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 Second Milestone

Years 3 and 4

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.

These are my best achievements

Becoming a mathematician at milestone 2

Knowing about numbers:

I can count from 0 in multiples of 2,3,4,5,6,7,8 9, 25, 50,100 and 1000.
Find 1000 more or less than a given number.
I can count backwards through zero, including negative numbers100.
I can compare and order beyond 1000 and know place value to 4 digits.
I can round any number to the nearest 10,100 or 1000 .
I can read Roman numerals to 100 and I know that this changed to include 0 and place value.

Adding up and subtracting:

I can solve number problems using one and two step operations choosing operations and explaining my working out.
I can use written strategies to add and subtract up to 4 digits including decimals, using formal written methods of column + and –.
I can add and subtract mentally combinations of 1-digit ,2-digit and 3 digit numbers
I can estimate and use the inverse to check answers.

Multiplying and Dividing:

I can multiply a 1 digit by 2 digit number using the distributive law.
I can multiply 2 digit and 3 digit numbers by a 1 digit number using a formal written method.
I can divide a 1 or 2 digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
I use the inverse relationship between x and division to check answers.
I know the effect of x and dividing by 10, 100.
I can x and divide mentally using factor pairs and the commutative law.
I can recall all multiplication facts to 12x12.

Using Fractions:

I understand and count in tenths, and find the fractional value of a set of objects.
I can round decimals with one decimal place to the nearest whole number.
I can compare numbers with up to 2 decimal places .
I can count in tenths and hundredths .
I can compare and order fractions with a common denominator.
I can recognise and show common equivalent fractions (1/2 1/3 1/4 3/4).
I can write the decimal equivalents of any number of tenths and hundredths.
I can add and subtract fractions with the same denominator within the whole.
I know what happens when you divide a 2 digit number by 10 or 100.
I can solve measure and money problems involving fractions.

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 2

Geometry:

I can draw, make and recognise 2D and 3D shapes in different orientations (3D).

I know that angles is an amount of turn and a property of a shape.

I can find right angles and know that they make 1/4, 1/2, 3/4 and whole turns.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I can compare and classify shapes, including quadrilaterals and triangles.

I can identify acute and obtuse angles and can order angles according to size.

I can identify lines of symmetry in 2D shapes and draw lines of symmetry.

I can complete a simple symmetric figure using a line of symmetry.

Position, Direction and Movement:

I know an angle is an amount of rotation.

I know that 2 right angles make a half tern and that 4 make a whole turn.

I can say whether an angle is greater or smaller than a right angle.

I can describe positions on a 2D grid using co-ordinates in the 1st quadrant.

I can describe movements using translations (right left up and down with a unit).

I can plot specified points and draw sides to complete a given polygon.

Measurement:

I can estimate, measure, compare, add and subtract using common metric measures.

I can measure and calculate the perimeter of 2D shapes in cm and metres.

Find the area of simple rectilinear shapes by counting squares.

I can add and subtract money to give change.

I can tell time to nearest minute and use specific vocabulary: seconds, am and pm.

(analogue, 12hr and 24hr clocks) and solve duration problems.

I know number of seconds in a minute, days in month, year, leap year.

I can convert between different units of measure.

I can read, write and convert between 12 and 24 hour clocks and solve time problems.

Statistics:

I can interpret and present data in graphs, including bar charts and time graphs .

I can solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables.

Algebra:

I can solve + - x and division problems that involve 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 2

To read words accurately

I can read and understand new words through my knowledge of roots of words, prefixes and suffixes.

I can make good attempts at pronouncing unfamiliar and more difficult exception words.

To understand texts

I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
I can predict what may happen from information I have deduced.
I can recall and summarise the main ideas from more than one paragraph.

