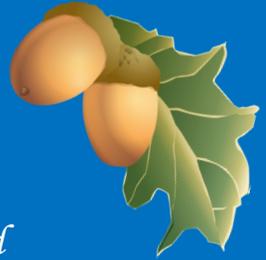


Long Whatton CE Primary School

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 Third Milestone

Years 5 and 6

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.



My best achievements

Becoming a mathematician at milestone 3

To know and use numbers

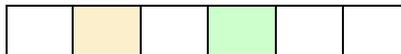
I can read, write, order and compare numbers up to 10,000,000.

I can use negative numbers and calculate across zero.

I can read Roman numbers up to 1000 and recognise years written this way.

I can round any number up or down to any degree of accuracy.

I can determine the value of each digit in any number.



Addition and subtraction

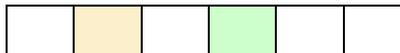
I can solve multi-step problems using all four operations in context, deciding which operations to use.

I can use formal written methods to add and subtract numbers with more than 4 digits.

I can add and subtract numbers mentally with increasingly large numbers.

I can use rounding to check answers and determine the level of accuracy in the context of the problem.

I can add and subtract negative whole numbers.



Multiplication and division

I can solve problems using a combination of the four operations.

I can solve scaling problems in context.

I know in which order to use the four operations.

I can multiply numbers up to 4 digits by a 2 digit whole number using long multiplication.

I can divide numbers up to 4 digits by a 2 digit number using short division and record the remainder.

I can divide numbers up to 4 digits by a 2 digit number using long division and record the remainder.

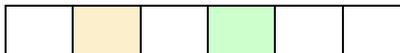
I can interpret remainders as fractions, whole numbers or rounding as appropriate.

I use estimation and inverse to check my answers.

I can identify common factors, common multiples and prime numbers up to a 100 and recall them to 19.

I can X and divide numbers to three decimal places by 10, 100 and 1000.

I can recognise and use square and cubed numbers and use the notation.



Using Fractions

I can round from two decimal places to the nearest whole number and to one decimal place.

I can read, write and order numbers with up to three decimal places and give the value of each digit.

I can solve problems involving numbers up to three decimal places.

I can use common factors to simplify fractions and compare and order them.

I understand how to change mixed number to improper fractions, to order and compare them.

I recognise and understand what the % symbol means.

I can find equivalent fractions including tenths and hundredths.

I can convert decimals into fractions and fractions into decimals using division.

I know the simple equivalent fractions, decimals and %.

I can add and subtract fractions with the same and different denominators.

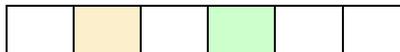
I can multiply proper fractions and mixed numbers by whole numbers, using materials and diagrams.

I can divide proper fractions by whole numbers.

I can write answers in their simplest form.

I can solve problems involving finding %.

I can solve problems involving unequal sharing using my knowledge of fractions and multiples.



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 3

Shapes Geometry



I can identify 3-D shapes from 2-D representations.

I can estimate and compare acute, obtuse and reflex angles.

I can draw given angles and measure them in degrees.

I can identify and calculate angles at a point and on a straight line, including a full turn. (180 and 360)

I can use properties of shapes to find missing lengths and angles.

I can draw 2-D shapes using given dimensions and angles.

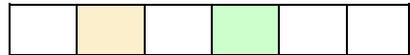
I can spot regular/irregular polygons by reasoning about equal sides and angles.

I can recognise, describe and build simple 3D shapes, including making nets.

I can compare and classify geometric shapes based on their properties and sizes.

I can find unknown angles in triangles, quadrilaterals, regular polygons or on a straight line.

I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.



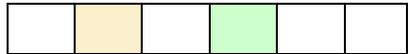
Position, direction and movement

I can identify, describe and represent the position of a shape following a reflection or translation.

I can describe positions on a full coordinate grid.

I can draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Measurement



I can solve problems converting units of time.

I can convert between units of metric measure and estimate volume and capacity.

