



| Values | Inclusivity | Respect | Empathy | Determination | Aspiration | Empowerment |
|-----------------------------|---|--|---|--|---|-------------|
| The Leys' learning pathways | EYFS Explore familiar and unfamiliar roles and experiences. KS1 Explore new experiences with confidence. LKS2 Explore the world around me, increasing my knowledge and understanding. UKS2 Explore and challenge my learning in order to promote independence and resilience. | EYFS Communicate in a two way conversation. KS1 Communicate my thoughts and feelings in a calm, verbal way LKS2 Communicate verbally, confidently and in writing with increased clarity. UKS2 Communicate clearly and confidently both verbally and in writing. | EYFS Understand my feelings and respond to the feelings of others. KS1 Understand how my actions impact others. LKS2 Understand how my actions affect myself and others around me. UKS2 Understand my strengths and areas for development within our school community. | EYFS Solve problems independently with resilience. KS1 Solve problems independently with resilience in friendships and academics. LKS2 Solve problems regarding school life independently with resilience and seek support openly UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team. | EYFS Care for myself, others and the world around me. KS1 Care for myself, others and the wider environment. LKS2 Care for myself, others and the wider world. UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in. | |
| Global Goals | 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education | 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth | 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities | 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land | 16. Peace, justice, and strong institutions 17. Participation for the goals | |
| SMSC/British Values | Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. | | | | | |

British Values Education

- Democracy
- The rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

| | AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|---|---|--|
| School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events | Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23 | STEAM week: STEM-Building our Future-06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December) | Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24) | World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03) | KS2 SATs w/c 13/05 W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock | STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07 |
| Charity Events | Harvest (Church) | Poppy Appeal 6-10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12) | | Red nose day TBC | | |
| FOL Events | Disco (13/10) Non uniform day (19/10) | KS1/Reception Movie Night- (10/11) Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances-18/12 | Non Uniform Day- 16/02 Disco- 9/02 | Non Uniform Day - 28/3 | | Summer Fair (14/06) |
| Pupil Parliament | Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am | | Session 2 (19/1/24) | | Session 3 (19/4/24) | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Class trip | | Year 6 residential: Manor Adventure | | St Nicholas Church | | |
| TOPIC | World War II | | Climate change | | Equality & Sustainability | |
| Big Question | Why is it important to have peace, justice and strong institutions in the world? | | Why is it important to take action to combat climate change and its impact? | | Why is it important to build a fairer, more sustainable world? | |
| Global Goals | 4, 5, 10, 16 & 17 | 7, 13 & 17 | 7, 13 & 17 | 3, 9, 10 & 16 | 8 & 10 | 7, 8, 9, 10, 11, 12 & 17 |
| Diversity Awareness | British values Different habitats/countries Online safety Trade | Feel good week Children in Need WW2 Evolution | Opinions on eternal life Reproduction Different landscapes around the world Different family set ups | Different family set ups Different landscapes | Medicine and disease around the world Diversity in North America | Olympics International food |
| PERSONAL, SOCIAL, HEALTH and ECONOMIC education | Keeping/staying safe <ul style="list-style-type: none"> Water safety Summative assessment A world without judgement <ul style="list-style-type: none"> British values Summative assessment | Growing and changing <ul style="list-style-type: none"> Conception Summative assessment | Computer safety <ul style="list-style-type: none"> Making friends online Summative assessment | The working world <ul style="list-style-type: none"> In app purchase Summative assessment | Keeping/staying healthy <ul style="list-style-type: none"> Alcohol Summative assessment First aid <ul style="list-style-type: none"> Summative assessment | Feelings and emotions <ul style="list-style-type: none"> Worry Summative assessment Being responsible <ul style="list-style-type: none"> Stealing Summative assessment |

| | AUTUMN | | SPRING | | SUMMER | |
|---------|---|--|---|--|---|--|
| ENGLISH | The Origin of Species by Sabina Radeva (Non-fiction) Non-chronological report Key Skills: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, | Rose Blanche by Ian McEwan (Fiction) Narrative Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Linking ideas across | Goldilocks (Non-fiction) Newspaper report Key Skills: Use of the passive to affect the presentation of information in a sentence. Layout devices [for | A Monster Calls by Patrick Ness (Fiction) Narrative Key Skills: The difference between structures typical of informal speech and structures appropriate for | Pet Peeves (Non-fiction) A blog Key Skills: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections for | David Attenborough by Maria Isabel Sanchez Vegara (Non-fiction) Biography Key Skills: Indicating degrees of possibility using adverbs Devices to build cohesion |