I can talk about words and phrases that capture the imagination.
I can use non-fiction texts to retrieve information using titles, headings, sub headings and indexes.
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can spot recurring themes and elements in different stories.
I know some of the different forms of poetry.
I can ask questions to help me understand a text, check it makes sense, and discuss the meaning of the words in context.
I can explain how non-fiction books are structured in different. ways and can use them effectively.
I can use a dictionary to find the meanings of unfamiliar words.

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 2

Composition

I can write in lots of different ways about different things.
I can create characters and settings as I have seen authors do.
I can plan, edit and improve my writing.

To use imaginative description

I can use the techniques that authors use to create characters, settings and plots.
I can use alliteration and similes.
I can use some collective nouns.

To organise writing appropriately

I can use headings and sub headings.
I can use the perfect form of a verb.
I can use connectives to show time, shift attention or setting.

To use paragraphs

I can organise and sequence paragraphs about a topic.

To use sentences appropriately

I can use a mixture of simple and complex sentences.
My sentences include: conjunctions, adverbs, direct speech, clause and adverbial phrases.

To present neatly

I can join my letters, knowing which ones should not be joined.
My handwriting is easy for people to read and I leave appropriate spaces between 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 writer at milestone 2

Spelling

I can use prefixes and suffixes and understand how to add them.
I can spell some homophones.
I can spell correctly often misspelt words.
I can use possessive apostrophe's accurately.
I can use dictionaries to check spelling , using the first two or three letters.
I can write simple dictated sentences, including words and punctuation taught so far.

Punctuation

I can extend my sentences by using a wider range of conjunctions. e.g. if, because, although, when
I can use the present perfect form of verbs in contrast to the past tense.
I can choose nouns and pronouns to avoid repetition.
I can use conjunctions, adverbs and prepositions to express when and how.
I can use commas after frontal adverbials.
I can use and punctuate direct speech.

Analysis and presentation

I can use and understand grammatical terminology when discussing writing and reading:
Year 3: word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause
Year 4: pronoun, possessive pronoun, adverbial

To present writing

I can read aloud my writing to a group or whole class using appropriate intonation and volume.

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 scientist at milestone two

Working Scientifically

I can ask questions that we can discuss or investigate.
I know how to set up simple, practical investigations and test things fairly.
I can measure accurately with different equipment.
I can gather, record, classify and present data in a variety of ways.
I can use simple scientific language, drawings, labelled diagrams, bar charts and tables to record my findings.
I have reported my findings in different ways.
I can draw simple conclusions from my enquiries and suggest new questions and predictions to test.
I can identify differences, similarities or changes related to simple, scientific ideas and processes.
I can use straightforward, scientific evidence to answer questions or to support their findings.

Biology-The Science of the Rain Forests

What are the functions of different parts of flowering plants?
What do different plants need to grow and thrive?
How does water move around plants?
How do insects help plants to reproduce and grow?
What will happen if humans continue to chop down trees in the rain forests?
What are the key parts of any food chain and what happens if one part disappears?
Why and how do young animals, including us, look like our parents?
How do we know that life has evolved over time?
Why does this happen?
How have plants and animals adapted to suit different environments?
How could you group different living things?
Can you use a classification key to help you group living things?

Biology-All About Me: Health, Diet & Exercise

Why do animals need to eat certain types and amounts of food?
How does your body use food and water?
Why do some animals have skeletons?
How do teeth work?

Becoming a scientist at milestone 2

Chemistry-What's the Matter? Chocoholics

How do you know if a material is a solid, liquid or a gas?
What happens to different materials when you heat them or cool them?
Can you measure and record the temperatures when they change?

Physics-Rivers of the World

How does the water cycle work and how does temperature affect it?

Physics-The Egyptian Sun God Ra: The Solar System, Light & Electricity

How do the Earth and the moon move in space?
How many things can you think of that run on electricity?
What do you need to make a simple series electrical circuit?
Can you include bulbs and switches?