I understand the approximate equivalences between metric and common imperial measurements.

I can measure and calculate the perimeter of composite shapes in cm and m.

I can calculate and compare the areas of squares and rectangles in cm² and m².

I can use all four operations to solve problems involving measure using decimal notation.

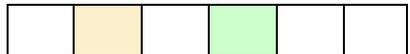
I can read, write and convert between standard units of length, mass, volume and time, using decimal notation up to 3 DP.

I can calculate, estimate and compare volume of cubes and cuboids using standard units.

I know that shapes with the same area can have different perimeters and vice versa.

I know some formulae area and volume and know when it's right to use them.

I can calculate the area of a parallelogram and triangles.



Statistics

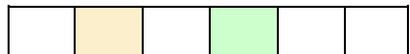
I can solve comparison, sum and difference problems from information presented in a line graph.

I can complete, read and interpret information in tables, including timetables.

I can interpret and construct pie charts and line graphs and use these to solve problems.

I can calculate and interpret the mean as an average.

Algebra



I can use simple formulae.

I can generate and describe linear number sequences.

I can express missing number problems algebraically.

I can find pairs of numbers that satisfy number sentences involving two unknowns.

I can use strategies to solve number puzzles.

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 3

Reading words accurately



I can apply knowledge of root words, prefixes and suffixes to read and to understand the meaning of unfamiliar words.

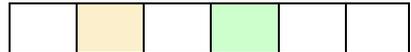
I use my combined knowledge of phonemes and word derivations to pronounce words correctly.

I can often work out the meaning of a word through context and by linking it to words I know.

I am familiar with and can read and talk about a wide range of books and text types, including myths, legends, traditional stories and stories from other cultures.

I can read fluently, using punctuation to inform meaning.

Understanding texts



I can prepare and recite a range of poems by heart, showing understanding through tone, intonation and volume, so that the meaning is clear to the audience.

I can make comparisons within and across books.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

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 3

Understanding texts (continued)

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

I can draw inferences (such as a character's feelings, thoughts and motives) through their actions and I use evidence from the text to justify my conclusions.

I can identify grammatical features used by the writer for impact, e.g., rhetorical questions, varied sentence lengths, varied sentence starters.

I can predict what might happen from what has been read.

I ask appropriate and well thought out questions to help me understand.

I can identify and comment on writers' use of language for Effect. e.g., adjectives, personification, similes

I know the difference between fact and opinion.

I can talk about how language, structure and presentation contribute to the meaning.

I can retrieve and record information from non fiction sources.

I participate fully in discussions about books, listening to others and responding appropriately.

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

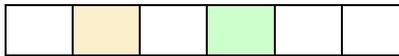
Summer Term 2

Becoming a writer at milestone 3

Composition

I can choose the appropriate form and register for the audience and purpose of the writing.

I can note, develop and research ideas.



I can plan, draft, write, 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 create vivid images by using alliteration, similes, metaphors and personification.

I can interweave descriptions of characters, settings and atmosphere with dialogue.

To organise writing appropriately

I can use a range of organisational devices, including a range of connectives.

I can use the correct use of tenses throughout a piece of writing.

I can choose effective grammar and punctuation and propose changes to improve clarity.

To use paragraphs

I can write in paragraphs which make sense when read alone.

I can write at length keeping the quality of the writing consistent.

To use sentences appropriately

I can write sentences that include: relative clauses, modal verbs, relative pronouns, a mixture of active and passive voice, bullet points, hyphens, colons, semi colons and parenthesis.

Transcription

I can write fluently and legibly with a personal style.

Spelling

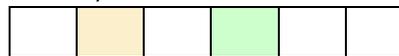
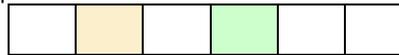
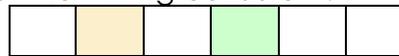
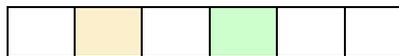
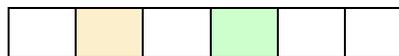
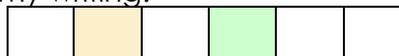
I can use prefixes, applying guidelines for adding them.