| | | | | | | |
|--------------|--|---|--|--|--|--|
| | <p>grammatical connections</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> | <p>paragraphs using adverbials of time, place and number</p> <p>Brackets, dashes or commas to indicate Parenthesis</p> <p>Take One Book - The Snow Dragon by Abi Aphinstone (Fiction)</p> <p>Diary entry</p> | <p>example, headings, subheadings, columns, bullets, or tables, to structure text]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Poetry: Thinker's Rap</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> | <p>formal speech and writing</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> | <p>Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Take One Book - The Secrets of Black Rock by Joe Todd Stanton (Fiction)</p> <p>Persuasive letter</p> | <p>within a paragraph</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> |
| MATHS | <p>Place Value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p> <p>Application of Factors, Multiples and Primes</p> <p>Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p> | <p>Fraction and Decimal Equivalents</p> <p>Fractions, Decimals and Percentages</p> <p>Calculating Percentages</p> <p>Formal Written Method of Multiplication</p> <p>Area of parallelograms and triangles</p> <p>Formal Written Method</p> | <p>Dividing Fractions</p> <p>Fraction Problem Solving</p> <p>Order of Operations and Algebra</p> <p>Formal Written Method for Long Division</p> <p>Exploring Relationships Between Perimeter and Area</p> <p>Recognise and Find</p> | <p>Ratio and Proportion</p> <p>Volume</p> <p>Measures</p> <p>Statistics - Interpret Line Graphs and Pie Charts</p> <p>Algebra and Sequences</p> <p>Statistics - Calculate and Interpret Mean Average</p> | <p>Constructing Pie Charts</p> <p>Statistical Representations</p> <p>Further Algebra</p> <p>Financial Maths and Enterprise</p> <p>Maths Preparation for KS3</p> | |

| | | | | | | |
|---------|---|--|--|---|--|--|
| | | | of Short Division Properties of Shape Multiplying Fractions | Angles Reflection and Translation | Application of Previous Years' Learning Application of Known Facts and Calculation Strategies | |
| SCIENCE | <p>Living Things and their habitats</p> <p>Take an in-depth view at classifying animals, plants and microorganisms.</p> <p>Children will recap their knowledge of broad groups of organisms before taking a much more detailed look at the Linnaeus classification system, how it works and how different species of organisms that are closely related can be identified.</p> <p>Scientist: Jane Goodall</p> | <p>Evolution</p> <p>To develop knowledge of Evolution - who discovered it and how was it discovered</p> <p>To describe inheritance and how it explains the process of evolution</p> <p>To question why offspring are not identical to parents</p> <p>To explore ideas of inherited characteristics</p> <p>To develop knowledge on natural selection - why is it needed? What happens if it didn't occur in nature?</p> <p>To discuss the different ways in which extinction can occur</p> <p>Scientist: Sir Ian Wilmut (Dolly)</p> <p>STEAM week: STEM-Building our Future-06/11-10/11)</p> | <p>Human development and reproduction (linked with PSHE)</p> <p>To develop knowledge on how we grow and change both emotionally and physically</p> <p>To compare the types of relationships that people have as they develop.</p> <p>Scientist: Robert Winston</p> | <p>Animals & humans</p> <p>To consolidate knowledge of the importance of nutrition and exercise.</p> <p>To develop knowledge of the circulatory system - how does the heart function? What is the difference between oxygenated and deoxygenated blood?</p> <p>To investigate how water and nutrients are transported in the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on how their bodies function.</p> <p>To investigate and hypothesise how exercise can affect the circulatory system.</p> <p><u>Hearts</u></p> <p>Scientist: Noel Fitzpatrick</p> <p>STEAM week: Time 08/03-15/03</p> | <p>Electricity & Light</p> <p>To consolidate knowledge of circuits and how they work - recognising circuit symbols</p> <p>To investigate how voltage in cells affects brightness of a lamp in a circuit</p> <p>To compare and give reasons for variations in how components function - brightness, loudness, position</p> <p>To hypothesise, report and present and conclude findings from enquiries in investigations; recording data in a variety of ways (diagrams, labels, classification keys, graphs)</p> <p>Scientist: Granville T. Woods Child-led investigation</p> <p>STEAM week: Ocean Art (Wb: 20/5 - 24/5)</p> | |

