



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being</p>	

	independence and resilience.			independently and collectively as a team.	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 <ul style="list-style-type: none"> • 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 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
School Events <ul style="list-style-type: none"> • Theme days • Community events 	<p>PSHE Personal Development/British Values/RE Focus: 4/9-5/9</p> <p>Behaviour Curriculum focus: 4-26/9</p> <p>Class Author Week: 8/9-12/9</p> <p>International Day of Democracy: 15/9</p> <p>National Poetry Day (performance poetry): 2/10</p> <p>Global Friday: 10/10</p>	<p>Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11</p> <p>STEAM week: Maths Focus 17-21/11 (How many Jellybeans?)</p> <p>Enterprise Day: 28/11</p> <p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p> <p>Global Friday: 12/12</p> <p>Christmas Jumper and dinner Day 17/12</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p> <p>Global Friday: 30/1</p> <p>Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2</p> <p>Internet Safety Week: 9-13/2</p>	<p>Mock SATs Y6: 23-26/3</p> <p>Mother Language Day: 27/2</p> <p>World Book Day: 5/3</p> <p>STEAM week: Science Focus 9/3-13/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p> <p>Global Friday: 20/3</p> <p>Church visit KS2 Easter: 26/3</p>	<p>Earth Day: 22/4</p> <p>St George's Day: 23/4</p> <p>KS2 SATs w/c 11-14/5</p> <p>Global Friday: 15/5</p> <p>Walk to School and Healthy living week: 18-14/5</p> <p>Sports day - 21 or 22/5</p>	<p>Careers Month: June</p> <p>STEAM week:1-5/6 link to careers?</p> <p>King's birthday 12/6/26</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Global Friday: 3/7</p> <p>World Cup - 10/7</p> <p>Book Swap day: 15/7</p>
Charity Events	<p>Harvest - Assembly 7/10</p>	<p>Poppy Appeal: 3-11/11</p> <p>Children in Need:</p>				<p>National Give Something Away day: 15/7</p>

		21/11				
FOL Events	Disco 17/10 Non uniform day 23/10	KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) Junior Performances- 15/12		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6
Pupil Parliament	Session 1 26/9 Wellbeing 11am		Session 2 6/2 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor		PGL		Church Visit		Duxford War Museum and Crucial Crew
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
British Values	Democracy and The Rule of Law		Individual Liberty and Respect		Tolerance and Acceptance	
Diversity	British values Different	Anti Bullying week Children in Need	Opinions on eternal life Reproduction	Different family set ups	Medicine and disease around the	Olympics

Awareness	habitats/countries Online safety Trade	WW2 Evolution	Different landscapes around the world Different family set ups	Different landscapes	world Diversity in North America	
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	<u>Week 1- Writing to Explain- Formal-</u> Author writing- Biography. (focus subordinate clauses) Text: <u>When The Sky Falls:</u> <u>Week 2-3 Writing to Recount- Diary Entry-</u> based on Chapter 1- Stephen's perspective describing his	Text: <u>Pig Heart Boy.</u> <u>Week 1-2- Writing to Instruct- Informal</u> Instructional text- How can we fix a broken heart?	Text: <u>The Island- by Armin Greder</u> <u>Week 1-2- Writing to recount- Informal</u> Diary Entry- Personal choice of writer- the stranger? An islander?	Text: <u>Spiderwick's Field Guide to the Fantastical World Around You</u> <u>Writing to Describe:</u> 1- Character description- Focus figurative language.	Text: <u>Spiderwick's Field Guide to the Fantastical World Around You</u> <u>Writing to Inform: Formal</u> 1- Information leaflet- treefolk. Focus- range of clauses.	Text: <u>Alma Clip</u> <u>Week 1-2- Writing to Describe- Informal</u> Complete own Spooky Story Narrative- Focus- Y6 Objectives_ Text: <u>The Journey Home by Frann</u>

