



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	<ol style="list-style-type: none"> 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 	<ol style="list-style-type: none"> 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth 	<ol style="list-style-type: none"> 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities 	<ol style="list-style-type: none"> 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 	<ol style="list-style-type: none"> 16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>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.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>				
	<p>British Values Education</p> <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		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	KS1/Reception Movie Night- (10/11)	Non Uniform Day- 16/02	Non Uniform Day - 28/3		Summer Fair (14/06)

	(19/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances- 18/12	Disco- 9/02			
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/visitor		Shuttleworth museum		Visitor healthy eating		Beach day
TOPIC	Terrific transport		Food glorious food		Beside the seaside	
Big Question						
Global Goals			1. No poverty 2. Zero hunger 3. Good health and well-being		3. Good health and well-being 13. Climate action 14. Life below water 15. Life on land	
Diversity Awareness	Music week Class author week Scientist: John Dunlop.	Feel good week Children in Need Diwali - Hinduism and Sikhism.	Scientist: Eugenie Clark.	World book day - authors across the world.	Judaism Scientist: Wangari Maathai.	Judaism International food/Olympics
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/Staying Safe <ul style="list-style-type: none"> Baseline assessment Road safety Hazard watch	Relationships <ul style="list-style-type: none"> Baseline assessment Friendship Fire safety <ul style="list-style-type: none"> Baseline 	Computer safety <ul style="list-style-type: none"> Baseline assessment Online bullying 	Our world <ul style="list-style-type: none"> Baseline assessment Growing in our world 	Keeping/staying healthy <ul style="list-style-type: none"> Baseline assessment + Washing hands 	Feelings and emotions <ul style="list-style-type: none"> Baseline assessment Jealousy Being responsible

	<ul style="list-style-type: none"> • Baseline assessment • Is it safe to eat/drink 	<ul style="list-style-type: none"> • assessment • Hoax calling 				<ul style="list-style-type: none"> • Baseline assessment • Water spillage
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Week 1- Music week- Letter formation Caption writing</p> <p>Week 2- Author Week.</p> <p><u>Text: The Train Ride (Narrative)</u></p> <p>Key skills- How words can combine to make sentences. Joining words with 'and'. Sequence sentences to form narratives Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate</p>	<p><u>Text: Poetry- Firework night</u></p> <p>Key skills- Suffix that can be added to verbs where no change in the spelling of the root words. Joining words with 'and'. How words can combine to make sentences. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I. Independent write-</p>	<p><u>Text -Pinocchio (Traditional tale)</u></p> <p>Key skills- How the prefix un- changes the meaning of verbs and adjectives (negotiation for examples unkind or undoing, untie the boat</p> <p>Week 3,4 and 5- Sentence stacking- Creating own sentence about the story of Pinocchio</p> <p>Week 6&7 Independent writing- Continue with plot - the fox and the cat eventually kidnap Pinocchio. What do they do? How does he</p>	<p>Text- Toys from the past (Non-Fiction)</p> <p>Key skills- How words can combine to make sentences. Joining words and joining clauses 'and'. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I.</p> <p>Week 3-5 Sentence</p>	<p>13/05- TAKE ONE Book - The Secrets of Black Rock</p> <p>Non fiction- Seasons Key skills-Suffixes that can be added to verbs where no change is needed in the spelling of root words. E.g helping, helped, helper. How words can combine to make sentences. Joining words and joining clauses using and. Capital letters for names and for the personal I. Separation of words with spaces. <u>Week 3-5 Sentence</u></p>	<p><u>Narrative-story- The storm whale</u> Key skills- Combining words to make sentences. Joining words and joining clauses using and,because, but. Sequencing sentences to form short narratives. Capital letters for names and for the personal I. Capital letters for names and for the personal pronouns I. <u>Week 2,3 & 4 Sentence structure-</u> story writing</p> <p><u>Week 5,6 &7 Independent writing-</u></p>