| | | | | | | |
|------------------|--|--|---|---|--|---|
| COMPUTING | <p>1. Coding Use functions to reduce the amount of coding needed to complete a programme or streamline the code of an existing programme</p> <p>Create algorithms that will allow users to put in more complicated input and have the computer work with it</p> <p>Combine all of my coding skills to create a text-based adventure game</p> | <p>2. Online safety 3. Spreadsheets</p> <p>2. Explain what personal information is and give examples of situations where it is safe and appropriate to share this information</p> <p>2. Respond to cyberbullying appropriately and communicate in a way that keeps me safe from being accused of being a cyberbully</p> <p>2. Explain how spending a long time on activities that mean using a device can be bad for me</p> <p>3. Use formulae to perform mathematical calculations such as finding a percentage increase or decrease</p> <p>3. Use formulae to perform automatically count items on a spreadsheet</p> <p>3. Use spreadsheet operations to help solve real-life problems</p> | <p>4. Blogging</p> <p>Plan and collaboratively create a blog about a topic</p> <p>Update a previously created blog</p> <p>Comment on blog posts</p> | <p>5. Text Adventures</p> <p>Plan a multi-stage text-based adventure game</p> <p>Create a multi-stage text-based adventure game</p> <p>Plan a map-based adventure game</p> <p>Create a map-based adventure game</p> | <p>6. Networks</p> <p>Know the different types of network, including LAN, WAN and the Internet</p> <p>Understand how networks work and why they are useful</p> | <p>7. Quizzing</p> <p>Answer quizzes created using 2Quiz</p> <p>Create quizzes using 2Quiz for others to answer</p> <p>Do research to find information that can be turned into quiz questions</p> |
|------------------|--|--|---|---|--|---|

| | | | |
|----------------|---|---|---|
| | AUTUMN | SPRING | SUMMER |
| HISTORY | <p>World War II</p> <p>Learn where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what it was and areas affected) | <p>Maya Civilisation: Who were the Maya? Who discovered them?</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks) | <p>Medicine and Disease How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. |

| | | | |
|-----------------------|--|---|---|
| | <ul style="list-style-type: none"> - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives? <p>Black History month link: Tuskegee Airmen WW2</p> | <p>using modroc! - link with DT)</p> <p>K'inich Janaab Pakal, whom we know today as Pakal the Great.</p> | <ul style="list-style-type: none"> - Mediaeval medicine and the events during the Black Plague. - medical practices of the Tudor period. - medical advancements during the Victorian period. - Explore medicine in 20th and 21st century |
| GEOGRAPHY | <p>Trade and Economics</p> <p>Explain why countries need to import goods; describe the climate and landscape of El Salvador; list some issues facing people living in El Salvador; explain the meaning of fair trade; describe the fair trade process for some products; describe an example of a global supply chain; list some of the positive and negative effects of multinational companies on local trade; identify similarities and differences between trading today and different periods in history.</p> | <p>Our Changing World</p> <p>Learn all about the Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis.</p> <p>Also explore how climate change is affecting these extremes, and how these ever-changing weather conditions are affecting people, communities and landscapes.</p> | <p>The Americas (link with History)</p> <p>Discover the continent of North America and all its countries, cities and landscapes.</p> <p>Explore the various geographical features of different areas of North America and compare them with our own locality.</p> |
| ART and DESIGN | <p>Activism Focus: Collaging, Drawing</p> <p>Knowledge Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>Skills Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Children to create their own zines. Supply children with a variety of magazine imagery which can be used to communicate their message. Invite children to modify their chosen imagery, by cutting, folding, sticking and juxtaposing whilst thinking about the composition of their zine pages. Encourage experimentation and exploration of how best to communicate their message through text and word.</p> | <p>2D to 3D Focus: Drawing</p> <p>Knowledge Understand that there is a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Skills Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up. Use collage to add tonal marks to the "flat image". Make visual notes to capture, consolidate and reflect upon the artists studied.</p> | <p>Brave Colour Focus: Making</p> <p>Knowledge Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Skills Use the device of a scaled model to imagine what your installation might be, working in response to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Use a variety of materials, including light and sound, to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Explore colour: make colours, collect colours, experiment with how colours work together.</p> |