If the lamp won't light, can you think of reasons why and make it work?
How does a switch work?
Only metals conduct electricity. True or False?
Why are some places dark?
Mirrors are the only objects that reflect light. True or False?
Why should you never look directly at the sun?
Shadows are always the same size as the object that makes them. True or False?
How and why do shadows change during the daytime?

Physics-May the Force Be With You!

Why do objects move differently depending on the surface they're moving on?
Can objects be made to move without being touched?
All metals are magnetic. True or False?
Devise your own test to sort everyday materials and objects into magnetic and non-magnetic groups.
Why are the poles of a magnet important?
By experimenting, devise a chart that tells people which poles will attract and which will repel and use it to help make predictions.

Physics-Sounds Amazing!

How is sound made?
All sounds are made by something vibrating. True or False?
How can sound travel?

The riddle of the sands -Exploring Ancient Egypt

Key Question: How did the Egyptians become so powerful ?

History

I can think of questions to investigate about the past.

How can you find out about the past?

I know why some things happened and how this affected people.

What do you need to think about when you are sorting objects and events into historical order?

Which historical words have you learned?

I make sure that I use my literacy, maths and computer skills to help me present my investigations.

Art

I can adapt and refine my ideas as I create a piece of art.

I am happy to try out my artistic ideas in variety of ways.

I can use natural and recycled materials to create 3D pieces of art I can recognise.

I can make textures to convey feelings, moods and movement.

I know how to use clay and other mouldable materials.

I can add materials to provide interesting details to my creations.

I am quite skilful at using layers of two or more colours.

I can replicate patterns I have seen in natural and built environments.

I have made printing blocks to create art.

I can make careful and precise repeating patterns.

Navigating the Rivers of the world

Key Questions: Is it possible to cross each continent using only rivers ? Does every river have a journey?

Geography

How can you find out where a country is?
How can you find out about the main physical and human features of the place you are interested in?
I can name and locate the countries of Europe and I know a bit about what most of them are like
I have found out some of the geographical similarities and differences between places.

I can describe key aspects of the land including rivers, mountains, volcanoes and earthquakes and the water cycle.
I can use the eight points of a compass, four-figure grid references, symbols and key s to present information about our own and other countries.

Art

What type of effects can you create using brushes of different Thicknesses and techniques? (textures, patterns and lines?)
How many colours can you create from yellow, red and blue?
How do you create a watercolour wash background?
Which moods do different colours suggest?

Becoming a designer at milestone 2

What will I design, make, evaluate and improve?

I can design with a purpose in mind and make, refine and continually evaluating the product design.

I can use software to design and represent product designs.

Food - What will I cook?

I can prepare ingredients measuring them to the nearest gram accurately.

I can follow a recipe, controlling the temperature of the oven or hob.

Materials - What will I make?

I can measure to the nearest mm applying appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) and select appropriate joining techniques.

Textiles – What will I sew?

I can join textiles with appropriate stitching, understand the need for a seam allowance and select the most appropriate techniques to decorate textiles.

Construction – What will I build?

I will choose suitable techniques to construct, strengthen and repair products.

Mechanics – What will I create?

I can use knowledge of forces to choose appropriate mechanisms for a product, such as levers, winding mechanisms, pulleys and gears.

Who will inspire my designs?

I can identify some of the great designers to help generate ideas for design, improve upon existing designs and disassemble products to understand how they work.

Parents evening thoughts...

Meeting 1 Autumn term

Meeting 1 Autumn term

Meeting 2 Summer term

Meeting 2 Summer term

Give me shelter! Architecture through time

Key Question: What is the best material for building a house?

History

How have the houses in Long Whatton changed over the last 2000 years?

What were houses like in Britain in ancient times?

Geography

I can ask and answer geographical questions about the physical and human characteristics of a location.

I can explain and justify my own views about different places.

Devise a plan for finding out about the physical and human features of Long Whatton.

I can use sketch maps, plans and graphs and digital technologies.