	<p>sentences. Capital letters for names and for the personal I. Week 3-4- Sentence stacking- creating own sentences about the story/recount of narrative.</p> <p>Week 5- 6- Independent writing - Big idea replication to a new plot - different character and type of transport.</p> <p>Week 7- Recap of key skills- Finger spaces, full stops and capital letters.</p>	<p>Christmas list poem</p> <p><u>Text: On safari (Non-Fiction)</u></p> <p>Key skills-Regular plural noun suffixes-s or-es How words combine to make sentences. Join words using the word and. Separation of words with spaces. Introduction to capital letters, full stops, exclamation marks and question marks. Capital letters for names and for the personal pronoun I.</p> <p>Week 3-4- Sentence Stacking Lessons- Creating a non fiction report</p> <p>Week 5-6 Independence writing- travel journal about visit to shuttleworth.</p> <p>Week -7 Recap of Key skills using Take one book- Snow</p>	<p>escape?</p> <p>Week 8- Recap of Key Skills- Joining words and joining clauses- and because</p> <p><u>Text- When I am by myself? (Poetry)</u> Key skills - Regular plural noun suffixes-s or-es Separation of words with spaces. Capital letters for names and for the personal I.</p> <p>Week 1,2 Sentence stacking- Creating a poem.</p> <p>Week 3 and 4 Independent writing- Children create a similar poem using the ideas of food- taste textures. Week 5- Recap of key skills - Rereading work to check for sentence and basic editing.</p>	<p>structures- writing a report.</p> <p>Week 6&7 Independent writing- Chocolate from the past.</p> <p>Week 8- Recap of key skills - Using exclamation marks and question marks.</p> <p><u>Text- narrative- the way back home</u> Key skills - Regular plural noun suffixes- s or -es including the effect of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using and. Sequencing sentences to form short narratives. Capital letters, full stops, question marks and exclamation marks</p>	<p><u>structure-</u> report about seasons. <u>Week 6-7 Independent writing-</u> create a report about another tree or animals. <u>Week 8- Recap of key skills -</u> Using a variety of conjunctions.</p> <p><u>Narrative- irish myth- song of the sea</u> Key skills- Suffixes that can be added to verbs where no change is needed in the spelling of the root word. How words can be combined to make sentences. Joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Capital letters for names and for the personal I.</p> <p><u>Week 2,3,4&5 Sentence structure-</u> create a story</p>	<p>Continuing the plot - What happened when Noi meets the whale again? What would they do as friends - what adventures would they go? Games they would play.</p> <p><u>Week 8- recap of key skills-</u> Using a variety of conjunction and a variety of punctuation</p>
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		dragon		<p>to demarcate sentences. Capital letters for names and pronouns I.</p> <p><u>Week 2, 3, 4 & 5</u> <u>Sentence structure-</u> creating a story about a visit to another planet.</p> <p><u>Week 6&7</u> <u>Independent writing-</u> same characters different plot - the martian gets stuck on Earth and the boy has to get home.</p> <p><u>Week 8- Recap of key skills.</u> Sequencing sentences to create a short narrative.</p>	<p><u>Week 6&7</u> <u>Independent writing-</u> Big idea replicated- a magical coat or another magical item that provides powers to those who wear it.</p> <p><u>Week 8- Recap of key skills</u> Editing skills</p>	
MATHEMATICS	-Place Value (within 10) -Addition and Subtraction	-Geometry / Shape -Place Value	-Addition and Subtraction (within 20) -Place Value (within 50)	-Length and Height -Weight and Volume	-Multiplication & Division -Fractions -Geometry (position and direction)	-Place Value (within 100) -Measurement (money) -Time
SCIENCE	<u>Everyday materials</u>		<u>Animals, including humans</u>		<u>Plants</u>	

	<p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Key vocab hard, stretchy, waterproof, see-through, absorbent</p>		<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say what parts of the body are associated with each sense.</p> <p>Key vocab wing, feathers, paws, claw, hooves</p>		<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Key vocab leaf, flower, petal, roof, seed, trunk, stem, branch</p>	
COMPUTING	<p>1. Online Safety & Exploring Purple Mash</p> <p>2. Grouping and Sorting</p>	<p>3. Pictograms</p> <p>4. Lego Builders</p>	<p>5. Maze Explorers</p> <p>6. Animated Story Books</p>	<p>7. Coding</p>	<p>8. Spreadsheets</p>	<p>9. Technology Outside of School</p>

	AUTUMN	SPRING	SUMMER
HISTORY	<p><u>Transport</u></p> <p>Identify significant historical events, people and places in their own locality. Compare ideas from different time periods.</p>	<p><u>Food Glorious Food</u></p> <p>Identify significant historical events, people and places in their own locality. Compare ideas from different time periods.</p>	<p><u>Beside the seaside</u></p> <p>Understand changes in living memory. Accurately order events. Compare ideas from different time</p>

	<p>Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.</p>	<p>Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.</p>	<p>periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time. Ask and answer questions related to an area of study.</p>
GEOGRAPHY	<p>Or local area/ Our School Children know about similarities and differences in relations to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Our Country Refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p>	<p>Wonderful Weather Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. Refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks. Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>
ART and DESIGN	<p>Spirals (Drawing and Sketchbooks) Artist - Molly Haslund</p>	<p>Exploring watercolour (Colour) Artist - Paul Klee, Emma Burleigh</p>	<p>Making Birds (Collage and Making) Artist - Ernst Haekel, Hoang Tien Quyet, John James Audubon, Dusciana</p>

					Bravura	
Design Technology	Project Christmas card with moving parts	Mechanisms- sliders and levers	Project Fruit salad	Preparing fruit-fruit salad	Project Freestanding chair	Structures- freestanding structures
MUSIC	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having fun with Improvisation	Explore Sound and Make a Story
RELIGIOUS EDUCATION	Christianity Creation Story Main enquiry question: Does God want Christians to look after the world?	Christianity - Christmas Main enquiry question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity - Jesus as a friend Main enquiry question: Was it always easy for Jesus to show friendship?	Christianity - Easter - Palm Sunday Main enquiry question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism - Shabbat Main enquiry question: Is Shabbat important to Jewish children?	Judaism - Rosh Hashanah and Yom Kippur Main enquiry question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
PE	Core Physical Skills (coordination, balance, agility, flexibility, strength, speed and stamina) Daily Mile	Ball Skills (throw, bounce, roll and catch) Explore a variety of different sport balls	Gymnastics/Dance combined (jumping/landing, creative animal movement and balancing)	Gymnastics/Dance combined (climbing, creative movement/simply sequencing and balancing)	Athletics/Sports Day Practice (running, jumping and throwing)	Summer Games