| | | | | | | |
|-----------------------|--|--|--|--|--|---------------|
| DESIGN and TECHNOLOGY | Structures - Anderson shelters <u>Project- Frame structures</u> <u>Strengthen-</u> wood, materials <u>Joining-</u> L join with card triangles | | Textiles <u>Project- Purse/ phone case</u> Sewing chain stitch Fastening buttons or velcro | | Mechanisms <u>Project moving toys</u> <u>Key knowledge, skills and vocabulary</u> - Cams- shapes and movement | |
| MUSIC | Music and Technology | Developing Ensemble Skills | Creative Composition | Musical Styles Connect Us | Improvising with Confidence | Farewell Tour |
| | <ul style="list-style-type: none">Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.Performing pitched patterns on instruments and by singing.Performing word-pattern chants to recognise rhyme patterns.Singing songs and saying rhythmic words in unison as a class.Improvising a simple answer to a played melody.Recognising a time signature and using this to begin grouping notes together in bars according to | <ul style="list-style-type: none">Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.Performing pitched patterns on instruments and by singing.Performing word-pattern chants to recognise rhyme patterns.Singing songs and saying rhythmic words in unison as a class.Improvising a simple answer to a played melody.Recognising a time signature and using this to begin grouping notes together in bars according to | <ul style="list-style-type: none">Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.Performing pitched patterns on instruments and by singing.Performing word-pattern chants to recognise rhyme patterns.Singing songs and saying rhythmic words in unison as a class.Improvising a simple answer to a played melody.Recognising a time signature and using this to begin grouping notes together in bars according to | <ul style="list-style-type: none">Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.Performing pitched patterns on instruments and by singing.Performing word-pattern chants to recognise rhyme patterns.Singing songs and saying rhythmic words in unison as a class.Improvising a simple answer to a played melody.Recognising a time signature and using this to begin grouping notes together in bars according to | <ul style="list-style-type: none">Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.Performing pitched patterns on instruments and by singing.Performing word-pattern chants to recognise rhyme patterns.Singing songs and saying rhythmic words in unison as a class.Improvising a simple answer to a played melody.Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.Recognising and responding to standard written notation.Understanding and repeating sol-fa patterns. | |

| | | | | | | |
|---------------------|---|---|--|---|--|--|
| | <p>the time signature.</p> <ul style="list-style-type: none"> Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Understanding non-verbal indications made by a teacher regarding volume. | <p>the time signature.</p> <ul style="list-style-type: none"> Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Understanding non-verbal indications made by a teacher regarding volume. | <p>the time signature.</p> <ul style="list-style-type: none"> Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Understanding non-verbal indications made by a teacher regarding volume. | <p>the time signature.</p> <ul style="list-style-type: none"> Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Understanding non-verbal indications made by a teacher regarding volume. | <p>the time signature.</p> <ul style="list-style-type: none"> Recognising and responding to standard written notation. Understanding and repeating sol-fa patterns. Understanding non-verbal indications made by a teacher regarding volume. | <ul style="list-style-type: none"> Understanding non-verbal indications made by a teacher regarding volume. |
| RELIGIOUS EDUCATION | <p>Christianity - How significant is it that Mary Is Jesus ' mother?</p> | <p>Christianity - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> | <p>Buddhism - Can the Buddha's teachings make the world a better place?</p> | <p>Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> | <p>Islam - Does belief in Akhirah (life and death) help Muslims lead good lives?</p> | |
| FRENCH | <p>Chez Moi (My home)</p> <p>Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together.</p> <p>Phonics and Pronunciation lesson 1 and 2 Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille</p> | | <p>Ma famille (my family)</p> <p>Remember the nouns for family members in French from memory. Describe their own or a fictitious family in French by name, age and relationship. Count up to 100 in French. Understand possessive adjectives better in French ('my' form only).</p> | | <p>Les vêtements (Clothes)</p> <p>Recognise and recall from memory items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. Phonics and Pronunciation lesson 3 and 4 Hearing and saying the sounds - eau, eux, e, é, è, qu, gne, ç, en and an</p> | |
| PE | Football & Tag Rugby | Basketball & Netball | Gymnastics - Counter-Balance & Counter Tension & Gymnastics - Group Sequencing | Dance- World War 2 & Lacrosse | Athletics & Health Related Fitness | Rounders & Swimming |