I can spell some words with silent letters.

I can distinguish between homophones and other words that are often confused.

I can use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.

I can use dictionaries to check spelling and meaning of words, using the first three or four letters and I can use a Thesaurus.



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

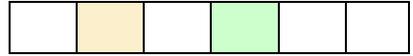
Summer Term 1

Summer Term 2

Summer Term 2

Becoming a writer at milestone 3

Punctuation



I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can use passive verbs to affect the presentation of information in a sentence.

I can use the perfect form of verbs to mark relationships of time and cause.

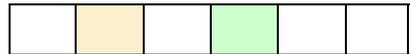
I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

I can use parenthesis to make meaning clear and add information.

Analysis and presentation

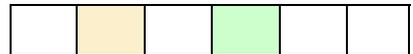


I can use and understand grammatical terminology when discussing writing and reading:

Year 5 : relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

Year 6 : active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

To present writing



I can perform compositions, 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

Japan – Land of the rising sun

Key Question: Is the Land of the Rising Sun a suitable name for Japan?

Geography

Create maps of a locations you know and one you are learning about?

Give a detailed descriptions of the features of somewhere you know?

How and why are places around the world are changing?

I can show an understanding of geographical diversity?

Why are some places very similar to others and other very different?

I can use the 8 points of a compass, grid references and symbols to communicate knowledge of Japan.

I can describe how countries and geographic regions are interconnected.

I can collect and analyse statistics and other information.

History

Tell an historical story from different viewpoints, making each version biased.

Dropping the atomic bomb on Japan was a bad thing. True or false?

I can use dates and terms to describe events.

I can understand the concepts of change and continuity over time.

I can identify periods of rapid/less change in history.

I can use appropriate historical vocabulary : dates, time period, era, chronology, continuity, change, century, decade, legacy.

I can use original ways to present information and ideas.

In history why do ordinary people sometimes choose to do very bad things? (propaganda)

Art and Design

I can use tools to add shapes, texture and patterns.

I can combine visual and tactile qualities.

I can use watercolour paint to produce washes and then add detail.

I can use lines to represent movement.

Journey to Jo'burg

Key Question: What are life's most important journeys?

Geography

I can name and locate some of the major cities of the world and their identifying human and physical characteristics.

I can identify and describe the geographical significance of latitude, longitude, Equator, Northern and Southern Hemisphere.

I can create maps of locations identifying patterns e.g climate zones/ population densities.

I can use the 8 compass points and four figure grid references.

History

I can describe different accounts of an historical event.

I can suggest causes and consequences of some of the main events and changes in history.

I can use dates and terms to describe events.

Why did apartheid last so long but then change in South Africa?

I can identify periods of rapid change and history and periods of relatively little change.

I can use appropriate historical vocabulary : dates, time period, era, chronology, continuity, change, century, decade, legacy.

Make a presentation about Nelson Mandela and his legacy.

Art and Design

I can sketch lightly before painting to combine line and colour.

I can combine colours, tones and tints to enhance the mood of a piece.

I can combine visual and tactile qualities.

I can use the qualities of materials to enhance my ideas.

I can develop and imaginatively extend my ideas from starting points throughout the curriculum.

I can create original pieces that are influenced by the work of others.

Long Whatton-The Time Machine

Key Question : In which period of time would you most like to have been a Long Whatton villager and why? Would it be World War II?

Geography

Construct a display to show what our local area is like, including the natural and man made characteristics.

I can name and locate countries and counties of UK, geographical regions and their characteristics.

What happens when human beings begin to inhabit an area?

I can create maps of locations identifying patterns.

Make an action plan to find out about a local area. Use it to gather as much information as possible. (Beacon Hill, Outwoods, Bradgate Park)

History

I can use sources of evidence to deduce information about the past

In the past, people in Long Whatton lived longer than they do now. Investigate!

I understand that no single sources of evidence gives the full answer to questions about the past.

