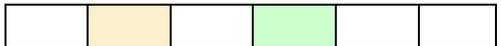
I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

e.g. can't

I can use extended noun phrases. (that beautiful butterfly)

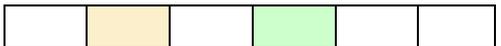
I can use the present and past tense correctly.

## To present writing



I can read my writing aloud to other children and make it interesting for them to listen to.

## Analysis and presentation



I can discuss my writing with my teacher.

I can use these words: word, sentence, letter, capital letter, full stop, punctuation, singular, plural question mark, exclamation mark verb, tense (past and present) adjective, noun, suffix, apostrophe, comma.

# What's my next challenge in reading?

Autumn Term 1

Autumn Term 1

Autumn Term 2

Autumn Term 2

Spring Term 1

Spring Term 1

Spring Term 2

Spring Term 2

Summer Term 1

Summer Term 1

Summer Term 2

Summer Term 2

# Amazing African Adventure

## Key Question:

**What would you need to pack for an expedition to Africa?**

## Geography

Can you think of a geographical questions and find answers to them?

(What is this place like? What do people do in this place?)

Do you know what cities, towns, villages, the coast and the countryside are like?

Can you use world maps, atlases and globes to find the UK and its countries, as well as other countries, continents and oceans we have studied?

I have worked outside to study the geography of the school and the main human and physical features of Long Whatton.

Can you use photographs from the air aerial images and plans to find landmarks and basic physical features?

I know how places can share geographical differences and similarities.

I have investigated how people and nature have made Long Whatton and >>> in Africa the way they are.

## Art

Do you know when to use thick and thin brushes?

Can you add dots and lines to show pattern and texture?

Can you explain how dip dye techniques work?

Have you created a pattern using weaving?

Which artists do you know about?

## **Key Question: What if there were no carnivores?**

### **Science**

What are the differences between things that are living, that are dead and that have never been alive?

Why do plants and animals live in the places they do?

Can you think of examples of how different places provide what certain plants and animals need to survive?

How do plants and animals depend upon each other?

Which plants and animals and habitats can you find and identify, especially in Forest School?

Which common birds, fish, amphibians, reptiles, mammals and invertebrates can you name?

How do different animals feed?

Can you create a simple food chains to show how they depend upon each other?

Can you sort animals into carnivores, herbivores and omnivores and explain your groupings?

What's the connection between how animals move and what they do and the way their bodies are constructed?

# My Space... Ideas

# Becoming a designer at milestone one

## **What will I design, make, evaluate and improve?**

I can design products that have a clear purpose and an intended user.

## **Food - What will I cook?**

I can cut, peel, grate, measure, assemble and cook ingredients safely and hygienically.

## **Materials – What will I make?**

I can measure materials to the nearest cm and demonstrate cutting, shaping, tearing, folding and curling and join using glue, hinges or combine materials to strengthen.

## **Textiles – What will I sew?**

I can shape textiles using templates, join textiles using running stitch and colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

## **Construction – What will I build?**

I will practise drilling, screwing, gluing and nailing materials to make and strengthen products.

## **Mechanics – What will I create?**

I can create products using levers, wheels and winding mechanisms.

## **What will inspire my designs?**

I can explore objects and designs to identify likes and dislikes, suggest improvements to existing designs and explore how products have been created.

# Fire and Ice

## Key Questions:

**What is a 'Baked Alaska' and is it a good name?**

**What if it snowed every day, everywhere?**

## Geography

You have tracked the weather day by day, so do you know what the weather is like throughout our seasons? Do you know why?

Where the hottest and coldest places in the world?

Why do these places have very cold or very hot weather?

## Science

Why does the sun appear to move across the sky?

Why does the amount of daylight change throughout the seasons?

How many sources of light do you know?

How do our eyes work?

How many things do you know that need electricity to work?

What do you need to make a simple series electrical circuit work?

Why do plants and animals live in the places they do?