	<p>feelings about being separated from his mother and living in a strange place.</p> <p>Writing features to include: Informal, personal tone, Use of emotive language to express feelings of loss, hope, or fear, Use of time connectives and past tense, Thoughts and reflections</p> <p>Week 4-5. Writing to Inform-Formal- Newspaper Article (based on Chapter 2) When Stephen is taken away from his mum, placed in a strangers house and introduced to the creature.</p> <p>Writing features include:</p> <ul style="list-style-type: none"> -Modal verbs -Cohesion -Parenthesis -Direct/Indirect speech <p>Week 6- 7- Writing to Describe- Poetry- A poem expressing the fear or hope</p>	<p>Week 3-4- Writing to discuss-Formal- Create a discussion/debate about whether - Should animal organs be used in human transplants?</p> <p>Week 5-6-Writing to Describe- Write setting/character descriptions based on- Take one book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Week 3-4-Writing to inform- Formal Newspaper Article- Report the arrival of the man and the islanders' reaction.</p> <p>Week 5-6- Writing to Persuade- Create a Formal leaflet- persuading people to come to your island.</p>	<p>2-Poem about a character- focus- hyphens</p> <p>Writing to Recount: Informal</p> <p>3-First person recount/narrative in the role of Boggart- focus parenthesis.</p> <p>4-Radio broadcast- focus adverbials, prepositional phrases.</p> <p>Writing to Persuade: Formal Write a persuasive letter to tourists- inviting them to come to the Spiderwick Village Focus: A range of clauses.</p>	<p>Writing to describe: Informal 2- Warning Poster- character description- focus- passive voice.</p> <p>Writing to Explain: Formal 3- Report- Write your own entry into the spiderwick field guide- create a creature- Focus parenthesis, hyphens, range of clauses.</p> <p>4-6- Writing to Instruct: Informal -Instruct a visitor how to stay safe when visiting the Spiderwick Village- Focus- A range of y6 objectives.</p>	<p>Week 3-4 Writing to Recount- Newspaper Article- Formal Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon-</p> <p>Week 5-6- Writing to Explain- Write a letter to your new year 7 teacher- explaining all about yourself.</p>
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	<p>Stephen feels during an air raid or while waiting for news about his family.</p> <p>Focus: Use of imagery, metaphors, Varied line lengths and punctuation for effect, Emotive language and repetition for impact.</p>					
MATHEMATICS	<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 of Short Division</p> <p>Properties of Shape</p> <p>Multiplying Fractions</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 Angles</p> <p>Reflection and Translation</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>Application of Previous Years' Learning</p> <p>Application of Known Facts and Calculation Strategies</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>	

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>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>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>
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				<u>Hearts</u> Scientist: Noel Fitzpatrick		
COMPUTING	1) Graphing Create a range of Graph types Incorporating multiple datasets Using graphs to solve a problem Exporting and importing files Florence Nightingale - Statistician and data visualisation pioneer	2) Spreadsheets Performing calculations Entering and using Formulae Presenting data Solving real life problems Dan Bricklin - Inventor of VisiCalc, the first spreadsheet program	3) Micro:bit Using the Micro:bit as a data logger Measuring, recording and analysing environmental data Collecting data and exporting to graphical software Ayah Bdeir - Creator of littleBits	4) Coding Using functions Understanding flowcharts and control simulations Coding for user input Grace Hopper - Computer programmer and Navy rear admiral	5) Binary Examining how binary represents data in digital systems Counting in binary Converting from decimal to binary Exploring binary in relation to game states Claude Shannon - "Father of Information Theory"	6) Introduction to Python Comparing block and text code views Coding for text output Working with different data types Coding repetition in python Guido van Rossum - Creator of the Python programming language

	AUTUMN	SPRING	SUMMER
HISTORY	World War II	Maya Civilisation: Who were the Maya? Who discovered them?	Medicine and Disease How has medicine changed from the days of