What has changed the most/least in Long Whatton since medieval times?

I can understand the concepts of change and continuity over time.

I can identify periods of rapid change and history and periods of relatively little change.

I can use appropriate historical vocabulary : dates, time period, era, chronology, continuity, change, century, decade, legacy.

I can use original ways to present information and ideas.

Art

I can use tools to add shapes, texture and patterns.

I can combine visual and tactile qualities.

I can use watercolour paint to produce washes and then add detail.

I can use lines to represent movement.

I can create original pieces that are influenced by the work of others.

Land of the free

Key Question: Why is America known as the land of the free? Is this a good description?

History

I can choose suitable sources of evidence to deduce things about the past.
What was America like when Columbus visited it for the first time in 1492 and how was it different to Europe?

What effect did this discovery have on the land and the native people?

I can use dates and terms accurately.

I can use literacy, numeracy and ICT to a high standard to communicate information about the past.

Geography

Create a montage of facts and pictures to show how geographically diverse the world is.

I can describe how countries and geographical regions are interconnected and interdependent. (How does what happens in the highlands effect what happens in lower land?)

I can name and locate countries of Europe.

I can use the eight compass points and grid references to communicate information.

Art and Design

I can create a colour palette based upon colours observed in the natural and built world.

I can use brush techniques and the qualities of paint to create textures.

I can give details about the style of some notable artists.

I can design with the user in mind.

I can make products through a stage of prototypes, making refinements.

I can ensure my products have a high quality finish.

I can use inspirations from history for my design.

Victorian Values - Rich and poor

Key Question: Did the Victorians care for everyone in society?

History

The Victorian workhouses were a good thing because they gave everybody a job. True or false?

I can use evidence to deduce information about the past.

I can describe the characteristics of the Victorian period.

I can use dates and terms to describe events.

I can use evidence to ask questions and find answers to questions about the past.

Queen Victoria was a strong leader who made Britain the most powerful nation on Earth. Debate

I can use literacy, numeracy and ICT to communicate information about the past.

Art

I can use basic cross stitch and back stitch.

I can replicate some of the techniques used by notable artists.

Create a precise and original repeating pattern using cross stitch techniques.

I can create original pieces that are influenced by the studies of others.

I can use inspirations from history for my design.

I can create original pieces of work influenced by the style of those I have studied.

Where no one has gone before...

Key Question: Why do people explore?

History

I can choose suitable sources of evidence to deduce information about the past. How would the first explorers have made their journeys?

I can describe some major changes in a period of history.

Why did exploration get easier as time went on?

I can use literacy, numeracy and ICT to a high standard to communicate information about the past.

I can compare some of the times studied with those of other areas around the world.

Geography

Depending upon where you were exploring what would you need to consider, what would the dangers be and what equipment would you take?

I can describe how countries and geographical regions are interconnected and interdependent.

I can name and locate countries of Europe.

I can use the eight compass points and grid references to navigate.

Art and Design

I can create a colour palette based upon colours observed in the world.

I can use brush techniques and the qualities of paint to create textures.

I can give details about the style of some notable artists.

I can design with the user in mind.

I can make products through a stage of prototypes, making continual refinements.

I can ensure my products have a high quality finish.

Becoming a scientist at milestone three

Biology: Antarctica – Adaption & Classification

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

What are the differences in the life cycles of birds, mammals, amphibians & insects?

Can you describe the life process of reproduction in some plants and animals?

Devise a system to classify living things into broad groups according to their features.

Can you explain system to other children?

How can you use your knowledge of plants to help you study of all living things?

Evolution: Stone age Science

Why have living things changed over millions of years?

How do we know that things that lived on the Earth used to be different?

I can relate knowledge of plants to studies of evolution and inheritance.

Devise ways of grouping together different rocks by looking at their properties.

Design a test to tell if a rock is igneous, sedimentary or metamorphic?

Fossils prove that dinosaurs could not have been alive when there were humans on the Earth. True or False?