How do plants and animals depend upon each other?

Which plants and animals and habitats can you find and identify, especially when you are in our Forest School?

## Art

What happens when you add white to colours?

Have you used this to create the effect you want in your own art?

# If I could travel in time...famous people and events

## **Key Questions:**

**'If you travelled in time who would you like to meet from the past or future?**

**'What if the army had not allowed Florence Nightingale to help?**

## **History**

Which stories of famous events from the past can you tell?

Which famous people do you know about?

Why was it hard for Florence Nightingale to help wounded soldiers?

Can sort out events and objects on a time line and explain your sorting?

I understand and use words like past, present, older and newer.

I can tell you about my life and some of the changes that have happened.

I understand and use dates when I need to.

## **Science**

How many body parts can you name?

Which bits are connected to your senses?

How do all animals, including us, change as time passes?

What do all living things need to survive?

What are the most important things human need to do to stay healthy?

In what ways do you look like your relatives? (mum, dad, grandparents, brothers, sisters, aunts, uncles, cousins)

Why do you think this is?

## **Art**

Can you draw lines of different sizes and thickness?

Have you used this technique to create your own art?

How carefully can you colour in areas?

Can you show different tones by using coloured pencils?

Have you chosen to use this skill in your own artwork?

Which artists do you know about?

I have used some of their ideas to create my own art.

# The Garden Centre

## Key Questions: 'What makes your garden grow?'

### Geography

What and where are the world's continents and oceans?

Which of these are physical features (natural) and which are human features of our world? (manmade)

beach city coast forest hill office shop mountain ocean river soil house valley vegetation farm weather town village factory

How does a compass work?

Which compass directions do you know?

How would this help you to describe the location of features and routes on a map?

How did you organise your map?

What is map key and how does it help someone to use the map?

Can you use simple grid references?

### Science

How many trees and plants can you name?

How do you know if they are deciduous or evergreen?

Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

How do seeds and bulbs grow into mature plants?

What might stop green plants growing properly?

### Art

When is it best to glue and when is it best to stitch?

I know how to plait.

Which artists do you know about?

I have used some of their ideas to create my own art.

# King of the Castles!

## Key Questions: 'Who really is the king of the castle?'

### Geography

What are the countries of the UK and what are their capital cities?

Where are they and how are they different?

Which seas and oceans surround the UK?

### History

I have looked at evidence and carefully handled artefacts to help me think of questions about the past.

Can you think of historical questions to investigate?

(What was it like for people? What happened? How long ago?)

Which sources have you used to find out about the past?

Can you identify some of the different ways the past has been represented.

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

I understand of the concept of 'nation' and that a nation has a history.

I am beginning to understand concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

### Art

When would you use thick or thin brushes?

What are the primary colours?

How do you make the secondary colours?

How do you change the tone of a colour?

Which artists do you know about?

I have used some of their ideas to create my own art.

# Rock, paper, scissors!

**Key Question: If we only had cardboard what would life be like?**

## **Science**

Explain the difference between an object and the material from which it is made?

How many everyday and natural materials can you name?

Can you think of materials that are flexible, waterproof, transparent?

I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

But can you explain your grouping?

I investigated how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Which materials would be best for building bridges? A sofa? A cup?

What causes things to move in different ways?

How many ways can you think of to move an object ?

**Art and Design How can I combine materials to create the effect I want?**

Use a combination of materials that are cut, torn and glued.

Sort and arrange materials.

Mix materials to create texture.

Use repeating or overlapping shapes.

Mimic print from the environment

Use objects to create prints

Press, roll, rub and stamp to make prints.

Use a combination of shapes.

Include lines and texture.

Use rolled up paper, straws, paper, card and clay as materials.

Use techniques such as rolling, cutting, moulding and carving.

# Growing up and changing

## **Male and Female**

Understand that all babies (human and animals) have mothers and fathers. Understand that they themselves are made by two grown-up people, one woman, a mum, and one man, a dad.