	<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) - 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><u>Black History month link: Tuskegee Airmen WW2</u></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 using modroc! - link with DT) <p>K'inich Janaab Pakal, whom we know today as Pakal the Great.</p>	<p>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. - 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><u>Trade and Economics</u></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>Fieldwork - OFFSITE Pin Green Industry Walk -</p>	<p><u>Our Changing World</u></p> <p>Explore the lives, traditions, and environments of Indigenous peoples from six continents.</p> <p>Recognise the rich diversity and unique adaptations of Indigenous cultures worldwide.</p> <p>Appreciate the value of Indigenous knowledge and perspectives in understanding human-environment relationships.</p> <p>Investigate how Indigenous peoples live sustainably within their specific environments (rainforest, desert, mountains, tundra, etc.).</p>	<p><u>The Americas</u></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> <p>Fieldwork - Could Our School Survive in the Amazon or Great Plains?-</p> <ul style="list-style-type: none"> • To investigate the features of our school environment and assess how suitable it would be

	<ul style="list-style-type: none"> To explore how goods and services are produced and delivered in a local industrial area. To understand the role of industrial zones in local and global trade. 	<p>Use research skills to gather information from texts, images, and multimedia about Indigenous groups.</p> <p>Organise and present information clearly through creative formats such as survival guides, brochures, posters, and stories.</p> <p>Recognise the challenges Indigenous peoples face in preserving culture and land rights.</p> <p>Fieldwork - ENQUIRY Extreme Weather Resilience Survey-</p> <ul style="list-style-type: none"> To investigate how well our school environment is prepared for different types of extreme weather. To identify vulnerable and resilient areas of the site in relation to heatwaves, heavy rainfall, and high winds. 	<p>for two contrasting environments in The Americas</p> <ul style="list-style-type: none"> To explore how human and physical features would need to change to adapt to a tropical rainforest (Amazon) or temperate grassland (Great Plains) climate.
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</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</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</p>

	<p>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>Explore using negative and positive space to "see" and draw a simple element/object.</p> <p>Use the grid system to scale up.</p> <p>Use collage to add tonal marks to the "flat image".</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>		<p>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."</p> <p>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.</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p>	
DESIGN and TECHNOLOGY	<p>Structures - Anderson shelters</p> <p><u>Project- Frame structures</u></p> <p><u>Strengthen-</u> wood, materials</p> <p><u>Joining-</u> L join with card triangles</p>		<p>Textiles</p> <p><u>Project- Purse/ phone case</u></p> <p>Sewing chain stitch</p> <p>Fastening buttons or velcro</p>		<p>Mechanisms</p> <p><u>Project moving toys</u></p> <p><u>Key knowledge, skills and vocabulary</u> - Cams-shapes and movement</p>	
MUSIC	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
RELIGIOUS EDUCATION	<p>Buddhism</p> <p>Do we need lots of things to lead a good life?</p>	<p>Varying Religions</p> <p>What is forgiveness?</p>	<p>Hindusim</p> <p>Why do Hindus want to be good?</p>	<p>Christianity</p> <p>What difference does the resurrection make to Christians?</p>	<p>Sikhism</p> <p>Why do Sikhs believe everyone is equal?</p>	<p>Varying Religions</p> <p>Why do some people believe in god and some people do not?</p>
FRENCH	<p>Chez Moi (My home)</p> <p>Say and write in French whether we live in a house or an apartment.</p> <p>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'...</p> <p>Use the conjunction 'et' (and) to link two</p>		<p>Ma famille (my family)</p> <p>Remember the nouns for family members in French from memory.</p> <p>Describe their own or a fictitious family in French by name, age and relationship. Count up to 100 in French.</p> <p>Understand possessive adjectives better in</p>		<p>Les vêtements (Clothes)</p> <p>Recognise and recall from memory items of clothing.</p> <p>Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing.</p>	

	sentences together. Phonics and Pronunciation lesson 1 and 2 Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille		French ('my' form only).		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	
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