Devise a test to discover what soil is made out of.

All About Me – Health, Diet & Exercise

How are you different from your grandparents?

What happens inside your body when you bleed?

I live on burgers and coca cola and I feel fine. Debate!

Tell the story of the journey of an apple when it is eaten?

Chemistry: What's the Matter? The Great British Bake Off (Young Enterprise)

Create a booklet or chart, based upon scientific evidence, that would help designers to choose materials based upon their properties.

How do designers decide which materials to use?

Where does sugar go when you put it into your tea?

How could swimming in the Dead Sea help us to get salt out of sea water ?

I am stranded in the woods. I find a muddy pool of water.

How can I make the water clean enough to drink?

Explain where do puddles go?

A chocolate mug would be great for drinking. Debate

A glass knife and fork would do the job. Debate

Dissolving, mixing and changes of state are reversible changes. Prove it!

Some changes result in the formation of new materials, and that this kind of change is not usually reversible. True or False?

Physics: Light it Up! - The Solar System, Light & Electricity

How and why do the planets move?

How and why does the moon move?

What do the sun, Earth and moon have in common?

Why do we have day and night?

Find out what happens if you increase the voltage in a simple circuit.

Why do different components of a circuit work differently sometimes?

I use recognised symbols when representing a simple circuit in a diagram.

Understand that light appears to travel in straight lines.

Light can travel round corners. Debate!

How do your eyes actually work?

Why can we see things?

A shadow is always the same area of the object that has made it. Investigate!

Work out a way for predicting the size of shadows.

Physics: May the Force Be With You

Devise a way for predicting whether the two poles of magnets will attract or repel each other.

An object falling on the moon would fall more slowly than on Earth. Explain

Why don't aeroplanes have flat noses?

Why don't boats have square fronts?

Why do your hands get warm if you rub them together quickly?

If I hit a tennis ball in space it would keep going forever, but on Earth it would slow down and stop. Explain

What makes the wheel turn on your bike?

How does a steam train work?

How did the Egyptians move massive stone blocks?

Physics: Sounds Amazing

Can you find patterns between the pitch of a sound and features of the object that produced it?

Can you find patterns between the volume of a sound and the strength of the vibrations that produced it?

Why does a sound get fainter as the distance from its source increases?

Learning about faith and belief

Why do some people believe God exists?

I can explain how some teachings and beliefs are shared between religions.

I can explain my own answers to ultimate questions and I can accept that my answers might be different to others.

What would Jesus do? Can we live by the values of Jesus in the twenty first century?

I can explain how religious beliefs shape the lives of individuals and communities.

I can explain some of the different ways that individuals show their beliefs.

If God is everywhere why go to a place of worship?

I can explain some different ways that individuals show their beliefs.

I understand the role of a spiritual leader.

What does it mean to be a Muslim in Britain today?

I can explain how religious beliefs shape the lives of individuals and communities.

I can express my own values and remain respectful to those with different values

What matters most to Christians and humanists?

I can explain how some teachings and beliefs are shared between religions.

I can express my own values and remain respectful to those with different values.

I can explain why my answers to important questions may differ to those of others.

Is it better to express your beliefs in arts and architecture or through charity and generosity?

I can explain some different ways that individuals show their beliefs.

I know about some religious teachings, charities and ways of expressing generosity.

I can express my own values and remain respectful to those with different values.

Amazing moments...

Being away from home...

Growing up, changing and relationships...

Key Question: How do I prepare for lots of changes?

Personal hygiene

Understand that good personal hygiene is an essential part of growing up.

Puberty

Know the main changes for boys and girls associated with puberty and understand these are changes that they have no control over .

Menstruation

Know and understand the process of menstruation and the part it plays in human reproduction.

Reproduction

Know and understand the process of reproduction and how this is part of a loving relationship.

Know and understand the process of how babies are born.

Parenting

Understand that babies take a lot of looking after.

Know and list a selection of different responsibilities of a parent .

Family

Develop an understanding of different sorts of family and the role of the family.