Be able to name the main external parts of the body, including reproductive organs.

## **Growing and changing**

Understand what people can and cannot do at different ages.

Understand how they are growing and what they might be able to do in the future.

## **Friends**

Understand relationships beyond the family and why these are also important.

Reflect upon themselves as special people and think about themselves positively

## **Families of all kinds**

Know and understand why families are special for caring and sharing.

Understand how feelings and actions have an impact on other people.

Understand the relationships within the family and extend the idea of a timeline: adults have babies, which then grow up and have their own babies

## **Jobs for Mums and Dads**

Recognise that we have certain features in common with other people.

Understand that particular combinations of characteristics make us unique and special.

Understand that people and members of the family may have to change and have new roles.

# My physical development

## Games and athletics

I understand the terms 'opponent' and 'team-mate'.

I can combine rolling, hitting, running, jumping, catching and kicking skills.

I am beginning to develop tactics when I play games.

I help other people by showing them what to do.

## Dance

I can copy and remember moves and positions.

I move with careful control and coordination.

I can link two or more actions to perform a sequence.

I can choose movements to communicate a mood, feeling or idea.

## Gymnastics

I can copy and remember actions.

I move with some control and awareness of space.

I can link two or more actions to make a sequence.

Show contrasts (such as small/tall, straight/curved and wide/narrow).

I can travel by rolling forwards, backward and sideways.

I can hold a position whilst balancing on different points of the body.

I climb safely on equipment.

I can stretch and curl to develop flexibility.

I can jump in a variety of ways and land with increasing control and balance.

## Swimming

I can swim unaided up to 25 metres.

I can use one basic stroke, breathing correctly.

I control my leg movements when I am swimming.

# My Forest School learning

## Outdoor and adventurous activities

I am comfortable and confident when I am outdoors, in all weathers!

How to prepare for going outdoors ?

I know how to keep myself and others safe in our forest.

I take risks by trying new activities outdoors - even if they are a bit scary.

I don't give up when I am doing outdoor challenges.

I can tell you about how our forest changes across the seasons.

How many trees and plants can you recognise?

I can use the loppers and secateurs safely.

I know how to keep myself safe around the fire circle.

Why it is important to look after the trees and plants in our school?

I always find something to do in our forest school.

I have made things out of natural materials.

I know how to get help and I can use the walkie-talkie.

I climb trees!

## Keeping myself safe

**Key Question: Who is stranger?**

**Key Question: How do I play safely?**

**Key Question: Who can help me?**

**Key question: What is bullying?**

**Key Question: What are drugs?**

# Learning about faith and belief

## Key Questions:

### **Who is a Christian and what do they believe?**

I can describe some of the teachings of a religion.

I can identify how I make choices in life.

### **What can we learn from sacred books?**

I can relate emotions to some of the experiences of religious figures studied.

I can identify things that are important in my life and compare these to religious beliefs

### **What makes some places sacred?**

I can recognise, name and describe some religious artefacts, places and practices.

I can identify and discuss some of the special objects found in places of worship

### **Who is Jewish/Muslim and what do they believe?**

I can describe some of the teachings of a religion.

I can identify how I make choices in life.

I can name some religious symbols.

I know the meaning of some religious symbols.

### **How and why do we celebrate special and sacred times?**

I can describe some of the main festivals or celebrations of a religion.

I can recognise, name and describe some religious artefacts, places and practices.

### **How should we care for others and the world, and why does it matter?**

I can ask some questions about puzzling aspects of life.

I can explain how my actions affect others.

I understand the meaning of the term 'morals'

# My amazing moments...

Being away from home...

## Making music at milestone one

I can take part in singing accurately and follow the melody by imitating changes in pitch.

I can follow instructions on how and when to play an instrument.

I can listen to instruments and hear that they make different kinds of sounds (TIMBRE).