I can name and find counties and cities of the United Kingdom.

I can name some key geographical regions and their characteristics including hilly areas, cities, and rivers.

Why and how do features and the way we use land change over time?

How has our school and village changed over time?

Art

I have collected information, sketches and resources for ideas.

I can put notes on my sketches to explain and elaborate on ideas.

I can use different grades of pencils to show line, tone and texture.

I have learned to sketch lightly (no need to use a rubber)

I can use shading to show light and shadow.

I can use hatching and cross hatching to show tone and texture.

Magical Mayans - Astounding Aztecs

Key Question: Human sacrifices helped ancient civilizations to be successful - True or False?
Mayans or Aztecs? Which had more of an impact on the world?

History

Devise and investigate a question about the Aztecs or Mayans.

What evidence did you use to find some possible answers?

How did the Aztecs and Mayans worship?

How was their society different to ours?

What was it like to be an Aztec child (or a Mayan child)?

I can use appropriate historical vocabulary to explain my learning. (dates, time period, era, change, chronology)

I remember to use my literacy, numeracy and computing skills to a good standard in order to show what I have learned.

Geography

Compare some of the times studied with those of other areas of interest around the world ???? History? Geography?

Art

Take an idea and develop it into a piece of art.

I can use different grades of pencils to show line, tone and texture.

I can put notes on my sketches to explain and elaborate on ideas.

I have learned to sketch lightly (no need to use a rubber)

I can use shading to show light and shadow.

I can use hatching and cross hatching to show tone and texture.

Create pieces of art using some of the techniques used by artists and designers you have studied

Create original pieces in the style of artists that you like.

The lungs of the Earth

Key Question: Why do people chop down trees?

Geography

How can you find out where the rain forests are and what they are like?

I understand and can find the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.

I can tell you about what these places are like.

How do people use land and what effect does this have?

I can use the eight points of a compass, four-figure grid references, symbols and key s to present information about our own and other countries.

Art

I can comment on artworks using visual language.

I can choose and arrange materials for a striking effect.

What have you done to make your work more precise?

I have chosen from these techniques to create art:

coiling, overlapping, tessellation, mosaic and montage

Vikings – Violent, vicious or valiant?

Key Question: The Vikings were nothing more than a murderous, disorganised rabble, loved to fight and destroy things.

True or false?

History

Use evidence to ask questions and find answers to questions about the past

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ

Understand the concept of change over time, representing this, along with evidence, on a time line

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Art

Design and make artefacts that require you to develop these skills:

Shaping and stitching materials

Using basic cross stitch and back stitch

Colouring fabric

Creating weavings

Quilting, padding and gathering fabric.

Learning about faith and belief

Key Questions:

Why is the Bible so important to people today?

I can discuss and give opinions on stories involving moral dilemmas.

I can describe some of the values held by communities or individuals and how they affect their actions.

What do different people believe about God?

I can present the key teachings of a religion.

I can explain how beliefs about right and wrong affect people's behaviour.

I can ask questions that have no universally agreed answers.

Why is Jesus so inspiring to some people?

I can give some reasons why religious figures may have acted as they did.

I can present some of the key teachings and belief of a religion.

Why do people pray?

I can discuss and give opinions on stories involving moral dilemmas.

I can explain some of the religious practices of both clerics and individuals.

I can describe some religious buildings and explain how they are used.

What does it mean to be a Christian/ Muslim/ Hindu/Sikh in Britain today?

I can present some of the key teachings and belief of a religion.

I can refer to religious figures and Holy books to explain answers.

Why are festivals important to religious communities?

I can explain some of the religious practices of both clerics and individuals.

I can present some of the key teachings of a religion.

My amazing moments...

Being away from home...

My physical development

Games

I can throw and catch with control and accuracy.

I can strike a ball and field with control.

I choose appropriate tactics to cause problems for the opposition.

I follow the rules of the game and play fairly.