Keeping myself safe!

Key Question: Drugs are just bad! True or false?

Key Question: Who do you trust?

Key Question: Should I go along with the crowd?

Key Question: Why Bully?

Computing and e-safety at milestone three

Computing

I can design, write and debug programs .

I understand the relationship between values used in code and the action of the object.

I understand that the value of a variable can be programmed to generate randomly and change in response to an event or at set time intervals.

I can manipulate inputs to create useful outputs.

I have used Espresso block coding to gain a solid understanding of computer coding.

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

I have used Scratch software to gain further knowledge of coding.

I understand the basic concepts of HTML and Python.

I can select appropriate applications to devise, construct and manipulate data and content and present it in an effective and professional manner.

I understand how simple networks are set up and used.

I can use search engines and appreciate how results are selected and ranked.

Internet safety

I can collaborate with others online on approved sites and moderated by teachers.

I can give examples of the risks of online communities and demonstrate knowledge of how to minimise the risks.

I understand it is illegal to download copyrighted materials.

I understand the effect of online comment and show responsibility and sensitivity when online.

I understand the potential risk of providing personal information online.

I understand that I should not publish other people's pictures or tag them on the internet without permission.

I know that content put online is very difficult to remove and is often there for many years.

I know what to do if I discover something malicious or inappropriate and know how to report it.

I can create strong passwords and manage them so they remain strong.

Becoming a designer at milestone three

What will I design, make, evaluate and improve?

I can design with the user in mind and make products making prototypes and continual refinements and ensure products have a high quality finish.

I can use computer aided designs to represent designs.

Food - What will I cook?

I can understand the importance of correct storage and handling of ingredients and measure accurately calculating ratios of ingredients to scale up or down from a recipe.

I can demonstrate a range of baking and cooking techniques and create and refine recipes, including ingredients, methods, cooking times and temperatures.

Materials - What will I make?

I can choose appropriate tools to cut different materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

Textiles – What will I sew?

I can combine my skills and knowledge of textiles to create a cushion.

Construction – What will I build?

I can combine my skills and knowledge to create a product out of wood.

Mechanics – What will I create?

I can convert rotary motion to linear using cams.

Who will inspire my designs?

I can combine ideas from a range of inspirational designers throughout history, giving reasons for choices.

I can create innovative designs that improve upon existing products and evaluate the design of products so as to suggest improvements.

Ideas and inventions!

My Space

My Space

Making music

I can sing or play EXPRESSIVELY and from memory.

I can hold a part in a round or sing a harmony part confidently in a small group

I can use dynamics, tempo, timbre, duration, melody, to improvise and compose a music for a range of purposes.

I can perform a melody accompanied by chords.

I can compose a piece of music that is rhythmic, has an interesting melody and is accompanied by one or two chords or a melodic ostinato.

I can use the PENTATONIC SCALE to create accompaniments.

I can compose a song with verses and a chorus and be aware how the tune enhances the meaning of the words. (E.g. if the words are sad, the song may be slower, in a minor key.)

I can use the standard musical notation of a staff, crotchet, minim, semibreve and quaver to indicate how many beats to play.

I can read and create notes on a musical staff.

I can understand the use of the flat and sharp symbol.

I can understand simple time signatures (e.g. means there are 3 crotchet beats in a bar and that it affects where you put the emphasis in the music when you perform.)

I can describe and appraise music using a wide range of vocabulary (e.g. dynamics, tempo, structure, expressive, solo etc.)

I know that lyrics to songs can convey powerful messages often influenced by what was happening at the time in history the songs were written.

I can use digital technologies to compose and refine compositions.

Being ready for my next school

Parents evening thoughts...

Meeting Autumn 1

Meeting Autumn 2

Meeting Summer 1

Meeting Summer 2

My physical development

Games

I choose and combine techniques in game situations.

I can work alone, or with team mates in order to gain points or possession.

I can strike a bowled or volleyed ball with accuracy.

I can use forehand and backhand when playing racket games.