I can choose an instrument carefully because of the sound it makes. (TIMBRE)

I can listen to music and hear that sometimes it is loud and sometimes it is quiet. (DYNAMICS)

I can play an instrument or sing loudly or quietly. (DYNAMICS)

I can listen to music and hear that the PITCH of the notes change.

I can say that notes are high or low.

I can choose to play an instrument or sing quickly or slowly. (TEMPO)

I can choose to play an instrument or sing to make long or short sounds. (DURATION)

I can clap back rhythms.

I can dance or clap along to the beat of a tune.

I can play tuned instruments (like glockenspiels) and untuned instruments (like tambourines, maracas, agogos) with control and I can be creative to make unusual sounds with the instruments.

I can use pictures or writing to help me remember what I want to do in a musical composition.

I can choose sounds to create an effect.(eg the sound of animals or the weather)

I am able to use a mixture of DURATION, TIMBRE, TEMPO and DYNAMICS in my musical compositions.

# Computing and E-safety at milestone one

## **Computing**

I can control motion by specifying the number of steps to travel, direction and turn.

I can understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following clear instructions.

I can program different sorts of inputs: giving instructions to control objects on screen.

I can make objects show and hide.

I can combine start-up and input events.

I know one object can be used to control another object.

I can choose my own characters and backgrounds, and also use the paint tool to draw backgrounds.

I can use the mouse and the keyboard to control objects.

I can create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.

I recognise common uses of information technology beyond school.

I can use simple databases to record information in areas across the curriculum with appropriate support.

I can create, organise, store, manipulate and retrieve data in a range of digital formats with appropriate support.

## **Internet safety**

I understand online risks and who to ask for help if I have concerns.

I understand the age rules for sites.

## My best achievements

# My learning attitudes

## Autumn

	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			

## Spring

	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			

## Summer

	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			

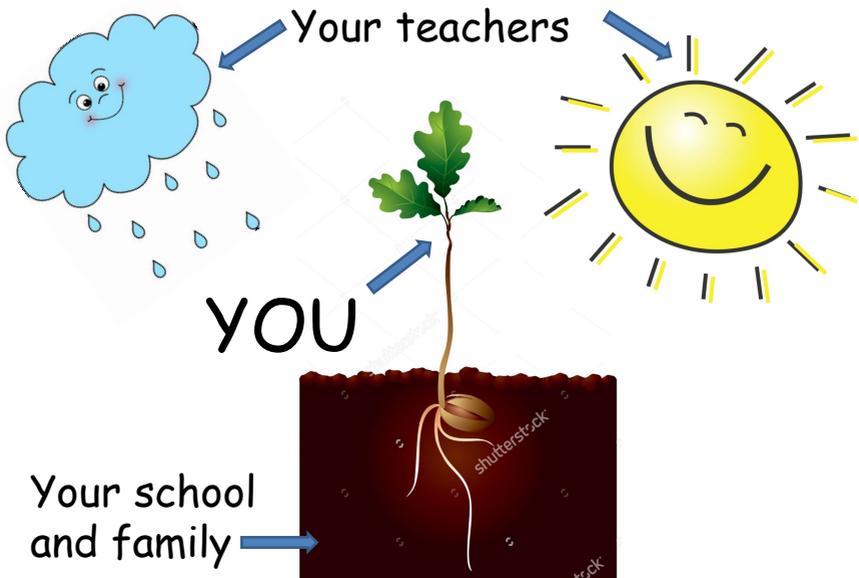
My learning attitudes			Autumn
	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			
			Spring
	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			
			Summer
	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			

# Why do we wear and acorn on our school uniform?

To remind us how lucky we are to go to school in a beautiful green village with our own forest.

To remind ourselves that we are a church school and because Jesus died on a cross made from a tree.

To remind us that we are little acorns and that we should do our best to try to grow into strong oak trees.



*Your childhood should be an adventure during which you climb lots of trees and mountains, enjoy the struggle and the view and spend as many nights under the stars as you possibly can...*



*Long Whatton Church of England  
Primary School  
'Cultivating Great Futures'*