I can keep control and possession of a ball with my feet and hands.

I pass to team mates at the right times.

I can lead others and act as a respectful team member.

Dance

I have planned, performed sequences.

I move in a clear, fluent and expressive manner. (Also gymnastics)

I can refine movements into sequences. (Also Gymnastics)

I can create dances and movements to convey a idea.

I can change speed and levels within a performance.

I am developing physical strength and suppleness.

Gymnastics

I can plan, perform and repeat sequences.

I show changes of direction, speed and level during a performance.

I travel in a variety of ways, including powerful movements.

I have improved the placement and alignment of body parts.

I can swing and hang from equipment safely.

Swimming

I can swim 50 metres unaided.

I use more than one stroke and coordinate breathing as appropriate.

I can coordinate leg and arm movements.

I can swim at the surface and below the water.

Athletics

I can sprint over a short distance up to 50 metres.

I can run 2 laps of the field conserving energy to keep going.

I can use a range of throwing techniques.

I throw with accuracy to hit a target or cover a distance.

I can jump in a number of ways, using a run up where appropriate.

I compete with others and aim to improve PB performances.

Forest school learning

Outdoor and adventurous Activities

I arrive properly equipped for outdoor and adventurous activity.

I show awareness and skill in managing risks.

I show an ability to both lead and form part of a team.

I support others and seek support if required when the situation dictates.

I show resilience when plans do not work and initiative to try new ways of working.

I can use simple maps and a compass to find the way.

I have learned how to safely light and put out a fire.

I can use a bow saw and a billhook safely.

I know how to look after Forest School tools.

How many trees and plants can you recognise and name?

I know some simple first aid.

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

I have climbed trees this year!

Making Music

I can sing songs withy enthusiasm and skill in assembly from memory.

I can perform a clear MELODY on a tuned instrument.

I work well in a group when I perform in an ENSEMBLE.

I can IMPROVISE (make up) simple rhythms and tunes.

I can perform a DRONE and an OSTINATO to accompany a tune.

I can compose and perform a simple melodic song.

I can recognise features of music to help identify a certain GENRE.

I can choose and use instruments to create certain effects.

I can use digital technologies to compose pieces of music.

I can recognise FACE and EGBDF on the musical stave.

I can recognise symbols for a minim, crotchet, semibreve and quaver and say how many beats they represent.

I can describe music using the terms DURATION, TIMBRE, PITCH, BEAT, TEMPO, TEXTURE.

I beginning to understand of how music has changed over time.

Learning another language

I can read and understand the main points of a short written texts.

I can write a few short sentences using familiar expressions.

I can write short phrases from memory.

I understand the main points from spoken passages.

I can ask and answer simple questions and talk about interests.

I can take part in discussions.

I know lots of things about France and French people.

Computing and e-safety at milestone two

Computing

I can make things happen in a sequence and create simple animations and simulations.

I can specify conditions to control and trigger events.

I can use IF and THEN conditions to control events of objects.

I can use variables to store a value.

I can use repetition and loops.

I can use logical reasoning to explain how some simple algorithms work and to detect and correct (debug) errors in algorithms and programs.

I can control a physical system.

I understand that networks can provide multiple services.

I can devise and construct databases using applications designed for this purpose.

I can use search technology effectively.

I use applications to communicate ideas, work or messages professionally.

Internet safety

I participate in class social media accounts / contribute to blogs safely.

I understand that comments made online that are hurtful or offensive are the same as bullying.

I can give examples of the risks posed by online communications.

I understand the term 'copyright'.

I can follow the schools safer internet policy.

I understand the need to keep personal information and passwords private.

I know how to respond if asked for personal information or feel unsafe about the content of a message.

I understand the internet is made up of fact, fiction and opinion and can begin to distinguish between them.

Growing up and changing...

Growing and Changing:

How have you changed since you were a baby?

Recognise that change is part of growing up.