I field, defend and attack tactically by anticipating the direction of play.

I choose the most appropriate tactics for a game.

I uphold the spirit of fair play and respect in all competitive situations.

Lead others when called upon and act as a good role model within a team.

Dance

Compose and perform creative, original and complex dance sequences.

I perform expressively and hold a precise and strong body posture.

I can plan to perform with high energy, slow grace or other themes.

I perform complex moves that combine strength and stamina.

Gymnastics

I create complex and well-executed sequences that include a full range

of movements including: **traveling balances swinging springing flight vaults inversions rotations bending stretching twisting gestures**

I vary speed, direction, level and body rotation during floor performances.

I show good placement and alignment of body parts.

Swimming

I can swim over 100 metres unaided.

I use breast stroke, front crawl and back stroke with correct breathing.

I swim fluently with controlled strokes.

Athletics

I can combine sprinting and jumping over hurdles.

I throw accurately and refine performance by thinking about technique.

I compete with others and keep track of personal best performances and set targets for improvement.

My Forest school learning

Outdoor and adventurous activities

I chose the right tools and equipment for outdoor and adventurous activity.

Identify possible risks and ways to manage them and ask for help if needed.

I am happy to lead and follow and I manage my teams well.

Empathise with others and offer support without being asked.

Remain positive even in challenging circumstances, rallying others too.

Use a range of navigation skills in order to find the way in wild country.

Be aware of changing conditions and adapt plans to ensure safety.

I know how to light a fire using only natural materials.

I can reflect on my outdoor experiences.

I am confident to spend the night outdoors and can make myself a shelter.

How many different knots can you tie and when would you use them?

I can use a sheath knife safely.

I have made things out of natural materials and used them successfully.

I climb trees safely and assess the risks involved.

I know some basic first aid and I know what to do in an emergency.

Learning another language

I can read and understand the main points and some of the detail in short written texts.

I can write short texts on familiar topics

I can understand the main points and opinions in spoken passages

I can give a short prepared talk that includes opinions

I can refer to recent experiences or future plans, everyday activities and interests

I can describe some similarities and differences between countries and communities

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

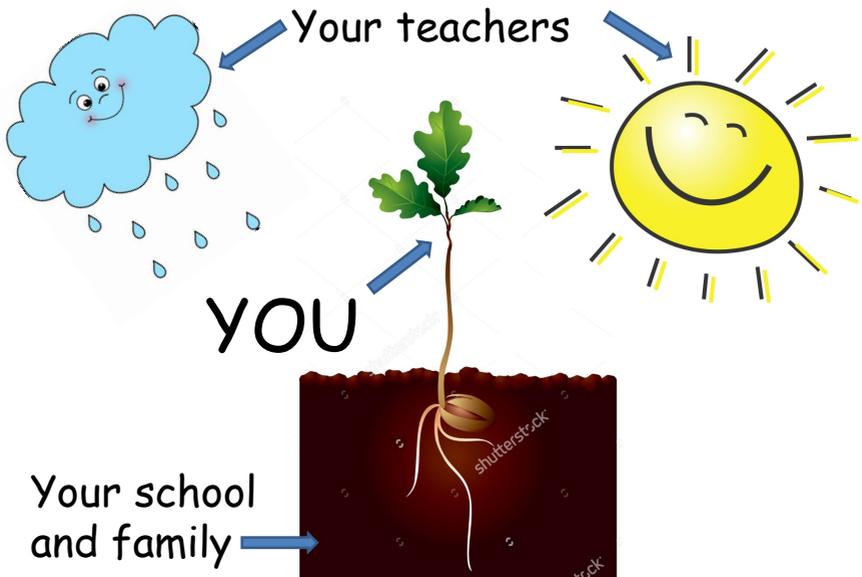
| | S A | T A | Target |
|---------------------------|-----|-----|--------|
| Right time (being ready) | | | |
| Right kit | | | |
| Right mind (effort) | | | |
| Right choices (behaviour) | | | |
| Risk taking | | | |

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'*