Explore the physical and emotional changes that take place at the onset of puberty. Y4

Discuss your feelings.

Males and Females:

How are we the same and how are we different?

Appreciate that there are a number of very important organs in the human body.

Reinforce their knowledge and understanding of male and female sexual development, and extend their biological vocabulary. Y4

Reproduction / Life Cycles:

What is the circle of life?

Think about why reproduction is necessary in all species.

Reflect on what happens when a life cycle ends or is broken.

Understand some of the processes of fertilisation and how pregnancy occurs. Y4

Menstruation

Give basic knowledge to girls and boys about periods. Y4

Families of all kinds:

Why are families important?

Think about the importance of the relationships they have with members of their family.

To consider the ways in which others care for them.

Know that they inherit features from their parents.

Growing up and Changing...

Relationships / Types of love:

Who loves you?

Reflect upon different types of love; for family, friends, pets, places, possessions.

Gender and stereotypes

Should Mums always cook and Dads always wash the car?

Babies:

How do you care for a baby?

Consider the huge impact a baby has on a family.

Understand that the health of a mother and the health of her unborn child are closely linked.

Think about practical ways they can help a pregnant woman; mother, sister, aunt.

Know how a baby is born.

Keeping myself safe!

Key Question: How can you tell a good and a bad touch?

Key Question: Where do you play?

Key Question: Who can help me?

Key Question: How to beat a bully?

These are 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			

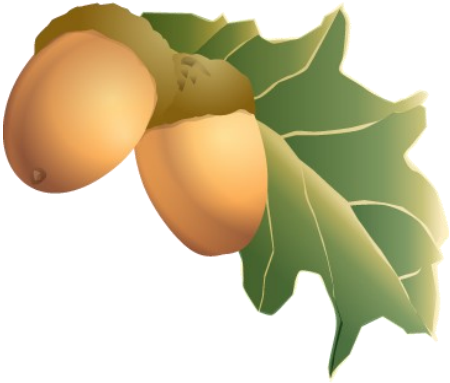
My learning attitudes			Autumn
	S A	T A	Target
Right time (being ready)			
Right kit			
Right mind (effort)			
Right choices (behaviour)			
Risk taking			

			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			

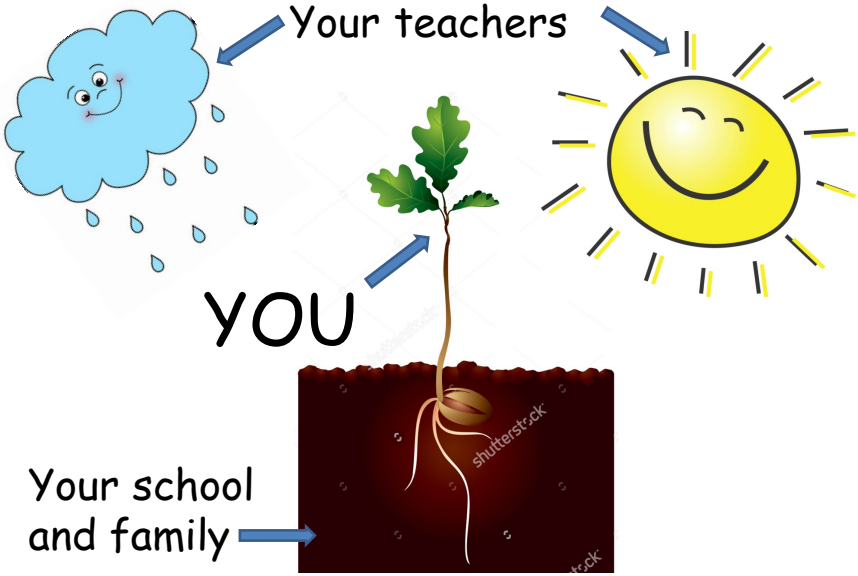
Why do we wear and acorn on our school uniform?

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 the 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'